



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
**STUDIJŲ PROGRAMOS "Socialinė politika" (valstybinis kodas -
621L40001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF "Social Policy" (state code - 621L40001)
STUDY PROGRAMME
at Vilnius University**

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Socialinė politika
Valstybinis kodas	621L40001
Studijų krypčių grupė	Socialiniai mokslai
Studijų kryptis	Sociologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinių mokslų magistras
Studijų programos įregistravimo data	2009-01-21

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Social policy
State code	621L40001
Group of study field	Social Sciences
Study field	Sociology
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (1,5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Social Sciences
Date of registration of the study programme	21st January, 2009

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The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION.....	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team.....	5
II. PROGRAMME ANALYSIS	5
2.1. Programme aims and learning outcomes.....	5
2.2. Curriculum design	7
2.3. Teaching staff	10
2.4. Facilities and learning resources	12
2.5. Study process and students' performance assessment.....	14
2.6. Programme management	17
2.7. Examples of excellence *	21
III. RECOMMENDATIONS*	22
IV. SUMMARY	23
V. GENERAL ASSESSMENT	26

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	Sample of Master’s theses
2	List of databases accessible in the electronic network of Vilnius University Library, 19.10.2017
3	Examples of the allocation of academic staff’s working load

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

The Master's programme of Social Policy is hosted by the Department of Social Work (as of 2018 the Institute of Sociology and Social Work) of the Faculty of Philosophy in Vilnius University. The Faculty implements five first cycle study programmes, also the Bachelor's programme of Social Policy, and 11 second cycle programmes. The MA programme of Social Policy was accredited for three years by the SKVC in 2014. The number of students admitted to the programme was 32, and number of academic staff was seven in the period of evaluation 2014-2016. Altogether 29 students graduated from the programme in the same period.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *25/October/2017*.

- 1. Assoc. Prof. dr. Turo Virtanen (team leader)** *Adjunct Professor of Political Science at University of Helsinki, Finland;*
- 2. Dr. Dirk Jarre,** *Lecturer at Johannes Kepler University in Linz/Austria and Joanneum in Graz, Austria;*
- 3. Assoc. prof. dr. Iveta Reinholde,** *Associate Professor, the Head of the Department of Political Science at University of Latvia, Latvia;*
- 4. Dr. Marius Kalanta,** *Founder of KOG Institute for Marketing and Communications Sciences, expert, researcher, supervisor of programs of continuous professional development, Lithuania;*
- 5. Mr. Julius Zubè,** *student of University of Copenhagen study programme - African Studies, Denmark.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the programme is “to provide up-to-date education in the field of social policy, which is based on interdisciplinary research and learning, extensive use of social theories and aims at preparing highly competent professionals capable of increasing equality, promoting equity, and forging positive social change in Lithuanian society and broader international context” (SER, p. 8). The learning outcomes of the programme are specified as three generic competences and four subject-specific competences that are further itemised in the form of 17 learning outcomes (SER, pp. 9-10). All these are well defined and clear, optimally informative and succinct. They are also

presented as part of course descriptions, which is very informative (appendix 1). Moreover, the learning outcomes are presented as a table (SER, pp. 16-17) across all course units, which is convenient in curriculum design. The programme reflects the importance of generic competences in knowledge society and life-long learning that indicates good professional orientation in designing study programmes. The learning outcomes have been revised based on the previous SKVC evaluation. The aim was to strengthen the concept of social policy in its international perspective and put more emphasis on students' competence to conduct research independently. This has **clearly** been achieved.

The programme emphasises interdisciplinary learning, but does not specify it sufficiently as learning outcomes, except for with cursory reference to synthesising, meeting individual learning needs and lifelong learning, and, finally, to better opportunities for employment.

The University provides information about the purpose, learning outcomes, content of the study programme and admission requirements. It is freely accessible on the official internet website of the University and in a special publication used for promotional events.

The SER (p. 12-13) specifies several documents on general requirements for postgraduate study programmes that were used as guidelines in designing the learning outcomes – and itemises the crucial principles and concepts relevant for the second cycle programme. The content and the formulation of outcomes was also based on the analysis of social policy programmes in some well-known universities (Oxford University, York University, etc.). The programme's linkages to academic requirements are relatively clear but the linkages to professional requirements could be more transparent, i.e. described in the main points. Anyway, the programme objectives and intended learning outcomes correspond to the type of studies and the level of qualifications typical for MA programmes.

The SER (p. 13) compares the study programmes to the MA programme offered by Kaunas University of Technology and Mykolas Romeris University. The comparison is relatively superficial and does not focus on the aims and learning outcomes but on the length and teaching language(s) of the programmes. Consequently, the comparison does not indicate any unique features or added-value of the MA of Social Policy of Vilnius University in terms of content and competences.

The MA theses that were available during the site visit were compatible with the intended learning outcomes, but the research methodology could have been more sophisticated and the literature more international.

The SER does not address the questions, how objectives and intended learning outcomes are linked to the state, societal and labour market needs. The SER asserts that social policy specialists are on demand in governmental organisations and in very many other types of organisations (a long list), but there is no evidence on the need. However, according to interviews, the programme, together with the BA programme of social policy, is actually creating the labour market for social policy, because the need of these specialists capable of improving evidence-based social policy is not sufficiently recognized. In this sense, the programme is proactive and promotes the institutionalisation of social policy as a discipline and professional practice. This is partly based on common mission with the ministry responsible for social security. Given this vision, a more transparent analysis of initial collaboration with social partners that led to the design of the programme would have shed light also on the lack of relevant statistics of labour market and the special justification for launching the programme. The interviews of social partners indicated that, for example, there is a clear need for qualified social policy evaluations, which is surely compatible with the intended learning outcomes of the programme.

The SER does not address the questions, how programme objectives and intended learning outcomes correspond to the mission, operational objectives and/or strategy of Vilnius University. The interviews did not illuminate the existence or non-existence of this correspondence.

The title of the programme has changed in 2017 from MA in Social Policy to MA in Social Sciences. The former title would have been more informative in tuning the programme, intended learning outcomes, the content of the programme and the qualifications to be obtained.

