STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
**STUDIJŲ PROGRAMOS *ŽURNALISTIKA (valstybinis kodas -
612P50002)*
VERTINIMO IŠVADOS**
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**EVALUATION REPORT
OF *JOURNALISM* (*state code - 612P50002*)
STUDY PROGRAMME**
at Klaipėda University

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***Journalism***
State code	612P50002
Study area	Social Sciences
Study field	Journalism
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Journalism
Date of registration of the study programme	2000

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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.	Plan of Measures for the Improvement of the Study Programme of Journalism
2.	Places of internship of students of Journalism, 2014
3.	List of scientific publications academic staff Dept. of Communication (2013-2014)
4.	KU Quality Manual
5.	Survey 16-3-2015 (26 respondents)
6.	Paper 'Questions and Answers'

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

Klaipėda University (KU) is a regional university, established in 1991, and located on the Baltic Sea coast, which primarily draws its students from western Lithuania. The city and the region are

known as the maritime center of Lithuania, and the university and this programme can contribute to the cultural infrastructure of the city and the region. KU is the only state university of western Lithuania and was given accreditation as an institution of higher education for six years in 2012. At present KU has over 6000 students in undergraduate, graduate and doctoral study programmes in seven faculties. The university participates in the principal academic networks in the Baltic region and Europe and has collaboration agreements with universities in more than 40 countries. It also participates with some 190 European universities in the framework of the EU student mobility programme Erasmus +.

The undergraduate study programme of Journalism has started in 2000, after the Department of Communication was newly established as part of the Faculty of Social Sciences. This programme was assessed twice before, in 2003 and 2012, so this is the third evaluation. The first assessments had detected some serious deficiencies that were - according to the evaluation report of 2012 - largely successfully addressed later on. The evaluation of 2012 resulted in a prolongation of the programme for three years.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *14th September, 2015*.

1. **Prof. Dr. Johannes Bardoel (team leader)**, *emeritus professor in Communication Science of the Radboud University of Nijmegen, researcher at the Amsterdam School of Communications Research (ASCoR), as part of the Department of Communication Science of the University of Amsterdam, Netherlands.*
2. **Mr. Andrew David Dawson,** *Director of International Relations and Projects, Director of Studies, Senior Teaching Fellow at the Department of Information Studies, University College London, United Kingdom.*
3. **Prof. Dr. Triin Vihalemm,** *Professor at the Institute of Journalism, Faculty of Social Sciences and Education, University of Tartu, Estonia.*
4. **Mr. Mindaugas Grajauskas,** *Consultant and manager of gamified products, OVC Consulting, Lithuania.*
5. **Ms. Meda Keleckaitė,** *student of Kaunas University of Technology PhD study programme Economics, Lithuania.*

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the undergraduate study programme of Journalism is, according to the self-evaluation report (SER), "to train journalism specialists who will be able to understand and evaluate the need for information of the society and its individual groups, and to collect, analyse and to

develop and present ethical and objective reports in an appropriate format (textual, audio and video) in the media that differ in dissemination channels and technologies". In the view of the expert team the aim of this programme is well defined, and it is also made publicly accessible via the Internet site of Klaipėda University.

The programme admits between twenty and twenty-five students a year. From the 2013 and 2014 year graduates about 35 per cent (16 persons) is working in the media and communications sector, most of them are employed as journalists and editors (Appendix 9). Only four students out of 46 are continuing their studies at master level and the remained either work in other areas (mainly administrative and project management jobs in business organizations), have emigrated or did not respond (15 out of the 46) (Appendix 9). This evidence speaks for the need to analyse the graduates' employment and academic perspectives more critically.

The SER provided to the expert team has ample attention for the legal compliance of the programme with Lithuanian law and university regulation. The primary asset of the programme lies in its regional function for the western part of Lithuania. Both students and social partners indicate that they highly value a university and a Journalism programme in their own region that is easily accessible for students, both in terms of funding (Klaipėda is considered to be less expensive than Vilnius) and of easy admission (there are no special entry barriers like exams). Social partners, in particular regional media, also stress that competition for the incumbent Journalism programme in the capital proofs to be challenging for both the old and the new programme, and thus help to improve the quality of both of these programmes. All in all, the expert team believes that the programme management and the stakeholders haves produced a sound justification for the need for a Journalism programme in the western part of the country.

Moreover, this programme is also important for the (regional) media, according to the SER, because an important change of generations is taking place in professional journalism. Offering internships to students gives the media the opportunity to get to know and employ students that are generally better in the application of new technologies. Based on both the information provided in the SER and the discussions during the site visit the expert team questions whether there is sufficient attention in the SER for the changing context of journalism, given the advent of new technologies and the commercialisation of the sector in which fixed jobs in the editorial room are rapidly being replaced by free lance work with flexible contracts and multiple employers. Therefore there should be in the opinion of the expert team more explicit interest for the way in which journalism educators should train journalists or information workers of the next generation, for which multitasking and self-employment become more indispensable. Entrepreneurial skills, in order to prepare for a career of self-employment, are not explicitly mentioned. Consequently, the expert team suggests the programme management to strengthen the viability of the programme in the long run by embracing a more future proof and outward orientation at all levels of the programme including programme aims and learning outcomes.

