# SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių universiteto
**STUDIJŲ PROGRAMOS *VIEŠASIS VALDYMAS*
(valstybinis kodas - 621N70006)
VERTINIMO IŠVADOS**

——————————————————

**EVALUATION REPORT
OF *PUBLIC GOVERNANCE*
(*state code - 621N70006*)
STUDY PROGRAMME**
at Šiauliai University

**Experts' team:**

1. **Prof. Dr Frank McMahon (team leader)** *academic,*

2. **Dr Christine Leitner,** *academic,*

3. **Dr Tomáš Černěnko,** *academic,*

4. **Doc. Dr Regimantas Čiupaila,** *social partner,*

5. **Ms Janine Wulz,** *students' representative*.


**Evaluation coordinator - Mrs Eimantė Bogdan**

Išvados parengtos anglų kalba
Report language – English

Vilnius
2016

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

| | |
|---|---|
| Studijų programos pavadinimas | *Viešasis valdymas* |
| Valstybinis kodas | 621N70006 |
| Studijų sritis | Socialiniai mokslai |
| Studijų kryptis | Viešasis administravimas |
| Studijų programos rūšis | Universitetinės studijos |
| Studijų pakopa | antroji |
| Studijų forma (trukmė metais) | Nuolatinė (1,5); ištęstinė (2) |
| Studijų programos apimtis kreditais | 90 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Viešojo administravimo magistras |
| Studijų programos įregistravimo data | 2012-03-02 |

————————————————————————

## INFORMATION ON EVALUATED STUDY PROGRAMME

| | |
|---|---|
| Title of the study programme | *Public governance* |
| State code | 621N70006 |
| Study area | Social Sciences |
| Study field | Public administration |
| Type of the study programme | University studies |
| Study cycle | second |
| Study mode (length in years) | Full-time (1,5); part-time (2) |
| Volume of the study programme in credits | 90 |
| Degree and (or) professional qualifications awarded | Master of Public administration |
| Date of registration of the study programme | 02-03-2012 |

© Studijų kokybės vertinimo centras

The Centre for Quality Assessment in Higher Education

# CONTENTS

# 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 |
|-----|----------------------|
|     |                      |
|     |                      |

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

Šiauliai University (hereinafter – ŠU) is a classical university which offers programmes at Bachelor, Master's and Doctoral level. The structure of ŠU has recently undergone change and now consists of three faculties, including the Faculty of Social Sciences, Humanities and Arts

which has seven departments. One of those departments is the Department of Public Administration in which the MA degree in Public Governance was developed in 2012. This is the first time that the programme has been evaluated. To prepare for the evaluation, a group was established in June 2015 consisting of teachers, students and social partners of the programme. All the relevant documents of the SER group are available on the ŠU Moodle website at http://projektai.distance.su.lt/course/view.php?id=5

It is stated in the SER that the programme is implemented in active cooperation with three university partners with whom a consortium agreement has been signed (Vytautus Magnus, Klaipėda University and Lithuanian University of Educational Science). Šiauliai University provides two Master's degrees in Public Administration, one a joint degree with Pardubice University in Czech Republic. Students of the Public Governance programme might want to choose modules of the joint degree programme (courses are offered in English) as electives. The Joint degree is the subject of a separate evaluation.

Although, it is claimed in the SER that there were student members of the group, the list of members on page 2 of the SER contains no students among the 13 listed members. It does, however, claim that the preliminary text of the SER was discussed with teachers, students, social partners and graduates (SER, paragraph 9). This was also confirmed in the discussion with the teachers and graduates at the site visit.

### 1.4. The Review Team

The review team was completed according to *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 *28/10/2016*.

1. **Prof. Dr Frank McMahon (team leader)**, *academic,* Former Director of Academic Affairs, Dublin Institute of Technology and one of Ireland's Bologna Experts, Ireland
2. **Dr Christine Leitner**, *academic,* Senior Adviser, Centre for Economics and Public Administration, UK
3. **Dr Tomáš Černěnko**, *academic*, Assistant Professor, University of Economics in Bratislava, Department of Public Administration and Regional Development, Slovakia
4. **Assoc. Prof. Dr Regimantas Čiupaila,** *academic and social partner,* Vilnius Gediminas Technical University, Lithuania
5. **Ms Janine Wulz**, _student_ member, Vienna University, Austria

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

*Statements on evaluation of programme aims and learning outcomes according to the following criteria:*

- *the programme aims and learning outcomes are well defined, clear and publicly accessible;*

  The programme aims and intended learning outcomes are very broad in scope, ranging from the ability to evaluate the effectiveness of public governance to the ability to carry out applied research independently to improve public governance and to become capable of collaborating flexibly involving experts and citizens. The aims and intended outcomes are compatible with the national descriptors of the study field of Public Administration issued by the Ministry of Education and Science in July 2015. The Self-evaluation report (hereinafter – SER) outlines the link between the recommendations for learning outcomes in the national descriptors of the study field of Public Administration and the programme's 11 intended learning outcomes (see Table 1, page 7 of SER).