The programme has analysed its strengths and weakness (SER, p. 13-14) in an informative way and partly in relation to learning outcomes. The weaknesses and improvement measures could be more about the changes of learning outcomes than the changing needs of labour market as such.

2.2. Curriculum design

The curriculum design is in full conformity with the provisions of Lithuanian legal acts in this matter (see SER, page 15) and meets, in particular, the general requirements for second-cycle study programmes.

According to the SER table 2.2 “Study plan” for semesters 1 to 3 in the academic year 2016/2017 on pages 16-17, and SER chapter 2.2 on “Principles of curriculum design and rationale of the SP” (pp, 18-19) the study programme has been structurally reformed and updated in content according to the recommendations of the evaluation of 2014 and the ensuing assessment and advice of Prof. Stein Kunhle from the Norwegian University Bergen.

In its central elements it combines in reasonable proportions of theoretical courses, advanced application of scientific research instruments and analytical methods, and learning of solution-oriented approaches to social problems. It also emphasises problems, policies and trends of social policy in an international perspective and stimulates transnational and intercultural comparative approaches and analysis. In addition, social policy related managerial understanding and capacity building are part of the teaching.

No indication has been found that elements of the study programme are unnecessarily repeated.

In general the module components of the three programme areas - namely internationality, research competence, and management and organisational aspects of social policy - are fairly reasonably emphasised (see SER, pp. 18-9).

However, some missing topics and inconsistencies are noticed. To mention some as examples (reference to the SER p.19): Instead of the subject “Human rights and disabilities” a broader approach should be taken to all fundamental rights - especially when related to social rights - their codification, implementation and enforcement. “Social policy of non-governmental organisations” should not be part of the part of the course “Social Policy of international organisations”. The dynamics of social policy-making with the respective roles, responsibilities and functioning of institutions - state at various levels, market actors, civil society, and science and research - deserve more specific attention. Also the interrelations between economic and social developments and action - with intensified teaching of relevant economic issues - as well as advanced methods of impact assessment and cost-benefit analysis should get prominent places in the programme.

Despite the mentioned secondary shortcomings, the content of the programme and its modulation in courses ensure the adequate attainment of the main knowledge and competences - with more specialisation at a higher level, research experience, and a critical attitude allowing the possibility of change of paradigms - as expected from a student with an MA degree in social policy.

The range of study methods as described in sub-chapter 2.3 of the SER (p. 20) can certainly be qualified as adequate and sufficient to train students in view of the master degree. Students expressed their general satisfaction about the communication with teachers, the coaching and support received in their research work, the access to international scientific databases, and the possibilities of their involvement in teacher's research work on social policy issues.

International literature is linked to courses in sufficient extent - in some cases even to impressive degree. Interviews with stakeholders, students and alumni stressed the importance of the knowledge of foreign languages and foreign experience (exchange programmes) and argued for their intensification. More comparative studies - providing answers to the question "where stands Lithuania in social policies development - are highly recommended.

The balance between contact hours and students' individual working hours seems to be adequate (SER, pp.20-21, and table 2.3 on p. 21) - especially when considering that in compulsory course units the number of contact hours drop continuously during the first three semesters while at the same time the amount of individual work hours increase.

The decree "Procedure for the preparation, defence and safekeeping of graduation theses" of Vilnius University of 2015 and ensuing specifications by the Faculty of Philosophy provide clear rules for the requirements of the Master's thesis. They correspond to international standards in terms of process and content requirements. Thesis topics can be freely chosen by students in accordance with potential supervisors, but must be approved by the department.

The choice of elective courses in the MA is still very limited. The SER's argument that this is due to the still low number of students in this programme is reasonable - even though the situation cannot be judged as satisfactory for students' training.

Internship - called "Research Practice" is a compulsory element of MA graduation. In the choice of a place of research practice from a list of institutions with which the department cooperates,

student's preferences are taken into account. However, they can also suggest non-listed institutions. The internship is supervised and the student's performance assessed by a tandem of a lecturer of the programme and a representative of the placement institution. Students have to write a research report on the practice and tasks performed.

With the introduced reforms the curriculum design and implementation can be judged as corresponding largely to international standards - with various improvements of content and process still to be achieved.

2.3. Teaching staff

According to the information reflected in the SER, the staff involved in the programme is as it is set by the legal requirements in the General Requirements for Master Study Programmes (*Order No V-826 of the Minister of Education and Science of the Republic of Lithuania 3 June 2010*). In total, there are seven staff members involved in the delivery of the programme covering 100% of all courses (SER, p.25). Four of the staff teaching core subjects are full professors. However, annex No.1 (Course unit descriptions) reveals that 12 teachers are involved in the actual delivery of the courses in the programme. All staff members hold PhD degree.

The ratio of student per teacher has dropped from two students per teacher to one student per teacher due to various reasons including dropping numbers of students at the University in general.

According to SER (annex No. 3), staff involved in the programme has widespread pedagogical and research experience. As it was confirmed by the administration, the recruitment of the new staff (e.g. prof. J.Aidukaite, prof. B.Gruževskis) was a part of a strategy to improve and strengthen programme and its scientific element. The newly recruited professors are employed by the research centre outside Vilnius University – Lithuanian Social Research Centre. Otherwise, the turnover of the staff has not been significant.

According to the CV's, staff is carrying out research related to the subject areas of teaching. In general, the qualifications of staff are mostly sufficient to ensure learning outcomes, especially subject related skills. However, in the interviews it was identified that staff research productivity is influenced mainly by the availability of external research funding, since the Faculty is

investing extremely limited amount of resources to research, apart from regular salaries. The limited research funding is partly compensated by availability of resources to cover expenses related to scientific conferences. In general, shortage in infrastructural support like office space for staff endangers integration of research and studies.

