



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
SOCIOLOGIJOS PROGRAMOS (621L30003, 62405S104)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF SOCIOLOGY (621L30003, 62405S104)
STUDY PROGRAMME**
at Kaunas University of Technology

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Sociologija</i>
Valstybinis kodas	621L30003, 62405S104
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Sociologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2), ištęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sociologijos magistras
Studijų programos įregistruavimo data	1994-06-08, Nr. 78

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Sociology</i>
State code	621L30003, 62405S104
Study area	Social Sciences
Study field	Sociology
Kind of the study programme	University studies
Level of studies	second
Study mode (length in years)	Full-time (2), part-time (3)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Sociology
Date of registration of the study programme	8th of June, 1994, KTU Senate's Resolution No. 78

CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design	5
3. Staff	7
4. Facilities and learning resources	8
5. Study process and student assessment.....	9
6. Programme management	10
III. RECOMMENDATIONS	10
IV. SUMMARY	12
V. GENERAL ASSESSMENT	14

I. INTRODUCTION

Kaunas University of Technology provides services and education at all levels of higher education in a variety of study modes and for a variety of academic, vocational and professional needs. The university consists of 13 faculties, International studies centre, 12 institutes, 6 centres (including 4 research centres), and the library. Academic staff consists of 1266 employees (1045 teachers, 106 research fellows, 116 hourly teachers), 811 of them have a doctoral degree (732 PhDs, 79 Habilitated doctors). There are almost 17000 students in the University (undergraduate students – almost 13000; graduate students – almost 3000 and doctoral students – almost 400).

The Master's programme in sociology at Kaunas Technological University (hereinafter – KTU) was founded in 1994 and has consequently been functioning almost *two* decades. The following report is based on the careful reading of the self-evaluation report and other documents provided by the Sociology department at KTU as well as on the interviews during the site visit of the expert group.

The site visit was undertaken on 9th of October 2012. The expert team was led by Prof. Jukka Gronow and the other expert team members comprised of Ass.Prof. Viktoriya Sereda, Dr. Vladislavs Volkovs, Ms. Monika Kavaliauskė, Prof. Vida Kanopienė and Mr. Saulius Olencevičius. A later meeting was held to discuss the programme further and write the report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The Programme aims to prepare Masters of Sociology who have general theoretical and practical competences in this field and specific knowledge of “*social, economic, organisational, environmental, political, business development and labour relations*”. Although the description of some of the Programme's learning outcomes is not convincing enough (B2; C2), in overall they are coherent in their aims and objectives and meet the requirements for the second-level studies and Master's degree defined in Bologna Qualifications Framework and in Dublin's Descriptors.

The Programme's aims and learning outcomes are publicly accessible: for students and staff representatives through Academic Information System of the University (https://uais.cr.ktu.lt/ktuis/stp_prisijungimas); for public through the internet portal of the University (<http://en.ktu.lt/content/degree-programmes-english-0>) and official database AIKOS (<http://www.aikos.smm.lt/aikos/programs.htm>); special publication “Study programmes of KTU” is released every year. Information in websites contains the description of the Programme's aims and learning outcomes as well as description of the study modules.

The Programme differs from the other Master programmes in Sociology carried out in other universities of Lithuania by its focus on the training in the field of Sociology of Organisations, Science and technology, Environmental sociology. This distinction is explained referring to a specific profile of Kaunas University of Technology, the importance of cross-disciplinary studies at the University and is regarded by its management and teaching personnel as the strength of the Programme's. However, an emphasis on these particular study fields in the Programme is not convincing enough in practice and does not foster to a satisfactory degree the development of professional Sociologist's identity of students.

The experts were not given any clear and well-reasoned answer why this programme in particular is needed. The provided arguments considering the demands of the labour market in sociologists with particular competences in the above specified areas are not convincing enough. The arguments that the development of analytical skills and deep knowledge of sociological

research methods are the specific merits of the programme are not really substantiated, taking into account the opinion of the social partners (employers) and the professional career paths of graduates.