  The programme aims and learning outcomes are available on the university's website for all students and other interested parties to see. They are also made available on other relevant sites such as AIKOS as well as social media.

- *the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market;*

  The Department of Public Administration has adopted an approach of seeking constant improvement and relevance of the programme. Other faculties contribute to the programme (modules, lecturers, etc.) to ensure its interdisciplinary nature. In 2014 the Department of Public Administration established the Council of Social Partners to better identify the needs required from the perspective of practice and potential employers. A number of suggestions of the Council have been incorporated in the programme *Public governance* including the decision to put a strong focus on the improvement of social abilities such as cooperation, teamwork, representation, consultation and decision making.

  Students are encouraged to focus in their Master theses on problems relevant to the public administration where they work. Thus a strong link is created between theory and practice and organisations can see the value of upgrading the qualification of their staff.

- *the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered;*

  The programme aims and learning outcomes are consistent with the type and level of studies (Master's degree) as defined in the descriptor of the study field Public Administration approved by the Minister of Education and Science in July 2015. For example, section 24.1.4 of the descriptor mentions the ability to analyse, critically evaluate and improve the process of functioning and management of public governance organisations and this is addressed in Learning Outcomes L01 and L02 of the learning outcomes of the programme as set out in table 1 of the SER. They are also consistent with the learning outcomes for second cycle degrees of the European Qualifications Framework and the Lithuanian Qualifications Framework. The award is based on the successful achievement of 90 ECTS credits which is within limits specified for national and European awards.

- *the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.*

  The name of the programme, *Public Governance*, its learning outcomes, its content and the qualification offered (Master's degree in Public Administration) are compatible with one another. As well as employment opportunities, the programme may lead to opportunities for doctoral studies (the Department has 9 doctoral students at present). There is lesser focus on core public management components but it is assumed that this would be required as a basis for admission to the programme (i.e. relevance of type of Bachelor programme, work experience, bridging courses). The *Public Governance* programme focuses on the "preparation of high qualification specialist with fundamental knowledge in the field of public governance and public administration". It targets future local, national and international public employees. The review team found that at present, the focus of the programme is clearly on the local administration. The review team found that ŠU might want to look into sharpening the profile of the programme and further defining its target groups, in particular if they want to meet the needs for national and international administration (in particular EU level) - as claimed by teachers and the management during the site visit.

## 2.2. Curriculum design

*Statements on evaluation of curriculum design according to the following criteria:*

- *the curriculum design meets legal requirements;*

  The curriculum design meets the legal requirement for a Master's degree which includes:

  - 90 – 120 ECTS credits (it has 90 credits);
  - Not less than 30 credits for thesis (it has 30 credits);
  - Subjects of the study field, no less than 60 credits (it has 60 credits);
  - The number of subjects studied during one semester must not exceed 5 (there are 5 subjects per semester in full-time study and 4 subjects per semester in part-time study);
  - The final theses are evaluated by a panel including competent professionals, professional practitioners and representatives of social partners and at least one member from another HEI (this is done).

- *study subjects and/or modules are spread evenly, their themes are not repetitive;*

  The study programme *Public governance* is offered on a full-time basis over three semesters as well as on a part-time basis over four semesters. The programme timetable is organised in cycles according to the students' needs since most of them have full time jobs. The trend is towards part-time study and to support this trend it is now possible to study eight subjects in the semi-distance (integrated) mode using the Moodle e-learning platform.

  The subjects are spread evenly; for example in the full-time programme there are five subjects in semester one, five subjects in semester two and the master's thesis in semester three

  Courses and their individual themes are not regarded as repetitive by students or alumni. An analysis of the subjects by the review team concluded that the themes of the subjects are not repetitive.

- *the content of the subjects and/or modules is consistent with the type and level of the studies;*

  The content of the modules/subjects is consistent with the type and level of studies. As mentioned in point 2.1 above, there is little focus on core public management components (such as public management theories/trends, quality management, public procurement, etc.) but it is assumed that this would be required as a basis for admission to the programme (i.e. relevance of type of Bachelor programme, work experience,

mandatory bridging courses). The content of the module on Public Law described in the SER is complex and demanding which was also mentioned by the students (see also comments on the scope below).