The definition of Learning Outcomes in the SER, under the first aspect of knowledge and its applications, stresses the importance of acquisition of principal knowledge of philosophy, politics, economics, culture, ecology and sociology, but it does not – here or later on in Appendix 7.1 – refer to the current core challenges for journalism.

Concerning the second aspect, research abilities, the SER focuses on the general cognitive-analytical skills under the label 'thinking abilities', neglecting the research skills – both from social sciences and language studies – that journalists in an information-saturated society also need and that the KU Quality documents also stress. Appendix 7.1 is more specific, but Professional Competence 5 ("the ability to carry out media investigations") is also defined quite broadly, as well as the related Learning Outcome 5.1 ("knowledge of the principal paradigms of the methodology of research in social sciences").

The more specific core professional abilities to find information from various sources, to process and to present it, are explicitly mentioned under the third aspect of special professional abilities.

The linkage between professional competences and learning outcomes, as specified in Appendix 7.1, provides a fair overview of the practical skills a professional journalist needs to do his of her job properly, but there is less explicit attention for the critical and reflective abilities a journalist also needs. Under the first heading there is a reference to the importance of understanding the principles of law and ethics of journalism as well as to identify violations of them, but further on the technical and pragmatic aspects of the trade seem to prevail. That may set limits to the career prospects of graduates and may not motivate them sufficiently to continue MA studies by giving them the feeling that the necessary skills are already acquired. The employment structure of the graduates is seemingly reflecting this tendency – a significant part of the graduates are employed in business organizations for administrative and project management jobs and only few graduates continue with MA studies.

More generally the perception of the sector seems to be rather traditional, given the references to mass media communication and mass society, and the lack of explicit reference to new and social media. Some interaction and online media skills seem to be actually taught in the programme (e.g. within the subjects *Photojournalism, Professional Speaking and Writing, Visualization of Media and Information, Text Practicum),* but this is not explicitly echoed in the description of the learning outcomes.

All in all, the expert team concludes that the programme aims and learning outcomes are generally consistent with the type and level of the qualifications being offered. Also the name of the programme, its learning outcomes, the content as well as the qualifications the programme pretends to achieve are compatible with each other. After the last assessment three years ago, serious progress has been made and many of the improvements suggested have been implemented or are in the process of implementation (e.g. practical skills and (language) courses in the first year, law and ethics courses in year 2 instead of at the end of the studies, new courses like History of Culture and Media and Marketing, more electives related to future specialisations). The expert team suggests that, complementary to the evident function of the programme for the region, the aims and outcomes should be further updated in the coming period in line with the changing context of journalism and the media. The expert team has also noticed that the social partners are involved and that the labour market is positive about the programme. The fit between academic subjects and learning outcomes of the programme is sometimes less clear; it is not always easy to assess to what extent the learning outcomes and the academic subjects match because of the rather long and broad list of academic subjects.

Therefore the expert team suggests to further focus on and deepen the knowledge of both theoretical concepts and research methodologies.

2.2. Curriculum design

According to the material made available to the evaluation team, the programme is generally consistent with the General Requirements for the Degree conferring First Cycle and Integrated study programme. The full-study programme consists of 240 ECTS credits allocated as indicated in Table 2: 171 credits for subjects in the study field of professional qualification, 19 credits for courses of general university education, 15 credits for practice, 21 credits for the bachelor's final thesis, and 8 credits for electives.

The content and methods of the course modules are generally appropriate for the achievement of the intended learning outcomes. Considering the fact that the programme developers aim to train the workforce for local and national media organisations and also given the future trend of an increase of self-employed media workers, in the view of the expert team the proportion of internships is − within the framework of a BA programme of four years - relatively small compared to the time devoted to general university education subjects and traditional, lecture and seminar-based study field subjects. Students indicate that they highly appreciate the variety of subjects on offer and the combination of theory and practice, but also think that the connection between and the integration of general and theoretical courses on the one hand, and journalism and practice oriented courses on the other hand could be further strengthened. Also, the alumni think that the relation between theoretical and practical courses needs improvement. The social partners stressed the importance of a strong and solid general education at an academic level and of critical-analytical thinking, since in their view the concrete skills of the trade will be changing constantly in the future. The students would like to have more teaching (or a shorter programme) and ample room for specialisation. The expert team concludes that the integration of theoretical and practical courses should be improved, and that in this way there will also be room for more intensive teaching and specialisation, and for the development of critical analytical thinking.