The University provides opportunities for professional training (SER, p. 53), but according to the interviews, the staff could take part in them more often. The staff exchange of ERASMUS+ programme is another option for upgrading the professional skills of the staff. However, the participation rate of the staff exchange and staff mobility programmes is rather low due to high teaching workload and rather weak practices to replace the missing teaching during teachers' mobility. Opportunities to sabbaticals and longer stays in foreign universities as part of mobility programmes are rare due to staff's teaching workload. During interviews it was also found out that there is over-reliance to one staff member, which endangers the attainment of learning outcomes, and the development of the programme in case he or she would consider to leave the programme, although two additional professors were recruited. This was also noted during the previous evaluation of the study programme. In this respect, insufficient progress regarding the implementation of the recommendation of the previous evaluation has been evidenced. This issue should have been addressed by the University, when new workload calculation methods were designed.

The current allocation of staff's workload does not motivate the tenured staff to invest time for research and publishing, since the remuneration depends mainly from the amount of contact hours in teaching. However, the continuation of the five years employment contracts requires research work and publications. These practices may have affected the publication outputs over the last five years (SER, p.31). The number of publications dropped substantially in 2016 signalling a need for improvement regarding the Faculty's research performance. Investment in the research strategy to motivate staff and provide support for staff to publish their research results was also pointed out during the previous evaluations. Here again, insufficient progress has been evidenced. In general, the current human resource policy (workload allocation, research policy, non-recorded activities) puts the development of the programme under significant risk.

During the interviews, the programme management expressed its vision where staff plays an important role in the internationalisation of social policy per se. Partly, this is ensured by a rather impressive number of invited guest lecturers (SER, p.34), whereas the staff's contribution is clearly at lower level.

2.4. Facilities and learning resources

The environmental and architectural quality of the premises used for the purposes of the Social Policy programme is certainly very high. A historical building located in the central part of Vilnius accommodates the Faculty of Philosophy and all of its departments and centres including the Department of Social Work. In 2005 the building was renovated to suit needs of studies and research of nowadays and also to comply with hygiene and work safety requirements (SER, p. 37) as well as with basic accessibility for disabled people.

The premises provided by the building and available for the Social Policy programme are numerous and of high quality though in some respects insufficient. The programme employs following premises: 19 classrooms, 10 of which are equipped with fixed furniture, seating from 36 to 100 students and primarily used for lectures, and nine others – with flexibly moving furniture, accommodating up to 38 persons and specially adapted to be used for workshops and seminars; two computer classes; two conference rooms used for meetings and thesis defenses; and three rooms with total area of 55,6 sq. m. dedicated for needs of the teaching and the research staff (SER, p. 37-38). Since the average number of students admitted in the period of 2012-2016 was about 11, these premises seem quite adequate despite of the fact that they are shared among 17 study programmes of the faculty (<http://www.fsf.vu.lt/studijos>, accessed on 02-11-2017).

However, the major facilities related problem the programme faces is office space for the teaching staff. Three rooms with less than 10 individual working places in total are available to the teachers as their office space for preparing for courses, conducting research, writing articles and books and consulting students. The MA Social Policy programme employs only seven teachers, but these premises are shared by 41 teachers employed for the BA Social Policy programme. The problem was already stressed in the recommendations of the previous evaluation conducted in 2014, but no progress has been made since. The department acknowledges the problem as it is emphasised as a weakness in the SER (p. 28), however the interviews with the teaching staff revealed that its significance was really high. In their view "20 teachers have five computers" and the teachers use home or the nearby located library as their office, However, the convenience of this arrangement is considered low. To address the problem, the Faculty has prospective plans to equip the lacking office space in another building it has recently acquired and intends to renovate. However, exact dates yet to be announced.

The quality of teaching and learning equipment available for the purposes of the programme is in most cases sufficient. The classrooms and the conference rooms are standardly equipped with a PC computer having office software and internet access, a multimedia projector and audio speakers, which is fully adequate (SER, p. 37-38). For learning research methods and for students' individual research and written assignments, the programme employs two computer classes both having slightly more than 20 computerised work places equipped with MS Office, SPSS Campus Professional, MAXQDA and other software (SER, p. 38).

The other technical and digital equipment available for teaching, research and learning is fully in line with the learning outcomes of the programme and with contemporary teaching and learning methods. However, some space for improvement still exists. Wireless internet access is available all around the campus. The Faculty has its own research infrastructure administration unit "Human Well-being and Development", providing all needed equipment for conducting qualitative and quantitative social research, including tablet computers, mobile observation equipment, focus group discussion rooms and equipment, specialised data analysis, educational and supportive software, for instance IBM SPSS Modeler Premium, Adobe Acrobat Professional, MATLAB, HAMLET, MAXQDA, STATA (SER, p. 38-39 and information gathered during the visit). The teachers and the students view this equipment as fully adequate.

A virtual learning environment is available for integration into the study process (not mentioned in the SER), however its application is inadequately low in scope and coverage. The interviews revealed that the use of virtual environment was optional. Only few teachers employed it for sharing courses materials, communicating with students and assigning tasks. Some teachers pointed to weak IT support preventing from using the virtual learning environment as well as from applying of other methods of e-learning. Many students saw the virtual learning environment as a convenient tool for learning and wished it could be applied more frequently and wider.

Information resources and facilities available for the students and the teachers of the programme are provided by VU Central library. They are exceptionally good in size and quality. The Faculty of Philosophy has its specialised library-reading room located in the premises of the central library in the same campus. The library provides a number of reading rooms, computerised and individual work places, and rooms for group work. Additional facilities and resources are available in the new National Open Access Scholarly Communication and Information Centre

located in another campus and accessible on 24/7 basis. The open stack of the Philosophy library-reading room is highly numerous (17 228 titles), very profound (covers all subject areas of social policy as well as educology, philosophy, psychology, sociology and social work), and plentifully supplemented (about 600 additional new titles including books and periodic publications every year). Access to 69 full-text databases, nine bibliographic data and one image (video) database is guaranteed (SER, p. 39-41). The staff actively recommends new titles and other new information resources for the library to be acquired and these recommendations are fulfilled in most cases. In total, the library resources and facilities are among the best valued by the teachers and the students, and none of them have experienced any problems with them as the interviews revealed.