- *the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes;*

  Content and methods applied in the modules of study programme *Public governance* are varied and seem appropriate for the achievement of the intended learning outcomes. There seems to be an attempt to improve both the content and the methods from year to year. Students and alumni interviewed by the review team suggested some additional modules or changes of emphasis that might be included in the programme. These included more Law, in particular Public Procurement. Students consider the Public Law module as the most difficult module due to its complexity. The review team therefore recommends ŠU to re-visit the curriculum and to integrate more law-relevant components in the programme. It would not be feasible to add these modules to the programme as it would cause overload but ŠU should consider how some of them might be added as electives or reflected in existing modules.

  ŠU provides two Master's degrees in Public Administration, one a joint degree with Pardubice University in Czech Republic. Students of the *Public Governance* programme might want to choose modules of the joint degree programme (courses are offered in English) as electives.

  The management team and the teachers mentioned that there are plans to increase the percentage of distance learning. The students and alumni, however, were satisfied with the blended learning approach as is. A further reduction of face-to-face courses including in the part-time studies was not considered as effective. Students consider direct contact and discussions with teachers and peers as an added value. The review team recommends ŠU to take into account students' need for future plans to further expand distance learning. It might be difficult to achieve the learning outcomes in particular as regards critical thinking abilities, changes in attitudes and social skills. Moreover, peer learning and peer exchange might be more difficult to achieve. The design and methodology will need further attention to avoid these shortcomings. In this context, the review team suggests that ŠU formalises the requirements for class attendance.

- *the scope of the programme is sufficient to ensure learning outcomes;*

In addition to the comments above regarding the scope of the Public Law, the relevance of EU Law and the EU governance system seems to be addressed only marginally (e.g. no mandatory reading materials are mentioned in the SER, there is a fairly low number of lectures and little practical exercises according to the SER). However, there is a need to balance the content so as to avoid overloading the programme with more content in the given timeframe. Whilst 3 semesters provides adequate time for a full-time student to complete 90 ECTS credits, it appears very difficult for a part-time student to accumulate 90 ECTS in 4 semesters while working in a full-time job.

- *the content of the programme reflects the latest achievements in science, art and technologies.*

  While the focus on local governance is a very valuable one, the programme *Public governance* does not address explicitly latest trends in public administration research. Moreover, as mentioned above, there appears to be a limited focus on the multi-level governance aspects in the EU context and the international dimension of Public Administration, which does not reflect the reality. Future public sector employees should have the ability to understand the complex interrelations even when working at the local level. In this context it is important to have a better understanding of the EU and a set of basic skills to achieve better outcomes.

## 2.3. Teaching staff

*Statements on evaluation of teaching staff according to your Agency's **or** the following criteria:*

- *the study programme is provided by the staff meeting legal requirements;*

  Staff composition and appointment are in line with legal requirements. At least 80% of teachers have to hold a Doctor of Science degree (according to the SER 14 teachers out of 16 in total in 2015/16). There is a requirement that at least 20% of major study field subject's volume has to be taught by teachers holding a Professor's appointment. In SU, 6 of the 16 teachers on this programme hold the position of Professor so they comfortably meet the requirement of at least 20%.

- *the qualifications of the teaching staff are adequate to ensure learning outcomes;*

  The teaching staff members of study programme *Public governance* are highly motivated and qualified, more than 80% of them have doctoral degrees but also work in the public sector. At least 80% of teachers to hold a Doctor of Science degree (according to the SER 14 teachers out of 16 in total in 2015/16).

To date, staff members have not been required to gain a qualification in Teaching and Learning but consideration should be given to the introduction of such an award, especially for newly-appointed staff members. The content of such a qualification should include Teaching and Learning, Student Assessment and e-learning support. The staff have, however, received training on e-learning methods and tools. Practitioners could be more involved in the modules, e.g. as guest lecturers, project supervisors, etc. but it appears to be the case from discussions with teachers.

- *the number of the teaching staff is adequate to ensure learning outcomes;*
Presently 16 teachers are involved in the programme, 14 of whom have a PhD relevant to the subject areas. In 2015 – 16, there were 5.2 tenured staff members allocated to work with 91 students in the programme, i.e. 17.5 students per tenure (which corresponds to max 1056 teaching hours per academic year/out of a total of 1584). The teaching load including contact hours seem demanding compared to other European HEIs.

- *teaching staff turnover is able to ensure an adequate provision of the programme;*
The majority of the staff has been teaching in the programme *Public governance* since its beginning. PhD students are involved in the programme. The SER mentions 11 PhDs in the field of Management and Economics but the number of PhDs in public governance and public administration is low according to the discussions with teachers. Stable employment conditions for teachers are important to ensure continuity.

- *the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme;*
The SER describes ŠU's efforts to ensure the development of its teaching staff in regard to their research area, as well as courses and internships in Lithuania and abroad, including training in pedagogy and teaching methods. The teachers' CVs in Annex 3 and discussions at the site visit indicate that efforts are made to encourage teachers to make use of mobility programmes in the EU for professional development. During the period 2011 to 2015, 13 teachers made presentations at 28 conferences abroad. A further 18 teachers attended conferences abroad. There was also a high level of participation in internships in universities abroad with 53 teachers participating and a further 22 teachers participated in exchange programmes. All of this activity indicated an active interest in staff development and internationalisation by teachers of this programme in *Public Governanc*e.