In overall, the description of the Master study programme “Sociology” (Master of Sociology) is quite abstract as far as its aims, learning outcomes and public needs (identity) are concerned, and there is a certain lack of details. Even though the teachers certainly inform the students about the programme once they have started studying sociology there are other groups which would benefit from more systematic and detailed information, this is true not the least about potential or future students.

For example, there is no evidence on conducted research or the professional activities of the programme’s graduates or on the feedback of stakeholders – their participation in the process of the development and monitoring of the programme has obviously been quite negligible. The relatively weakly coordinated cooperation with social partners is one of the programme’s weaknesses and should be taken into account in the future in assuring the „recognition“ of the competences of the Programme’s graduates in the labour market.

2. Curriculum design

The duration of the Programme is two years, its volume – 120 credits, and in this respect the curriculum meets the national legal requirements (“Description of the general requirements for the master’s study program” confirmed by Order No V-826 adopted by the Minister of Education and Science of the Republic of Lithuania on 3 June 2010). One module covers six ECTS credit points which corresponds to the international standards for modularization. The module designed for the final degree Project (Master’s thesis) covers respectively 30 ECTS credit points.

The curriculum includes obligatory study subjects (six) and elective study subjects (ten) – two optional courses are offered in the first semester, four – respectively in the second and in the third semester. However, because of the small total number of students participating in the Programme, the diversification of the studies cannot be implemented enough. *De facto* students often do not have so many alternatives. The curriculum has a strong emphasis on research – aiming to develop students’ research abilities and skills. In addition to the Final research project, three other research projects (No1, No2 and No3) are included in a first, second and third semesters respectively.

Considering that the students are actively involved in various research projects, conducted by the professors/associated professors and the other staff of the department of Sociology, might justify the allocation of additional 18 ECTS credit points to research. However, the distinction between the three research projects and the Final (Master’s thesis) is not very clear. If they all are an integral part of the Final project (Master’s thesis) and students in fact prepare various parts, or first drafts, of their final thesis in these research projects, this raises some doubts that the students are given extra credits for the overlapping work.

As a preliminary consideration, the curriculum of a Programme is not thoroughly planned and is not scientifically well founded enough. The modules do not form an integral totality and some of them are not fully in line with the academic standards of Master’s level university programmes:

- Some courses (e.g., “Statistical Methods in Social Research” and „Computer-assisted Methods for Qualitative Inquiry“) should be core subjects, considering the learning outcomes of the programme. According to the self-evaluation report (table 4, p 10) these

courses are electives. We have later received information according to which the first mentioned course is now after all a core subject.