The adequacy of the arrangements for students' practice is not evaluated, as the curriculum does not include intership.

2.5. Study process and students' performance assessment

The entrance requirements and rules of the programme are provided in the University's website. The admission procedure is based on rating applicants' examination scores from their first cycle studies (SER, p. 42). This is done by adding up the mean value of an applicant's examination marks obtained during previous studies. There is no description of the particular field(s) of bachelor degree studies that must be completed to qualify for admission to master's studies. Students must enroll in a mandatory course on the introduction to social policy if their first cycle studies were significantly different from the field of social policy. Following recommendations from the previous SER, the programme introduced a mandatory course on the introduction to social policy for students whose first cycle studies were significantly different from the field of social policy. The number of admitted students remained stable until 2016, when the number decreased twofold (from 13 in 2015 to 6 in 2016). Meanwhile, the entrance score for state-funded applicants decreased almost twofold since 2014 – from 26.22 to 13.20 in 2016 (SER, p. 42).

The university provides timetables for the upcoming semester online on either the 10th of December (for the spring semester) or the first of May (for the autumn semester) (SER, p. 45). After the completion of the first semester, students have an opportunity to study according to their individual study plans if the Dean approves them (SER, p. 46). Interviewed students

seemed to be satisfied with the organization of their studies. They also claimed that the schedule of evening classes is well adjusted to combine studies and work. However, it should be noted that interviewed students said that due to the small number of students in the programme, some of the elective courses included in the official curriculum were not available during the time of the programme. Furthermore, there is no consideration given to the introduction of part-time study programme, which was suggested in the previous SER.

Students are encouraged to take part in various artistic activities at the university's centre of culture, as well as different sport programmes at the Health and Sport Centre. In case of scientific activities, students can participate in conferences and seminars organized by the Faculty or Department of Social Work, as well as conferences and other various scientific events taking place in Vilnius. Students are also provided with an opportunity to conduct their research with the teaching staff of the programme and publish their research in the university's journal of Social Theory, Empirics, Policy and Practice (STEPP) (SER, p. 48). Some of the interviewed students said that the teaching staff are supportive and encourages students to cooperate in scientific research, as well as conduct their own individual scientific activities. Students are provided with conditions to participate in the exchange programme Erasmus+ and bilateral exchanges with partner universities abroad for one semester or an academic year. At the Faculty level, the head of the Division of Studies and the Vice-Dean for Studies administers the mobility process (SER, p. 48). However, no students have participated in any international mobility initiatives from 2012-2016. In 2017, one student participated in the international mobility programme (SER, p. 49).

The University provides informational support to students (information about the study programme, electives, exam sessions, financial support, achievement assessment system, timetables, mobility possibilities, etc.) through its official website, administrative institutions, academic staff, and tutors appointed by the students' representation. During the first weeks of studies students are introduced to the university, study programme, and its aims and process. Consultations regarding the programme's learning outcomes, module content, and future career opportunities are provided by the Chair of the Study Programme Committee and the academic staff of the programme during specified times between/after the classes or via email (SER, p. 45-46). Students said the teaching staff is very helpful throughout the studies and they are very satisfied with their academic and informational support.

The students are eligible for special grants for academic excellence, and additional financial support is provided to socially supported students and students with disabilities. Students in need of social support or with disabilities are eligible for a reduction when paying for the hostel (SER, p. 47). In case of psychological support the University offers professional psychological assistance to students and staff through the Psychological Training and Research Centre (SER, p. 47). Students with health problems are allowed to take academic leave (up to 2 years) upon submitting of a medical certificate. Academic maternity leave can be granted as for no longer than three years. Students can also appeal to suspend studies for one year, if they have a legitimate cause that is approved by the Dean (SER, p. 46).

The programme applies different methods to assess academic progress, depending on the module being taught. The university employs a 10-point assessment scale and a cumulative method of mark assessment is applied most of the time. The final examination, as a measure of final assessment is mandatory for every module. The examinations may be oral and/or written (SER, p. 49-50). After an analysis of individual programme modules provided in the SER, it can be said that the main methods used to assess students' achievements are individual work projects, essays, group work and discussions, oral and written mid-terms, and final examinations. The assignments are composed and formulated so that all the learning outcomes in most of the subjects are considered. However, regarding the final thesis assessment, the programme's alumni have expressed that some thesis reviewers have provided their final assessments very late – some even the morning before the thesis defense. This creates many problems, since the student may have not enough time to prepare to address the assessment during the defense. It also creates an unequal thesis defense process between the students – some of the students may receive their assessment early and adjust their defense accordingly, while others whose reviewers submitted their reviews late do not have the same opportunity. The criteria of assessing the defense itself were not recognized. Some problems may have been temporary, but it is important to ensure that similar problems do not occur.

The SER (p. 21) specifies that students' achievements are assessed according to the criteria determined by each teacher individually and that during the first lecture students are acquainted with the assessment criteria, requirements and testing procedures. The individual definition of assessment criteria by each teacher is problematic, if they are not specified within the common standards. However, according to the programme, final results of an exam are discussed with students in a meeting specially arranged for this purpose before the registration of the results. This reduces the uncertainties students may feel about the practices of assessment.

Regarding academic integrity, the academic staff and the students of the university must follow principles of ethics laid down in the Code of Academic Ethics of Vilnius University, which defines general norms of academic, teaching, studies, and research ethics. The Code also defines the notion of violation involving cheating, plagiarism, bribery, and unsolicited dishonest assistance to peers. The plagiarism of the degree projects is obligatorily checked via the computer program of Vilnius University (SER, p. 50). Students whose study performance has yielded unsatisfactory academic results are allowed a second attempt and a retake after that. In case of an unsuccessful attempt of both, the whole course (module) has to be repeated together with the examination one year later. Those who have accumulated 15 credits of failed courses (modules) shall be expelled from the university and may renew their studies after having passed all relevant examinations (SER, p. 46). Furthermore, upon disagreement about the examination process, examination results, or Master's thesis defense procedure, students can launch an appeal to the Appeal Commission of the Faculty no later than five days after the results become available. Assessment marks of the Master's thesis cannot be the object of an appeal (SER, p. 46). – Students and academic staff did not recognise problems in plagiarism, lodging appeals or retaking exams.