- *the teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed.*

The Department of Public Administration is involved in research directly related to the study programme (see Tables 6 and 7 p. 19 SER) and actively participates in networks in the field of Public Administration at local, national and international level. These networks included ERSA, Baltic Region Researchers Association, Research Network of European Universities and OLA (Observatory of Local Authority). In 2013, the Department of Public Administration published a research study "Public Governance: Conceptions and Dimensions" (in Lithuanian) as well as two other research studies. So the review team commends the research activity of the Department while noting that the heavy teaching load does, however, affect research capacities to a certain extent.

### 2.4. Facilities and learning resources

*Statements on evaluation of facilities and learning resources according to the following criteria:*

- *the premises for studies are adequate both in their size and quality;*

In the period 2012-2016, they had 22 classrooms including three large lecture rooms (over 150 students) and a further 19 rooms equipped for group work. Six classrooms were equipped with 127 computers. In September 2016, the Faculty moved to new premises which were visited by the panel. The facilities include lecture halls and seminar rooms equipped with computers, projectors and magnetic boards. The panel was satisfied that the current premises are adequate in terms of size and quality.

- *the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality;*

The programme *Public governance* does not require much by way of specialist equipment. The review team was satisfied that the classroom facilities were adequate to house the programme in its current location. Students and alumni of the programme expressed themselves satisfied with the facilities and equipment when they met the review team. The new library (which has 295 workstations, is open to the public and has become an inter-generational meeting point for the university community and local citizens. The library offers rooms that can be used by the students for various purposes to work on their projects. The review team also was impressed by the offer of child care at the library premises. The library facilities also comply with state-of-the-art accessibility requirements.

- *the higher education institution has adequate arrangements for students' practice;*

Most students study part-time, therefore the question is if there is enough room for students' practice, peer interchange and contact with teacher. However, many students already work in public administration and therefore prefer to study part-time. Other students have completed the BA degree in Public Administration in which practice is mandatory. So very few current students need practice in public administration. Accordingly, their Master theses often focus on problems directly related to their jobs in public administration. However, students who have had no practice in the public sector have limited opportunities for internships and this could be solved by ŠU in collaboration with the social partners who are senior staff members of various social sector organisations.

- *teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.*

Teaching materials are adequate and described in detail in the SER. Feedback from the students during the site visit was positive. Students have online access to relevant journals and standard (international) literature on public administration.

Students appreciate the support of Moodle, the e-learning platform used by ŠU. It is particularly useful for enabling students who cannot attend all lectures to know what has been covered in class.

## 2.5. Study process and students' performance assessment

*Statements on evaluation of study process and students' performance assessment according to the following criteria:*

- *the admission requirements are well-founded;*

The admission requirements of study programme *Public governance* are well founded in terms of the procedures adopted. According to the SER 94% of the students graduated from programmes other than Public administration. To address this issue, bridging courses are offered. The provision on requirements regarding bridging courses are clearly described and communicated. Students must have completed an additional 20 credits or have worked for at least one year in management or administrative work in the public sector.

Students have had a choice of registering as a full-time or part-time student. In the past four years, 32 students were admitted as full-time and 133 students admitted as part-time students.

- *the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;*

  ŠU offers a flexible study process organisation according to the students' needs since most of them, including full-time students, work full time. The programme *Public governance* is offered as full-time and part-time study, in both cases courses mainly take place on Fridays and Saturdays. Part-time courses rely heavily on self-study and distance learning. Students can agree individual study plans. If this flexibility affects some of the learning outcomes and adds additional burden on the teaching staff, then it deserves some attention. See also comments in point 2.2. (curriculum design) above. ŠU has shown a high degree of flexibility in meeting the needs of individual students as regards timetable of classes. Thus, if students request moving a class to Friday evening, it is done. The review team had some concern that there may be too much flexibility. ŠU must maintain standards in terms of students participating in the classes that are scheduled and engaging with fellow students for peer learning.

- *students are encouraged to participate in research, artistic and applied research activities;*

  In the period 2013-15, 40 second year students presented their research in scientific conferences. That is 63% of all students who completed that year. And each year 16 students took part in the Young Scientists international conference. Some professors invite students to participate in their research centre, for example 8 students joined the Rural Development Centre. Teachers make continuous efforts to engage students in research and other activities.