- The formulation of the aims of the Programme indicates that it aims at preparing students that “have ability to [...] analyse particular issues of social, economic, organisational, environmental, political, business development and labour relations.” However, the programme does not include any modules targeted at analysing the political, business development and labour relations even though some modules obviously include at least parts which are relevant in this respect. (e.g., Political Sociology, Employment and Labour market, Business Sociology).
- Some of the Programme’s courses (e.g. Human development) are rather basic and more suitable as introduction courses for the bachelor programme of sociology.
- The description of the sections and themes of the courses is quite sketchy and gives very short information about the topics of lectures. It is not properly standardised. In some cases, very broad topics that might better serve as separate modules in a study programme are included in one and the same course.
- The content (Syllabus) of the study modules taught at the same time or on the same level is in some cases overlapping and the same themes (topics) are included in different courses.
- The described contents (Syllabus) of the study modules do not give much evidence of analysing the Lithuanian context. Although some national publications are included in the literature list of many modules, the self-evaluation report did not offer enough information about the question of the realization of all learning outcomes of the Programme (e.g., A1, A3, A4) realized. However, Lithuanian data, as well as cross cultural comparative data, are regularly used in teaching to illustrate theories. Lithuanian cases are also included as examples in teaching and 100% of MA theses are based upon Lithuanian case studies.
- MA level modules should indicate what kind of previous knowledge the studies require, e.g., knowledge of the basics in Sociology, etc. However, none of the course descriptions includes such information.
- MA students should read scientific literature. However, the literature lists of many modules include compendiums of lectures and text books which made it impossible for the expert team to judge what obligatory and additional literature students were expected to read during a course, as well as to judge whether the students can really achieve the learning outcomes of the modules. We did not have time enough to get acquainted with the detailed contents of the compendiums.
- In most cases 48 hours are allocated for the lectures and 16 for seminars, the proportions should be different and more time should be given for students’ work during seminars.
- “Seminars” and “homework” are indicated among the criteria of evaluation of students’ performance. However, from the description presented in the self-evaluation report it is not clear, if the attendance, or activity, or presentations are evaluated or what is the meaning of homework: e.g., do they write essays? Faculty of Social Sciences has however published a special book where the requirements for what is called ‘Homework’ are described: the type of tasks to be completed, the structure of a report, criteria for evaluation of a report, explanation of reference standards, etc. Different types of student individual work are possible, with ‘Homework’ among them. All these types/forms are described in the book that is available through the University library and through the publishing house internet pages: http://www.ebooks.ktu.lt/eb/108/studiju_darbu_parengimo_tvarka/.
- Some interdisciplinary courses (e.g. Human relations; Organizational Public Relations), have other (e.g., social psychological) approaches which have a rather vague connection - or no connection at all - to Sociology. Their relevance to the study programme should be better motivated.

- The experts think that the Programme does not avoid “mirroring”, both in terms of its structure (study subjects) as well as contents several modules in the KTU BA programme of sociology. Many subjects have even the same names, only with a word “introduction” added. The arguments that these study modules at MA level, despite repeating the topics of the BA courses, deepen the student’s knowledge are not convincing, also according the remarks of the interviewed students. There is also lack of evidence in the self-evaluation report that during the studies in the Programme students develop enough skills and gain adequate knowledge for pursuing an academic career. On the other hand, most Ph.D. students of sociology at the KTU are graduates from the department of sociology giving some credence to the quality of the MA programme.

3. Staff

The teaching staff of the Department of Sociology constitutes of 3 professors, 5 associate professors and 1 lecturer with a doctor’s degree – the composition of the staff is in compliance with national legal requirements. The Department of Sociology has 15 PhD students. Some of them are on maternity leave and do not participate in the study process, the others serve as teaching assistants teaching at the seminars. The Department of Sociology uses in teaching the potential of the other structural subdivisions of KTU and the Faculty of Social Sciences: some courses for master students are taught by the members of the teaching staff of other Faculties, i.e. the Faculty of the Fundamental sciences and also by other Departments from the Faculty of Social Sciences, i.e. the Department of Educational Systems. The Dean acts as the coordinating teacher for the Research Project 1, Research Project 2, Research Project 3, and Final Degree Project.

All members of the academic staff of the Department of Sociology participate in teaching and supervising students’ final theses in the Programme.

The Programme is implemented by an adequately qualified teaching staff. Its teachers are active researchers, have quite extended list of publications and participate actively in various scientific conferences, seminars as well as carry out research projects. Some are members in the European Sociological Association (ESA), the International Sociological Association (ISA), the Lithuanian Sociological Association, or in other international Research Associations [European Survey Research Association (ESRA), etc.]. They have served as experts in international and national institutions and Research networks. The active involvement of the teaching staff in various research projects helps to integrate research experience into study process, and can be evaluated positively. However, most of the publications of the teaching staff are in national and/or local scientific journals, books (e.g. “Socialiniai mokslai”, “Filosofija. Sociologija”, “Sociologija. Mintis ir veiksmas”). These journals can be recorded in international data bases but this does not make them genuinely international journals. They have not published recently any scientific monographs on any genuinely sociological topic. Therefore, the lecturers of the Department of Sociology should pay more attention to achieving high academic standards in their research and concentrate their efforts on publishing abroad, in the scientific journals refereed in international databases. The Department of Sociology provides teaching of social sciences methodology for all the other departments of KTU and participates in EU projects related with social data collection (e.g., LIDA).