According to the senior staff, the programme was designed with the help of qualitative labour market analysis. However, the SER does not provide any statements as to whether the Social Policy programme corresponds to the state's economic, social, and future development needs. The employment statistics of the graduates are relatively high (in total, 21 out of the 29 graduates were employed at the time of their studies, while after graduation that number increased to 25 students). Employed graduates work either in state budgetary institutions, joint stock companies, public entities, or associations (SER, p. 51). According to the graduates, their competences and learning outcomes gained from the studies have contributed positively to their current employment. The programme uses the Career Management Information System, where information is received from the Social Insurance Fund and where graduates can fill in a questionnaire with relevant information about their professional activities. The majority of the graduates acknowledged that they are familiar with the system.

2.6. Programme management

The composition of study programme committee is described in the SER (p. 54). In addition to academic staff, there is a member representing social partners and also a member representing students. The committee meets twice a year and is accountable to the Faculty Council, reporting to it at least once a year. The SER provides a relatively cursory description of the responsibilities of the committee. The role of the chairman of the committee is not described. According to the SER, the committee analyses the feedback from students, graduates, academic staff and social partners. Apart from the brief description of the work of the committee, the SER does not tell much more about the decision making related to study programmes in the management system of the whole university. According to interviews, the Dean decides on the recruitment of the staff of the study programmes and the departments focus more on research activities. Overall, the allocation of responsibilities for decisions and monitoring the implementation of the programme could be more transparent: the role of chairman of the study programme committee is unclear, the processes of the coordination of the content of teaching and the division of labour of teachers are ambiguous; the autonomy of teachers in relation to the authority of committee's is not specified.

The University has a study information system (VUSIS) which has several sub-systems. One of them is for the management of study programmes. The system is an important instrument in processing the operational information necessary in running study programmes, but it is unclear how this operative information system can be used and is used in the development of the study programmes. For example, it is not clear, what are the major reports that can be used for that purpose on regular basis.

The University has a centralised quality assurance system. The University's Administration of Studies is responsible both for the implementation of study programmes and ensuring the quality of the organisational units and their functioning. The University has a quality manual, manual for university lecturer, and regulations of study programmes. The SER does not tell about their content, but offers internet links to them (the documents are all in Lithuanian). The principles of the quality assurance system could be more transparent; for example, the main content of the quality manual and the manual of university lecturers should be available in English; and there should be an informative description, how the principles of the quality assurance system have been applied in practice in the case to the MA programme of Social Policy.

The implementation of the intended learning outcomes, especially those related to research skills at MA level, and the general academic development of the programme and the ongoing

institutionalization of Social Policy as an academic field, assume staff's good competences and performance in international research activities. However, in order to ensure the proper level of qualifications and performance, there are factors that the programme management should pay serious attention to: heavy teaching loads reducing time available for research work, better incentives to do internationally relevant research and publish it internationally, overreliance on external research funding as a stimulus for doing research instead of internal investments, and limited attention to using sabbaticals and international staff exchange to increase international research collaboration. There is a need for a new human resource policy that can improve the situation, together with Faculty level measures.

The sustainability of the programme requires avoidance of too strong reliance on the contribution from one teacher. The problem was addressed by the previous evaluation and the programme management has tried to improve the situation. However, there is still need for further measures to be taken. The programme management should make sure the existence of wider availability of the competences and teaching skills among academic staff needed for the implementation of the programme. Staff recruitment, changes in the division of labour and more active participation in professional training provided by the University may be instrumental for this purpose.

The University has specified general principles of getting feedback and handling it (SER, p. 55-57). At the end of each semester, the University launches questionnaires for BA and MA students focusing on specific course units (modules) and general satisfaction with the studies. The SER (p. 56) describes the main focus of the questionnaires and principles of using the information in the management of the programme. The systematic procedures provide a good information base for analysis. Each teacher is supposed to analyse the feedback and make improvement in teaching. In practice, as was indicated by the interviewees, the usefulness of feedback surveys suffers from low response rates. Nevertheless, there are examples that the feedback has led to changes, for example, in changing the timing of the course of scientific research practice (SER, p. 56).

According to interviews, students do not seem to know, how the feedback system works, and what will happen after responding to questionnaires. In general, the feedback system is systematic and works in technical sense, but it is not clear how effectively it is used in improving the programme. The interviews indicate that the study programme committee has not launched its own questionnaire because of the small number of students, but instead the teachers have organized meetings with students to discuss course contents, results and organisation of studies. The students feel that they are listened.

According to interviews, students and graduates are mostly satisfied with teaching methods. However, students and graduates addressed problems in the process of drafting MA thesis. Some supervisors did not allocate sufficient time ('five minutes or so'), the criteria of the assessment of defense or the overall grade were not sufficiently transparent (what is good?), and the written feedback before the defense came too late as for proper preparing for the defense. However, students and graduates had also very good and supportive experiences about supervision of thesis. There is a need to reduce the variation in teachers' commitment to academic support in the thesis process and to ensure that the criteria of assessing the defense and the overall thesis are understandable to students.

The graduates of MA programme recognized that MA thesis is clearly more demanding than BA thesis, which confirms the difference of intended learning outcomes of the two study programmes and indicates successful implementation of the programme.

There are no effective alumni activities among the graduates of the programme. However, the programme could benefit from more active inclusion of alumni both to tutoring students, developing the curriculum and supporting for their employability in relevant ways.

The programme has analysed the recommendations (15) of the previous study programme evaluation organized by SKVC and implemented or started to implement most of them. This is partly clarified in the SER and was confirmed during the interviews. However, some insufficiencies are of permanent nature: publishing in international journals, the inclusion of social partners, the office space of the academic staff, weak connections to alumni.