- *students have opportunities to participate in student mobility programmes;*

  Students of the programme have the opportunity of spending one semester on a student mobility programme in a partner institution but to date they have not done so. In this regard, the programme is falling far short of the European objectives (20% of all students to have studied abroad by 2020) and of the more modest Lithuanian targets. The reason given for non-participation was that students have jobs and family commitments. The Programme Management has therefore encouraged guest lecturers from abroad and offers some courses in English. Also, mobility of teaching staff is encouraged. ŠU should explore ways in which students could benefit from international mobility. This could take the form of students undertaking internships outside Lithuania, as an alternative to study in a university abroad.

- *the higher education institution ensures an adequate level of academic and social support;*

ŠU offers an adequate level of academic and social support for the students in the *Public governance* programme (e.g. including housing and child care). The academic support is offered at various levels including Institution, Department, Study Programme and Subject level. Feedback from surveys has indicated that 97% of students are happy with the support given by teachers. Student-staff relations are excellent.

- *the assessment system of students' performance is clear, adequate and publicly available;*

The assessment system is adequate and well thought out and modalities are clear and communicated to the students in advance. The timing is adapted for part-time students. The arrangements for the assessment of student achievement involve term assessments, end of semester examinations and a thesis. For each module, the final examination accounts for at least 50% of the final grade. Students have access, to all grades they have obtained and which are captured on the academic information system. There are appropriate opportunities for students to repeat examinations to make good any deficiencies.

- *professional activities of the majority of graduates meets the programme providers' expectations.*

This point was confirmed according to surveys conducted by ŠU and also during discussions with students, alumni and social partners during the site visit. However, most students already work in public administration during their studies. Some students/alumni mentioned that more legal skills would be beneficial for practice.

### 2.6. Programme management

*Statements on evaluation of programme management according to your Agency's **or** the following criteria:*

- *responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;*

Responsibilities for decisions and monitoring of the implementations of the programme are allocated clearly.

1.     The Study Department manages studies throughout the university, including the initiation of changes based on trends in higher education and regional development.

Studijų kokybės vertinimo centras

2. The Faculty organises studies including the continuous improvement of study programmes. Their processes are administered by the Dean and Vice-Dean and are supported by the Faculty Study Quality Monitoring Centre and Social Partnership Centre

3. The Department of Public Administration coordinates and administers the implementation of the programme. It also forms the research policy of the department and the defence of theses. It is assisted by a Programme Committee in Public Governance which includes the Head of Department, teachers, a student, a graduate and a social partner. It meets regularly, at least three times a year.

4. The Council of Social Partners (20 members) has been established based on the experience of the University of Lund, Sweden. It has 20 members and has a clear role to provide advice on possible changes to the programme to make it more suitable to the needs of the labour market It involves representatives of public administration institutions at national and regional level and contributes to the debate on possible quality improvements. It meets once per year.

- *information and data on the implementation of the programme are regularly collected and analysed;*

Information and data is collected on a regular basis. This is done electronically at the end of each semester and is organised by the Faculty Quality Monitoring Centre based on the Internal Quality Management System. Quality Days are held annually, organised by the central Strategic and Quality Management Department at which participants share their good experiences and discuss topical issues of programme quality. Analyses and reports are made publicly available according to the SER and discussion at the site visit.

- *the outcomes of internal and external evaluations of the programme are used for the improvement of the programme;*

Continuous efforts are made to improve the programme based on the outcomes of well-structured evaluations. Changes have been made to individual modules/subjects, there have been changes to the order in which modules are studied, the number of elective subjects has been changed and there has been the integration of additional research tasks to course units. The Council of Social Partners has advised of the desirability of strong links between students and public sector workplaces and this has encouraged student to base their Master's thesis on situations in their own workplace.

In addition, discussions with teachers and students confirmed that teachers regularly ask students for feedback on the courses and adapt the courses/tasks accordingly.

- *the evaluation and improvement processes involve stakeholders;*

  A variety of stakeholders are involved in the continuous evaluation and improvement process, including practitioners, students and graduates (see SER pp.31-33.). The Council of Social Partners provides advice on possible changes to the programme to make it more suitable to the needs of the labour market. Social Partners are also involved in the Defence of Theses and this provides them with further evidence of any weaknesses in the programme.

  Discussions with students, alumni and social partners showed that they were happy with how their feedback had been taken into account. It may be possible to engage the social partners in further improvements in the programme perhaps regarding sponsoring scholarships for students of the *Public Governance* programme, publicising the benefits of the MA qualification in terms of career progression for graduates, marketing the programme effectively to encourage more applicants, providing internships in public administration jobs for those students who do not work in public administration and find ways to enable student mobility.

- *the internal quality assurance measures are effective and efficient.*

  The internal quality measures are well thought out and extensive. ŠU has produced a Quality Manual which is available online and which details the roles of various bodies to achieving quality.