KTU administration pays much attention to the professional development of its teachers, among the measures the Young teachers’ training programme, the internal training of Research methodology and Educational technologies can be named. The teachers of the Programme are provided with opportunities to improve their professional qualifications in various forms. The most common forms are participation in international sociological conferences (organised by ESA or ISA etc) and participation in ERASMUS exchange programmes that is teaching abroad.

The financial resources of the university and the special grants of the Lithuanian research Council are used for these purposes.

The teaching staff shows a great deal of commitment in performing their duties, from tutoring to student support.

The provided information concerning the number/turnover and the workload of the teaching staff does not quite convince that the department of Sociology can at present fully ensure an adequate provisioning of the Programme, taking into account also the fact that other study programmes are currently implemented by the department: BA in sociology, BA in Sociology as minor study field (implemented since 2012), MA in Social Policy (implemented since 2012) and PhD in Sociology (implemented in Consortium with Vytautas Magnus university and Lithuanian Social Research centre). It can be expected that in the near future the teaching workload will increase even more and new courses will be “added” to the teaching duties of the teachers. According to the administration there are plans to recruit new staff members in the coming years. What this means more concretely is not however quite clear yet.

Meanwhile, two former full-time teachers (one professor and one associate professor) of the department of Sociology have since 2011 taken full-time positions at other academic institutions, and no new persons have been employed to replace them. In order to fill this gap, some professors from the other departments (not Sociologists) who have a very big load in their own study programmes participate in the implementation of the sociological study programme teaching interdisciplinary courses (for not obvious reasons one professor of the Department does not give any courses in a Programme)

The annual volume of pedagogical work of a full-time teacher, as recommended by the university regulations should make up 720 hours (pedagogical work constitutes 75% of the workload and research and other scientific activities constitute 25% of the workload). These recommendations have not been fully followed in the planning of the workload of the teaching staff of the department of Sociology:

- An annual academic workload of some teachers has varied noticeably in different years. Therefore the average academic workload per lecturer from 2007 to 2011 has fluctuated between 911 h (126 percent of recommended volume) and 1439 h (199,9 percent of recommended volume).
- Annual academic workload of some teachers has exceeded the recommended volume remarkably, sometimes by 2 or even 3 times.

In order to improve the situation, more detailed calculation of the teachers’ workload (teaching hours in the audience, consulting hours, other pedagogical work) based on the actual number of participating students has currently been introduced.

Some positive changes can be observed regarding the structure of the academic positions at the department - two teachers were appointed to the position of an associate professor respectively in 2008 and 2009. Altogether three associate professors work at the department after finishing their Ph.D. studies in 2006. Until quite recently no expedient policy regarding the use of the academic potential of the PhD Sociology programme’s graduates has been implemented. Doctoral students regularly assist professors in teaching on both BA and MA programmes.

Even though new positive plans have been adopted recently the expert group is not fully convinced that the Programme has at present sufficient human resources at its disposal, both in qualitative and quantitative terms.

4. Facilities and learning resources

There is no doubt, that the premises of the Kaunas University of Technology are adequate enough both in their size and quality in order to implement the Programme. The library is equipped with computers. There are sufficient printed and electronic resources to support

students in their learning process: teaching materials (textbooks, books, periodical publications) are adequate and they are easily accessible to the students. The students are provided with open access to various social data bases (e.g., Social data archives, International Social Survey, Lithuanian HSM data archive LIDA, etc.). Modern study methods, using Moodle environment have been introduced.