Social partners are involved in the study programme committee, participate meetings, they are invited to the committee for defending MA theses and to give lectures. According to interviews, social partners do not meet each other on regular basis and do not know what initiatives have been presented to the programme management and what has been their effect. The staff have recognised the need for more formal contracts with stakeholders to make the collaboration more systematic. There is also a wish to have more male students, because mere understanding and credible intervention to some social problems relevant for social policies need male perspective.

The programme has analysed its strengths and weaknesses, but it is relatively limited (SER, pp. 57-58). However, the recognition of the low participation of social partners in discussing the

content of the programme is important, as well as the concerns about teachers' more active participation in pedagogical education offered by Faculty's Centre of Education. Overall, there is a need to create a broader strategy to develop the collaboration with social partners – to generate a more structured and effective dialogue. The strategy should cover contractual basis for different modes of collaboration, the initiatives to modify curriculum, possibilities to improve gender balance, joint research initiatives etc.

The information about the study programme is public, relevant and easily accessible on the website of the University. Information about study programme accreditation is also published on the website.

2.7. Examples of excellence *

* if there are any to be shared as a good practice

Core definition: Excellence means exhibiting characteristics that are very good and, implicitly, not achievable by all.

Explanatory context Excellence enshrines one meaning of quality: a traditional view that associates quality with the exceptional

III. RECOMMENDATIONS*

1. The programme should clarify, how programme objectives and intended learning outcomes correspond to the mission, operational objectives and/or strategy of Vilnius University.
2. The programme should specify the evidence for the state, societal and labour market needs of social policy specialists and corresponding intended learning outcomes within the framework of national institutionalisation of the social policy.
3. The content elements of the study programme should be re-examined as to whether the main important issues of social policy to be dealt with at this level are included or get the deserved sufficient attention.
4. The teaching and communication methods of academic staff should be systematically assessed and necessary training as well as coaching courses should be offered together with an encouragement to use advanced electronic pedagogical tools.
5. The promotion of capabilities in foreign languages, the use of international exchange programmes and increased performance of comparative social policy studies are strongly recommended.
6. Despite the still low number of MA students, more and diversified elective courses should be put at offer - perhaps in cooperation with other faculties.
7. Incentives to motive staff to carry out research should be considered.
8. Further efforts are needed for ensuring staff involvement in the internationalisation process.
9. The sustainability of the programme should be ensured by sharing the competences and teaching skills among academic staff and avoiding too strong reliance on the contribution from one teacher.
10. Although there are positive developments in attempting to solve the problem of the lack of academic staff's office space, the issue is still very significant and should not lose attention until fully solved.
11. In students view, using a virtual learning environment improves their study process and outcomes. Thus it is worth considering to increase the frequency and scope of its usage by the teachers.
12. The principles of thesis supervision should be reconsidered and students should be informed, how much they can expect active guidance and support from the teacher responsible for the supervision.

13. During the final thesis evaluation, the administration should take additional measures to ensure that students are given a sufficient amount of time to properly analyze the reviewers' assessments of their work.
14. The criteria of the assessment of the defense of MA thesis and the overall grade should be more transparent to students.
15. Teachers should be encouraged to take part in teacher's professional training to ensure a more balanced distribution of teaching skills among the academic staff.
16. The programme could benefit from more active inclusion of alumni to tutoring students, developing the curriculum and supporting their employability in relevant ways.
17. An inclusive social partner strategy should be developed for collaboration, including contractual basis for different modes of collaboration, the initiatives to modify curriculum, possibilities to improve gender balance, joint research initiatives etc.

IV. SUMMARY

The aim and learning outcomes have been clearly separated from those of social work, which is appropriate and appreciated by both teachers as well as students. The aim and learning outcomes are well-defined and clear, optimally informative and succinct and linked to course descriptions. However, the programme emphasises interdisciplinary learning without specifying it sufficiently as learning outcomes. The programme does not provide adequate information on how programme objectives and intended learning outcomes correspond to the mission, operational objectives and/or strategy of Vilnius University. Neither does the programme specify adequately, how the programme objectives and intended learning outcomes are linked to the state, societal and labour market needs.

Curriculum design has followed the recommendations of the previous evaluation of 2014 and consecutive outside advice. This includes enhanced training in social sciences research methods. The programme emphasises explicitly issues, developments and policies in an international perspective and provides incentives for transnational and intercultural approaches. Despite some still existing shortcomings, the content and the applied methods ensure an adequate attainment of the main knowledge and competences at this level. Students are, in general, very satisfied with the focus of the social policy study programme. However, the content of the curriculum shows still certain shortcomings in respect to the placement of important social policy and related issues. The teaching performances and pedagogic communication skills - including the use of advanced electronic methodologies - do not yet correspond to the needs and

expectations of a modern academic programme. The amount and diversity of optional courses is not at all sufficient to be able to correspond to various preferences and needs of students. Measures for improvement and intensification have still to be implemented in the areas of the development of foreign language capacities, international contacts and cooperation, as well as comparative social policy studies.

The teaching staff meets the legal requirements regarding staff and is experienced in teaching and doing research. The programme has recruited new professors to embrace better the intended learning outcomes. The staff are generally engaged and supportive in teaching. However, the current human resource policy with heavy teaching loads and less time and support for research work endangers the development of the programme in longer run. The staff has also shortage of infrastructural support like support for publishing in open access scientific journals.

Facilities and learning resources are generally adequate or of high quality. The premises are of high quality and the technical and digital equipment available for teaching, research and learning is fully in line with the learning outcomes of the programme and with up-to-date study methods. The library provides exceptionally good teaching and learning resources and facilities. However, the office space of teaching staff is clearly not sufficient.. Virtual learning environments and various e-learning methods should be used more.

Study process and students' performanc assessment is generally good. The main positive elements are the following: good conditions for students to participate scientific activities and events: students' feedback and concerns taken into account; mostly satisfactory and valuable academic support to the students by the teaching staff; an introductory course on social policy for new students coming outside of the study field of social policy; and class schedule enabling the majority of students to combine employment with their studies. However, students feel that the small number of students limits too much the provision of elective courses; and students rarely participate in international mobility.