## 2.7. Examples of excellence

- The Library serves as an inter-generational meeting place in the city. It is fully accessible and offers child care as an additional service for young parents.
- The involvement of social partners has been institutionalised and formalised. The Council of Social Partners is composed of senior representatives of the Lithuanian public and private sector. They are regularly involved in the review and re-design of the programme.
- Students are encouraged to focus in their Master theses on problems relevant to the public administration where they work. Thus a strong link is created between theory and practice and organisations can see the value of upgrading the qualification of their staff.

## III. RECOMMENDATIONS

1. Consideration should be given as to how some additional topics or modules on *Law* and other core public management topics in particular *Public Procurement* as well as *Project Management* might be accommodated.

2. ŠU should to take into account students' need for future plans to further expand distance learning. It might be difficult to achieve the learning outcomes in particular as regards critical thinking abilities, changes in attitudes and social skills. The design and methodology will need further attention to avoid potential shortcomings.

3. It might be advisable to formalise the requirements for class attendance.

4. All new teachers should be required to complete a qualification in Teaching & Learning, Assessment and e-Learning.

5. ŠU might show flexibility in allowing part-time students to extend their study period beyond 2 years.

6. Consideration should be given to providing experience in public administration (internships) to all students who do not work in the public sector.

7. Encourage student international mobility, e.g. by exploring internships abroad.

8. The role of social partners should be extended to seeking their assistance in:
   - providing scholarships for students;
   - publicising the benefits to career progression for MA graduates;
   - marketing the MA programme (including via social media);
   - providing work experience/internships for students who do not work in public sector.

## IV. SUMMARY

The programme commenced in 2013 and is offered on a full-time as well as on a part-time basis. The latter is organised in cycles according to the students' needs since most of them have full time jobs. The trend is towards part-time study.

The programme aims and intended learning outcomes are clearly defined and are compatible with the national descriptors of the study field of Public Administration. The programme aims and learning outcomes are available on the university's website for all students and other interested parties to see. The programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market.

The Department of Public Administration has adopted an approach of seeking constant improvement and relevance of the programme. Other faculties contribute to the programme (modules, lecturers, etc.) to ensure its interdisciplinary nature. In 2014 the Department of Public Administration established the Council of Social Partners to better identify the needs required from the perspective of practice and potential employers. A number of suggestions of the Council have been incorporated in the programme.

The programme aims and learning outcomes are consistent with the type and level of studies (Master's degree) as defined in the descriptor of the study field Public Administration approved by the Minister of Education and Science in July 2015. They are also consistent with the learning outcomes for second cycle degrees of the European Qualifications Framework and the Lithuanian Qualifications Framework.

The name of the programme, Public Governance, its learning outcomes, its content and the qualification offered (Master's degree in Public Administration) are all compatible with one another. The programme targets future local, national and international public employees. The review team found that at present, the focus of the programme is clearly on the local administration. ŠU might want to look into sharpening the profile of the programme and further defining its target groups, in particular if they want to meet the needs for national and international administration (in particular EU level).

The curriculum design meets all the legal requirements for a Master's degree. The review team recommends ŠU to re-visit the curriculum and to integrate more law and core public management relevant components in the programme. ŠU should consider how some of them might be added as electives or reflected in existing modules. The review team also recommends ŠU to take into account students' need for future plans to further expand distance learning. It might be difficult to achieve the learning outcomes in particular as regards critical thinking abilities, changes in attitudes and social skills. The design and methodology will need further

attention to avoid these shortcomings. While the focus on local governance is a very valuable one, there is a limited focus on the multi-level governance aspects in the EU context and the international dimension of Public Administration. Future public sector employees should have the ability to understand the complex interrelations even when working at the local level.

The teaching staff are highly qualified (all have PhD) and fully committed to assisting their students. While ŠU shows clear commitment to the development of its teaching staff, the review team recommends that a mandatory requirement for all new lecturers to gain a qualification in Learning & Teaching should be introduced. The Department of Public Administration is involved in research directly related to the study programme and teachers actively participates in networks in the field of Public Administration at local, national and international level. The heavy teaching load does however affect research capacities to a certain extent.

The premises and facilities are adequate. The programme does not demand much in the way of equipment but teaching rooms are well resourced. The university library offers a wide range of data-bases and electronic journals which the students can access from home. The library is open to the public and has become an inter-generational meeting point for the university community and local citizens. The review team also was impressed by the offer of child care at the premises. The library facilities also comply with state-of-the-art accessibility requirements.

There are no arrangements for student practice as most students are currently working in Public Administration or have completed a bachelor's degree in that area. But ŠU should seek to ensure access to practice for the minority of students who have not worked in public administration; this could be arranged with the social partners.

The admission requirements are well founded. ŠU should also ensure that all students attend at least a specified minimum of classes on the campus to ensure interaction between students and teachers and with other students. Students have not undertaken mobility programmes (because of job commitments). Ways of addressing this deficiency are needed, possibly including internships abroad.