5. Study process and student assessment

Regarding the study field of the BA studies of the MA students it is not quite clear from the self-evaluation report, how “the gap is filled” if students with other than Sociology BA background are enrolled (according to the national legal regulations, when a selected field of master's studies does not coincide with the main and minor field of the first cycle university studies, bridge courses have to be organized). Obviously, some additional courses are being offered for students that are willing to apply for MA study programme in Sociology at Kaunas University of Technology and do not have a bachelor degree in social sciences.

According to the resolution of the Government, since 2009 the quotas to state funded places of students to the second-level study programmes of the social sciences, among them – the Programme ‘Sociology’ – has decreased. The number of the qualified applicants who study in the first year of the second-level studies in Sociology at KTU has decreased from 23 in 2007 to 17 in 2011. The opportunity to be enrolled in a state-financed study place must be an important motivating factor to start to study in this Programme.

International collaboration has been developed at KTU within the ERASMUS sub-programme implemented by *Life Long Learning Programme* (till 2007 – according to SOCRATES). Students intending to take part in the activity of international mobility according to the ERASMUS programme are selected by the contest ordered at the faculties. Considering the bilateral agreements signed by the Faculty with foreign partners, students can go to study to any country participating in the programme for the period of 3–12 months, lecturers to internships for 1–2 weeks, and to deliver lectures for 1–6 weeks.

Every year only one or two students from Sociology Master Degree programme use the Erasmus exchange programme to gain experience in learning abroad. Faculty accepted 13 incoming students during the period of 2007-2012. However, the students' willingness to participate in international exchange programmes is very low and they seem to the lack motivation and (many of them) sufficient knowledge of foreign (English) languages as well.

Students are involved in scientific and applied research mainly in the following ways: participation in students' scientific conferences organised by the Faculty of Social Sciences since 2002, participation in scientific conferences, organised by other institutions; preparation and publication of scientific papers. Students are also actively involved in applied research/projects conducted by the teaching staff of the department of Sociology. Students' research projects are presented at specially organised events „Technorama“ (the students of Sociology were awarded a prize for their work in 2011).

According to the students' reports surveyed during the visit, the workload is not reasonable for them, because they are required to prepare course papers for each study subject in addition to the Research projects. The time table of the lectures/seminars was not convenient for them. The students get only a rather vague picture of the practical value of Sociology, which should emphasize the importance of practice – oriented aspects in the Programme. The students do not have a very good knowledge about the possibilities offered by the Lithuanian labour market for them in the future. However, the students report very positively on the open communication with their teachers and emphasize the general supportive attitude /behaviour on the part of the academic staff as well as a „good atmosphere“ in general.

The meeting with the ALUMNI and the social partners revealed a lack of active collaboration with the stakeholders. According to their reports, some shortcomings of the curriculum and quality of teaching (e.g., an absence of practicum-oriented modules in curriculum, students'

weak knowledge of quantitative methods and statistics / SPSS, etc.) could be an obstacle for the future employability of the graduates.

6. Programme management

In SER we can read that “Kaunas University of Technology strives to be a student-centred and quality-focused university (from University’s main Strategic Objectives)”. As experts’ team noticed during the site visit it is not really the case yet. Students are involved in various evaluation quests of the teachers and subjects, but their practical impact is not quite clear. Results of the students’ surveys are however presented on the KTU website.

We noticed, that responsibilities for decisions and monitoring of the implementation of the Sociology programme are clear mostly only for the administration. The official process exists, but not all relevant stakeholders are aware of it.

The study programme provided by the Faculty of Social Sciences is monitored and renewed by the decision of the Study Programme Committee, which collaborates with the Senate’s Studies and Academic Culture Committee and the Department of Sociology (which coordinates the MA Sociology Programme). The Faculty’s Study Programme Committee includes the Dean of the Faculty (chairperson), heads of the Faculty’s departments, employees of the Faculty’s subdivisions and representatives of the students (Total number – 20 persons), among them – three from the department of Sociology. At the Department level, the head of the Department and the coordinator of the Programme are responsible for the proper implementation and improvement of the MA Study programme “Sociology”. The Programme providers, i.e. the teaching staff of the Department staff have shared responsibilities coordinating the programme, the scientific activities of the students, the marketing of the Programme, as well the promotion of international mobility of students. The quality of the Programme is discussed and assessed yearly by the department of Sociology.