Programme management is carried out by a study programme committee representing academic staff, social partners and students and with the responsibilities of analysing feedback from faculty units, students, graduates, academic staff and social partners. However, it meets only twice year. The staff organises feedback meetings with students and they feel that they are listened, if they have concerns about their studies. The programme has analysed the recommendations (15) of the previous study programme evaluation organized by SKVC and implemented or started to implement most of them, but some problems are of more permanent nature. The allocation of responsibilities for decisions and monitoring the implementation of the programme could still be more transparent. The structure and principles of quality assurance

system affecting the quality of the programme are not sufficiently discernable. The programme management does not coordinate the thesis process sufficiently: teachers' input for thesis supervision varies considerably by teacher and students do not know what they should expect from supervision and academic support; teachers' feedback about thesis may come too late for thesis defense; the criteria of assessment of the defense of MA thesis or the overall grade are not sufficiently transparent to students. The involvement of social partners is not sufficiently systematic, effective and transparent neither for the staff and students, nor to social partners themselves. The programme does not take advantage of its alumni's potential to tutoring students, developing curriculum and supporting the employability of graduates.

V. GENERAL ASSESSMENT

The study programme *Social Policy* (state code – 621L40001) at Vilnius 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	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	17

*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:	Assoc. Prof. dr. Turo Virtanen
Grupės nariai: Team members:	Dr. Dirk Jarre
	Assoc. Prof. dr. Iveta Reinholde
	Dr. Marius Kalanta
	Mr. Julius Zubė

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
SOCIALINĖ POLITIKA (VALSTYBINIS KODAS – 621L40001 (6211JX026)) 2018-02-28
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-20 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Socialinė politika* (valstybinis kodas – 621L40001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	17

* 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

Tikslas ir studijų rezultatai aiškiai atskirti nuo socialinio darbo tikslų ir studijų rezultatų – tiek dėstytojais, tiek studentais juos vertina ir laiko tinkamais. Tikslas ir studijų rezultatai yra gerai apibrėžti ir aiškūs, optimaliai informatyvūs ir glausti bei susieti su dalykų aprašais. Tačiau studijų programa akcentuoja tarpdalykinį mokymąsi nepakankamai apibrėždama jį studijų

rezultatais. Studijų programa nepateikia pakankamai informacijos, kaip programos tikslai ir numatomi studijų rezultatai atitinka Vilniaus universiteto misiją, veiklos tikslus ir (arba) strategiją. Taip pat programa tinkamai nepatikslina, kaip studijų programos tikslai ir numatomi studijų rezultatai atitinka valstybės, visuomenės ir darbo rinkos poreikius.

Programos sandaroje atsižvelgta į 2014 m. vertinimo metu pateiktas rekomendacijas ir vėliau iš išorės gautus patarimus. Sustiprintas socialinių mokslų tyrimų metodų mokymas. Programoje aiškiai akcentuojami klausimai, pokyčiai ir politika tarptautinėje perspektyvoje bei suteikiamas akstinas tarpvalstybiniam ir tarpkultūriniam požiūriui. Nepaisant kelių vis dar egzistuojančių trūkumų, turinys ir taikomi metodai užtikrina, kad šioje pakopoje būtų pasiektas tinkamas pagrindinių žinių ir gebėjimų lygis. Studentai apskritai labai patenkinti „Socialinės politikos“ studijų programos akcentu. Vis dėlto studijų turinyje tebėra tam tikrų trūkumų įtraukiant svarbius socialinės politikos ir susijusių klausimus. Dėstymas ir pedagoginiai bendravimo įgūdžiai, įskaitant pažangių elektroninių metodikų naudojimą, dar neatitinka šiuolaikinės studijų programos poreikių ir lūkesčių. Laisvai pasirenkamų dalykų kiekio ir pasirinkimo įvairovės nepakanka, kad būtų visiškai patenkinti studentų pageidavimai ir poreikiai. Tobulinimo ir intensyvinimo priemonės vis dar reikia įgyvendinti užsienio kalbų gebėjimų ugdymo, tarptautinių ryšių ir bendradarbiavimo, lyginamųjų socialinės politikos tyrimų srityse.

Personalas atitinka teisės aktų reikalavimus personalui ir turi dėstymo bei tiriamosios veiklos patirties. Į šią studijų programą buvo priimti nauji dėstytojai, siekiant geriau įgyvendinti numatomus studijų rezultatus. Personalas iš esmės suinteresuotas ir palaiko dėstymą. Vis dėlto, esama žmogiškųjų išteklių politika, kai dėstymo krūvis didelis, o tiriamajai veiklai skiriama mažai laiko ir paramos, kelia grėsmę studijų programos tobulinimui ilgalaikėje perspektyvoje. Personalui taip pat trūksta infrastruktūros paramos, pvz., paramos skelbiantis atviros prieigos moksliniuose žurnaluose.

Materialieji ištekliai apskritai yra tinkami arba aukštos kokybės. Patalpos kokybiškos, o techninė ir skaitmeninė dėstymui, tyrimams ir mokymuisi skirta įranga visiškai atitinka programos studijų rezultatus ir šiuolaikinius studijų metodus. Bibliotekoje prieinami ypač geri mokymo ir mokymosi ištekliai bei materialioji bazė. Tačiau dėstytojams skirta darbo erdvė akivaizdžiai nepakankama. Turėtų būti daugiau naudojamosi virtualiaja mokymosi aplinka ir įvairiais e. mokymosi metodais.

Studijų eiga ir jos vertinimas apskritai yra geri. Pagrindiniai teigiami aspektai yra šie: geros

sąlygos studentams dalyvauti mokslinėje veikloje ir renginiuose: į studentų grįžtamąjį ryšį ir išsakytus nerimą keliančius klausimus yra atsižvelgiama; dėstytojų studentams teikiama akademinė parama iš esmės pakankama ir naudinga; yra įvadinis socialinės politikos kursas naujiems studentams, atėjusiems iš kitų krypčių studijų; paskaitų tvarkaraštis didžiąjai daliai studentų leidžia derinti darbą ir studijas. Vis dėlto, studentų nuomone, dėl mažo studentų skaičiaus pasirenkamųjų dalykų pasiūla yra labai ribota; taip pat studentai retai dalyvauja tarptautinio judumo programose.