The arrangements for programme management are sound. There are regular surveys of student opinion and social partners are also surveyed. Currently students and social partners are involved in the improvement processes. The review team believes there is scope for social partners to contribute more by way of marketing the programme to encourage more applicants and in helping to provide work experience for students who need it.

## V. GENERAL ASSESSMENT

The study programme *Public governance* (state code – 621N70006) at Šiauliai University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

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

| | |
|---|---|
| Grupės vadovas: Team leader: | Prof. Dr. Frank McMahon |
| Grupės nariai: Team members: | Dr. Christine Leitner |
| | Dr. Tomáš Černěnko |
| | Doc. Dr. Regimantas Čiupaila |
| | Ms Janine Wulz |

Studijų kokybės vertinimo centras

**ŠIAULIŲ UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS**
*VIEŠASIS VALDYMAS* **(VALSTYBINIS KODAS – 621N70006) 2016-12-22**
**EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-254 IŠRAŠAS**

<...>

## V. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių universiteto studijų programa *Viešasis valdymas* (valstybinis kodas – 621N70006) vertinama **teigiamai**.

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

Nuolatinė ir ištęstinė studijų programa pradėta vykdyti 2013 m. Studijų programa sudaryta iš ciklų atsižvelgiant į studentų poreikius, nes dauguma studentų dirba visą darbo dieną. Studentai labiau linkę rinktis ištęstines studijas.

Studijų programos tikslai ir studijų rezultatai aiškiai apibrėžti ir atitinka nacionalinį Viešojo administravimo studijų krypties aprašą. Studijų programos tikslai ir studijų rezultatai skelbiami universiteto tinklalapyje – juos gali matyti visi studentai ir kitos suinteresuotosios šalys. Studijų programos tikslai ir studijų rezultatai atitinka akademinius ir (ar) profesinius reikalavimus, visuomenės ir darbo rinkos poreikius.

Viešojo administravimo katedra nuolat siekia tobulinti studijų programą ir didinti jos svarbą. Siekiant užtikrinti studijų programos trapdalykiškumą, bendradarbiaujama su kitais

fakultetais (dėstomi kitų programų dalykai, kviečiami dėstytojai ir pan.). 2014 m. Viešojo administravimo katedra įsteigė Socialinių partnerių tarybą, kad būtų galima geriau nustatyti praktikos ir būsimų darbdavių poreikius. Į tarybos pasiūlymus buvo atsižvelgta tobulint studijų programą.

Programos tikslai ir studijų rezultatai atitinka magistrantūros studijų rūšį ir pakopą, kaip apibrėžta Viešojo administravimo studijų krypties apraše, kurį 2015 m. liepos mėn. patvirtino švietimo ir mokslo ministras. Programos tikslai ir studijų rezultatai taip pat atitinka Europos kvalifikacijų sąrangos ir Lietuvos kvalifikacijų sąrangos antrosios studijų pakopos reikalavimus.

Studijų programos pavadinimas *Viešasis valdymas*, studijų rezultatai, turinys ir suteikiama kvalifikacija (Viešojo administravimo magistro laipsnis) dera tarpusavyje. Pagal studijų programą rengiami specialistai darbui regione, šalyje ir užsienyje. Ekspertų grupė pastebėjo, kad šiuo metu studijų programa labiau orientuota į vietos administravimą. ŠU galėtų išplėsti studijų programos profilį – nustatyti jos tikslinies grupes, ypač, jei norima rengti specialistus, atitinkančius šalies ir tarptautinio (visų pirma ES lygmens) administravimo poreikius.

Programos sandara atitinka visus magistrantūros studijų teisinius reikalavimus. Ekspertų grupė rekomenduoja ŠU peržiūrėti programą ir į ją įtraukti daugiau teisės ir viešojo valdymo dalykų. ŠU turėtų apsvarstyti, ar šie dalykai būtų pasirenkami ar įtraukti į dėstomų dalykų kontekstą. Ekspertų grupė taip pat rekomenduoja ŠU atsižvelgti į studentų poreikį ateityje dar labiau plėtoti nuotolinį mokymąsi. Tačiau mokantis nuotoliniu būdu gali būti sunku pasiekti studijų rezultatus, ypač vystyti kritinį mąstymą, keisti nuostatas ir ugdyti socialinius gebėjimus. Todėl svarbu sukurti tinkamą metodiką, kad būtų išvengta tokių trukumų. Pagirtina, kad studijų programa orientuota į vietos valdymą, tačiau per mažai dėmesio skiriama daugiapakopiam valdymui ES kontekste ir tarptautiniam viešojo administravimo aspektui. Būsimi viešojo sektoriaus darbuotojai net ir dirbdami vietos lygmenyje turi išmatyti sudėtingus tarpusavio ryšius.