The management structure is very centralized: one Study Programme Committee makes the principal decisions concerning the monitoring / implementation of all study programmes of the Faculty. A step towards decentralization could therefore be beneficial.

The input of the social partners is not systematically organized, very limited and needs to be strengthened.

III. RECOMMENDATIONS

1. The programme aims should be made clearer. In particular the factual contents of the programme should be developed in accordance with these expressed aims, and vice versa. This would also strengthen the specific identity of this particular study programme which now comes into appearance only, if at all, in its rather generally expressed aims.
2. The whole study programme is in need of thorough renovation. The relation between the core and obligatory subjects, on the one hand, and the elective courses, on the other hand, should be reflected upon more carefully. The elective courses that now obviously are often elective only in principle, due to the lack of students, should be made elective in practice too. The courses in both quantitative and qualitative methods should be made stronger. Some MA courses suit better to the bachelor level or to totally other study fields.
3. The literature lists of the courses should be made more science-based using more research literature and international publications. This presumes also that the

development of the language skills (English in practice and most cases) of the students should be paid special attention to.

4. Make the MA courses clearly more distinctive from the BA courses.
5. Since the teaching staff is too small to take care of the increasing work load new qualified professors and associate professors should be recruited. Also, the distribution of the teaching burden should be monitored more closely and made more equal and fair among the teachers.
6. Effective and urgent measures should be taken to guarantee that the number of students in the programme does not continue to diminish annually but, instead, increase in the future.
7. The international mobility of the students should be encouraged and increased.
8. The Department should have a bigger – or major - responsibility in the programme planning and implementation instead of the Faculty.
9. The role and the tasks of the stakeholders in the departmental organisation should be made more transparent and their participation in the programme planning more systematic.

IV. SUMMARY

1. Programme aims and learning outcomes

In overall, the students' professional identity (as Sociologists), their personal ability of critical sociological thinking and analytical skills are not sufficiently developed during the studies, which comes up in the quite low average quality of the Master's thesis.

The Programme's aims and learning outcomes are publicly accessible. However, the description of the Master study programme "Sociology" is too abstract as far as its aims, learning outcomes and public needs are concerned.

2. Curriculum design

Curriculum design meets legal requirement in respect of the duration of the Programme and its volume, however, the structure of modules and quality of courses is not very clear and coherent. The curriculum "mirrors" to a great extent the Sociology programme at the BA level, many of its courses are not distinctive enough. In practice the students have very little opportunities to choose among electives. Students are not offered enough advanced courses that would provide good knowledge of contemporary sociological theories, research methods (both quantitative and qualitative), modern methods of statistical analysis / the use of SPSS.

3. Staff

Commitment of the teachers, their good communicational skills and benevolent attitude towards their students as well as the favourable psychological overall climate should be mentioned as the main strengths of the Programme. An effective tutoring system and the integration of research into the whole study process can also be regarded as the Programme's strengths.

The Programme's teachers (academic staff of the department of Sociology) actively engage in applied research projects. They have quite an extended list of publications to show, but most of these works are of not of outstanding quality and they are predominantly published in local/national journals/books. The workload of the teachers is not planned in detail and it varies very noticeably in different years and, regarding some teachers, exceeds the recommended volume quite remarkably. At present the Programme does not have sufficient human resources at its disposal, both in qualitative and quantitative terms.

4. Facilities and learning resources

The main positive aspects of the Masters' study programme of Sociology at Kaunas technological university are related to the good infrastructure of the University, both regarding the provision of good study conditions for the students – libraries, computer classes, access to research sources, etc - and quite good working conditions for the teaching and administrative staff of the department of Sociology.