Programai vadovauja Studijų programos komitetas, atstovaujantis akademiniam personalui, socialiniams partneriams ir studentams, kuris atsakingas už fakulteto padalinių, studentų, absolventų, dėstytojų ir socialinių partnerių pateikto grįžtamojo ryšio analizę. Tačiau šio komiteto posėdžiai rengiami tik dukart per metus. Personalas organizuoja grįžtamojo ryšio susirinkimus su studentais, kurie jaučiasi išklusomi jiems rūpimais studijų klausimais. Studijų programos vadovybė išanalizavo ankstesnio SKVC organizuoto studijų programos vertinimo metu pateiktas rekomendacijas (15) ir įgyvendino ar pradėjo įgyvendinti daugumą jų, tačiau keletas problemų yra daugiau nuolatinio pobūdžio. Atsakomybės už sprendimus ir studijų programos įgyvendinimo stebėseną paskirstymas galėtų būti dar skaidresnis. Kokybės užtikrinimo sistemos struktūra ir principai, darantys poveikį programos kokybei, yra nepakankamai išskirti. Programos vadovybė nepakankamai koordinuoja baigiamųjų darbų procesą: dėstytojų indėlis į vadovavimą darbams labai skiriasi, o studentai nežino, ko jie turėtų tikėtis iš vadovo ir akademinės paramos; dėstytojų grįžtamasis ryšys apie baigiamuosius darbus pasiekia studentus per vėlai, likus mažai laiko iki darbų gynimo; taip pat studentų nuomone, magistro darbų gynimo vertinimo kriterijai arba bendras pažymys nepakankamai skaidrūs. Socialinių partnerių įtraukimą kaip nepakankamai sistemingą, veiksmingą ir skaidrų įvardijo tiek personalas, tiek studentai, tiek patys socialiniai partneriai. Studijų programa neišnaudoja savo alumnų potencialo – jie galėtų globoti studentus, rengti studijų turinį ir remti absolventų įsidarbinimo galimybes.

<...>

III. REKOMENDACIJOS

1. Studijų programoje turėtų būti paaiškinta, kaip programos tikslai ir numatomi studijų rezultatai atitinka Vilniaus universiteto misiją, veiklos tikslus ir (arba) strategiją.
2. Programa turėtų pateikti valstybės, visuomenės ir darbo rinkos poreikių dėl socialinės politikos specialistų įrodymus ir atitinkamus numatomus studijų rezultatus vykdant socialinės politikos institucionalizavimą šalyje.

3. Reikėtų peržiūrėti studijų programos turinio elementus ir patikrinti, ar įtraukti pagrindiniai svarbūs socialinės politikos klausimai, nagrinėtini šioje studijų pakopoje, ir ar jiems skiriamas pakankamas dėmesys.
4. Reikėtų sistemingai vertinti dėstytojų dėstyto ir bendravimo metodus, taip pat organizuoti reikiamus mokymus ir ugdomojo vadovavimo kursus, kartu skatinant naudotis pažangiais elektroniniais pedagoginiais įrankiais.
5. Labai rekomenduojame skatinti užsienio kalbų mokėjimo įgūdžius, dalyvavimą tarptautinėse judumo programose ir intensyvesnį lyginamųjų socialinės politikos tyrimų vykdymą.
6. Nepaisant vis dar nedidelio magistrantūros studentų skaičiaus, reikėtų pasiūlyti daugiau įvairių pasirenkamųjų dalykų – galbūt bendradarbiaujant su kitais universitetais.
7. Reikėtų apsvarstyti paskatas, motyvuojančias darbuotojus vykdyti tyrimus.
8. Reikia tolesnių pastangų, užtikrinant personalo dalyvavimą tarptautiškumo didinimo procese.
9. Studijų programos tvarumą reikėtų užtikrinti dėstytojams tarpusavyje dalijantis kompetencijomis ir dėstyto įgūdžiais bei vengiant pernelyg pasikliauti vieno kurio dėstytojo indėliu.
10. Nors pastebėta teigiamų pokyčių stengiantis spręsti dėstytojų darbo erdvės trūkumo problemą, šis klausimas vis dar labai svarbus ir neturėtų būti ignoruojamas, kol nebus išspręstas.
11. Studentų nuomone, virtualios mokymosi aplinkos naudojimas gerina studijų procesą ir rezultatus. Todėl verta apsvarstyti, kaip dėstytojai galėtų dažniau ir plačiau naudotis šia aplinka.
12. Reikėtų peržiūrėti vadovavimo baigiamiesiems darbams principus, o studentus informuoti apie tai, kiek aktyvių konsultacijų ir paramos jie gali tikėtis iš darbų vadovų.
13. Kalbant apie baigiamųjų darbų vertinimą, administracija turėtų imtis papildomų priemonių, užtikrinančių, kad studentai turėtų pakankamai laiko tinkamai išanalizuoti recenzentų vertinimus.
14. Magistro darbų gynimo vertinimo kriterijai ir bendras pažymys turėtų būti aiškesni studentams.
15. Dėstytojus reikėtų skatinti dalyvauti profesinio tobulinimosi kursuose, siekiant užtikrinti didesnę dėstyto įgūdžių pasiskirstymo pusiausvyrą tarp dėstytojų.
16. Studijų programai būtų pravartu aktyviau įtraukti alumnus į studentų globojimą, studijų turinio rengimą ir atitinkamą jų įsidarbinimo galimybių rėmimą.
17. Reikėtų parengti visapusišką bendradarbiavimo su socialiniais partneriais strategiją, apimančią skirtingų bendradarbiavimo formų sutartis, iniciatyvas keisti studijų turinį, galimybes gerinti lyčių pusiausvyrą, bendrų tyrimų iniciatyvas ir pan.