Dėstytojai aukštos kvalifikacijos (visi turi daktaro laipsnį), yra atsidavę ir padeda studentams. Nors ŠU skiria daug dėmesio dėstytojų kvalifikacijos kėlimui, ekspertų grupė rekomenduoja, kad būtų įvestas reikalavimas, pagal kurį visi nauji dėstytojai privalo turėti kvalifikaciją mokymosi ir mokymo srityje. Viešojo administravimo katedra dalyvauja moksliniuose tyrimuose, tiesiogiai susijusiuose su studijų programa. Dėstytojai aktyviai dalyvauja mokslinių tyrimų organizacijų veikloje, susijusioje su viešuoju administravimu, vietos, šalies ir tarptautiniu lygmeniu.

Patalpos ir įranga tinkamos. Studijų programos dėstymui nereikia daug įrangos. Auditorijose yra daug mokymo išteklių. Biblioteka aprūpinta įvairiomis duomenų bazėmis ir

elektroniniais žurnalais. Studentai šiais ištekliais gali naudotis iš namų. Biblioteka prieinama visuomenei. Joje susitinka skirtingų kartų atstovai, universiteto bendruomenė ir vietos gyventojai. Ekspertų grupė buvo maloniai nustebinta sužinojusi, kad bibliotekoje teikiama vaikų priežiūros paslauga. Bibliotekos įranga taip pat atitinka naujausių prieigos galimybių reikalavimus.

Nustatytų praktikos vietų nėra, nes dauguma studentų dirba viešajame sektoriuje arba yra įgiję šios srities bakalauro laipsnį. Tačiau ŠU turėtų užtikrinti praktikos vietas mažumai studentų, kurie nėra dirbę viešojo administravimo srityje. Dėl praktikos galima būtų susitarti su socialiniais partneriais.

Priėmimo reikalavimai pagrįsti. ŠU taip pat turėtų užtikrinti, kad visi studentai bent dalį paskaitų lankytų pagrindiniuose universiteto rūmuose ir galėtų bendrauti su dėstytojais ir kitais studentais. Studentai nedalyvauja judumo programose (kadangi dirba). Reikėtų ieškoti būdų, kaip skatinti dalyvavimą judumo programose. Galbūt reikėtų rengti stažuotes užsienyje.

Imamasi priemonių studijų programos vadybai gerinti. Nuolat rengiamos apklausos siekiant sužinoti studentų nuomonę. Taip pat rengiamos socialinių partnerių apklausos. Studentai ir socialiniai partneriai dalyvauja programos tobulinimo procese. Ekspertų grupės nuomone, socialiniai partneriai galėtų dar labiau didinti programos žinomumą, kad būtų pritraukta daugiau norinčių studijuoti ir padėti darbo patirties neturintiems studentams ją įgyti.

<...>

## III. REKOMENDACIJOS

1. Apsvarstyti galimybę įtraukti papildomus dalykus, pavyzdžiui, *teisę* ir kitus viešojo administravimo dalykus – *viešuosius pirkimus* ir *projektų valdymą*.

2. ŠU turi atsižvelgti į studentų pageidavimą ateityje dar labiau plėtoti nuotolinį mokymąsi. Tačiau mokantis nuotoliniu būdu gali būti sunku pasiekti studijų rezultatus, ypač vystyti kritinį mąstymą, keisti nuostatas ir ugdyti socialinius gebėjimus. Todėl svarbu sukurti tinkamą metodiką, kad būtų išvengta tokių trūkumų.

3. Patartina nustatyti reikalavimus dėl paskaitų lankymo.

4. Reikalauti, kad visi nauji dėstytojai turi būti įgiję kvalifikaciją mokymo ir mokymosi bei vertinimo ir nuotolinio mokymosi srityje.

5. ŠU turėtų dirbti lanksčiau – suteikti ištęstinių studijų studentams galimybę studijuoti ilgiau nei dvejus metus.

6. Užtikrinti, kad studentai, kurie nedirba viešajame sektoriuje, įgytų patirties viešojo administravimo srityje (rengti stažuotes).

Studijų kokybės vertinimo centras

7. Skatinti studentų tarptautinį judumą, ieškoti stažavimosi galimybių užsienyje.

8. Socialiniai partneriai turi atlikti didesnį vaidmenį:

- įsteigiant stipendijas studentams;

- supažindinant magistrantūros absolventus su karjeros galimybėmis;

- populiarinant magistrantūros studijų programą (socialinės žiniasklaidos priemonėse);

- suteikiant darbo patirties / rengti stažuotes studentams, nedirbantiems viešajame sektoriuje.

<…>

_____

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)

Studijų kokybės vertinimo centras