5. Study process and student assessment

The students are involved very actively in applied research projects conducted by the professors and associated professors of the department of Sociology; the students have an open access to various social research data bases and are provided with excellent opportunities to use secondary data sources in their study process, in the preparation of their research projects and final thesis.

However students' involvement in the research process could be in the future strengthened by developing their theoretical knowledge as well as by providing better information of the basic scientific orientation of the program.

6. Programme management

One of the problems is that the planning and the decision making of the study programme is to a great extent centralized to the faculty level which means that the teachers' and students' opportunities to develop their own study programme is rather limited. The participation of the social partners (ALUMNI, employers and other stakeholders) in the process of the monitoring, evaluation and development of the Programme is also quite negligible.

V. GENERAL ASSESSMENT

The study programme *Sociology* (state code – 621L30003, 62405S104) at Kaunas University of Technology is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	14

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

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

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

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

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Grupės nariai:
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Dr. Vladislav Volkov
Prof. Vida Kanopienė
Saulius Olencevičius
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V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Sociologija* (valstybinis kodas – 621L30003, 62405S104) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	14

* 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

1. Programos tikslai ir numatomi studijų rezultatai

Apskritai, studentų profesinis tapatumas (kaip sociologų), jų asmeniniai kritinio sociologinio mąstymo gebėjimai ir analitiniai įgūdžiai nepakankamai vystomi studijų metu, ir tai atspindi pakankamai žema bendra baigiamųjų magistro darbų kokybę.

Programos tikslai ir numatomi studijų rezultatai viešai prieinami. Vis dėlto, Sociologijos magistrantūros studijų programos aprašas pernelyg abstraktus, kalbant apie tikslus, numatomus studijų rezultatus ir visuomenės poreikius.

2. Programos sandara

Programos sandara atitinka teisinius programos trukmės ir apimties reikalavimus, tačiau modulių struktūra ir dalykų kokybė nėra labai aiški ir nuosekli. Programa didžiaja dalimi atspindi Sociologijos bakalauro studijų programą; daugelis dalykų nepakankamai skiriasi. Iš tiesų studentai turi labai mažai galimybę studijuoti pasirenkamuosius dalykus. Studentams

siūloma nepakankamai šiuolaikiškų dalykų, kurie suteiktų gerų žinių apie šiuolaikines sociologijos teorijas, tyrimo metodus (tieka kiekybiniai, tieka kokybinius), taip pat modernius statistinės analizės / SPSS naudojimo metodus.

3. Personalas

Dėstytojų atsidavimas, puikūs komunikaciniai įgūdžiai ir geranoriškas požiūris į studentus bei palanki bendra psychologinė atmosfera – tai pagrindinės studijų programos stiprybės. Veiksminga konsultavimo sistema ir tyrimų integravimas į bendrą studijų procesą taip pat gali būti priskiriami stipriosioms programos pusėms.

Programos dėstytojai (Sociologijos katedros akademinis personalas) aktyviai dalyvauja taikomųjų tyrimų projektuose. Jų publikacijų sąrašas gana didelis, tačiau dauguma šių darbų nėra išskirtiniai ir daugiausia skelbiami vietos / nacionaliniuose žurnaluose / knygose. Dėstytojų darbo krūvis neplanuojamais detaliai ir jis gana stipriai skiriasi skirtingais metais, o kai kurių dėstytojų atveju gerokai viršija (2 ar 3 kartus) rekomenduojamą darbo krūvį. Šiuo metu programos žmogiškieji ištekliai nepakankami tieka kokybiniu, tieka kiekybiniu aspektais.

4. Materialieji ištekliai

Pagrindiniai teigiami Kauno technologijos universiteto Sociologijos magistrantūros studijų programos aspektai susiję su gera universiteto infrastruktūra – studentams suteikiamos geros studijų sąlygos (bibliotekos, kompiuterių klasės, prieiga prie tyrimų šaltinių ir t. t.), o Sociologijos katedros dėstytojams ir administracijos darbuotojams užtikrinamos pakankamai geros darbo sąlygos.

5. Studijų eiga ir jos vertinimas

Studentai labai aktyviai dalyvauja taikomųjų tyrimų projektuose, kuriuos vykdo Sociologijos katedros profesoriai ir docentai; studentams suteikta atvira prieiga prie įvairių socialinių tyrimų duomenų bazė ir puikios galimybės naudotis antriniais duomenų šaltiniais studijuojant ir rengiant tyrimų projektus bei baigiamuosius darbus.

Tačiau ateityje studentų dalyvavimą tyrimų procese būtų galima didinti gilinant jų teorines žinias, taip pat geriau informuojant apie pagrindinę mokslinę programos orientaciją.

6. Programos vadyba

Vienas iš trūkumų yra tas, kad studijų programos planavimo ir sprendimų priėmimo procesai yra labai centralizuoti ir vykdomi fakulteto lygiu, o tai reiškia, kad dėstytojų ir studentų galimybės tobulinti savo studijų programą yra labai ribotos. Socialinių partnerių (absolventų, darbdavių ir kitų socialinių dalininkų) dalyvavimas vykdant programos stebėseną, ją vertinant ir tobulinant yra gana nežymus.

III. REKOMENDACIJOS

1. Programos tikslai turėtų būti formuluojami aiškiau. Ypač faktinis programos turinys turi būti kuriamas vadovaujantis šiaisiai tikslais ir atvirkščiai. Tai taip pat sustiprintų specifinį šios konkrečios studijų programos tapatumą, kuris dabar tik formuojas, jei iš viso formuojas, per gana bendrai išreikštus tikslus.

2. Visą studijų programą reikia kruopščiai atnaujinti. Reikėtų atidžiau apsvarstyti studijų pagrindų ir privalomųjų dalykų sąsajas su pasirenkamaisiais dalykais. Turėtų būti galimybė iš tiesų studijuoti pasirenkamuosius dalykus, kurie akivaizdžiai dažniausiai pasirenkami tik teoriškai dėl nedidelio studentų skaičiaus. Kokybinių ir kiekybinių metodų kursai turėtų būti stipresni. Kai kurie magistrantūros studijų dalykai geriau tinka bakalauro studijoms ar iš viso kitoms studijų kryptims.
3. Dalykų literatūros sąrašai turėtų būti labiau mokslinio pobūdžio, įtraukiant daugiau tiriamosios literatūros ir tarptautinių publikacijų. Tai reiškia, kad ypatingą dėmesį reikėtų skirti studentų kalbų įgūdžiams (faktiškai ir daugeliu atvejų – anglų k.) tobulinti.
4. Magistrantūros studijų dalykai turėtų būti aiškiai atskirti nuo bakalauro studijų dalykų.
5. Kadangi dėstytojų kolektyvas per mažas, kad susidorotų su didėjančiu darbo krūviu, reikėtų pritraukti naujų kompetentingų profesorių ir docentų. Taip pat reikėtų geriau kontroliuoti dėstymo krūvio pasiskirstymą, kad jis būtų vienodesnis ir sąžiningesnis dėstytojų atžvilgiu.
6. Reikėtų imtis veiksmingų ir neatidėliotinų priemonių, siekiant užtikrinti, kad programos studentų skaičius kasmet nemažėtų, bet, atvirkščiai, ateityje augtų.
7. Reikėtų skatinti ir intensyvinti tarptautinį studentų judumą.
8. Katedrai, o ne fakultetui, turėtų tekti didesnė – arba pagrindinė – atsakomybė kuriant ir įgyvendinant studijų programą.
9. Socialinių dalininkų vaidmuo ir pareigos organizacijoje turėtų būti aiškesnės, o jų dalyvavimas kuriant programą sistemingesnis.

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