The content of the programme reflects the state of the art in science and technology in a fair way, but in the view of the expert team the programme design could address more explicitly the current and prospective changes on the media market and new usage practices (fragmentation and multimodality of media channels, consolidation of market actors, self-employment of professionals, new hybrid professions, et cetera) that have an important impact on the required qualifications for future journalists and other media-related jobs. The SER admits a time shortage for updating the programme in order to respond to market needs, so further strategy and action plans about analysing and shaping the labour market (i.e. by encouraging self-employment) and communicating with potential employers (as partners for internships) are needed.

The SER did not always argue, apart from the general scheme in Appendix 7.2, how the courses in the curriculum contribute to the learning outcomes of the programme, and - vice versa – to what extent the learning outcomes lead to this specific combination of courses. But at the same

time the expert team understands that the logic of the curriculum design already has improved significantly in recent years in line with previous recommendations of both the expert team and social partners.

The research component remains a rather implicit part of the programme, not only in terms of programme aims and outcomes but also in more practical terms – there is no social scientific research methods course, the use of information systems and data reporting is touched upon only briefly (in the course *Information technology in the social sciences*). Also the final theses that were reviewed by the experts group suggested that students seem to have no clear comprehension of the research methods available.

The courses that contain the keyword 'theory' often seem to be actually general overviews about the sub-disciplines including normative concepts and middle-range theories (e.g. courses Mass Communication Theory, Theory of Communication, Theory of Journalism). In the view of the expert team theoretical background knowledge is a necessary qualification in order to understand the processes in the professional field.

The expert team assesses the level of the BA theses to be satisfactory, but thinks at the same time that the theoretical part and the methodological supervision can be improved. This might reflect the assessment that both the theory and the methodology in the curriculum need further attention.

More courses might also include the explicit aim of developing the critical and reflective skills of the students (Educational Journalism does, but what about Theory of Journalism, Mass Communication Theory or Advertising?). Requiring students to write a critical report about the internship (practice period) might be another option to enhance these skills.

The expert team concludes that all in all the scope of the programme is sufficient to ensure the learning outcomes, the study subjects are spread evenly, their themes are not repetitive and the content of the subjects is consistent with the type and level of the studies. Further programme development and updating (also of the literature) is advisable though, also considering the feedback from students. Programme developers need to implement a regular and systematic collection of the feedback from students and recent alumni, not only about a particular subject but also about the programme as a whole. Students report that the informal relations are good, but that systematic feedback could be improved.

2.3. Teaching staff

The staff for this programme is selected in accordance with the 'Description of Attestation and Competition for Positions of Klaipėda University Academic Staff, Heads of Department and Faculty Deans' which implies that staff are appointed for full-time positions for a period of five years in an open competition and after assessment of their performance parameters in terms of working activity, academic activity, defended PhD-theses, research publications, conference participation and further experimental development. The evidence from the SER and the site shows that this system of open competition and periodical performance assessment has not

produced substantial staff mobility yet.

The teachers' qualification is in accordance with General Requirements for the Degree-Conferring First Cycle and Integrated study programme: more than half of the study field courses (57%) is taught by teachers who have a PhD degree. 10 Lecturers (including 2 PhD students) and 3 assistants have a Master's or an equivalent degree. The proportion in the study programme of full-time staff with a research degree is 51,5 per cent, which is only slightly above the minimal norm of 50 per cent.

In 2015, the Journalism programme was taught by 31 teachers in total, including 10 full-time teachers of the Department of Communication, 2 part-time teacher-specialists, and 19 teachers coming from other KU Departments. Occasionally lectures are given by visiting scholars or well-known Lithuanian journalists. In 2014 the overall net staff-student ratio was 1: 13 (6.1 Full Time Equivalents – FTE's - divided by 82 students). The workload of the full-time teachers involved in the Journalism programme is about 800 hours, including 260 contact hours which accounts for 32 per cent of the workload (the norm is 30%).

The expert team has met a team of dedicated teachers that is capable to do the job in order to ensure the intended learning outcomes, and that has good (informal) relations with the students and invests a lot of time in (personal) coaching, especially in the process of producing the BA-thesis. This culture of helping the students, personally and via e-mail, proves to be very time-consuming, and thus leaves – according to the teachers - less time for research. More in general, the management seems to be paying only little attention to the personal development and life-long learning of individual staff members as well as to the periodic refreshment of didactical skills, although these are important elements of the internal quality policy of KU at large.

Concerning research activities, the staff of the Department of Communication conducts a theme 'The Diversity of Information and Communication of the Welfare Society in the Baltic Region' within the common framework of the Faculty of Social Sciences under the programme theme 'The Diversity of Welfare Society in the Baltic Region: the Lithuanian Imperative'. In the last two years since the previous evaluation the staff of the Department of Communication has (co)authored 12 publications. The other teaching staff involved in the programme has published 29 publications over the same 2 years. The programme management have indicated that 30 per cent of the workload is reserved for research activities, but teaching staff stated that this remained mainly theory. The staff also stated that there was a lack of a supportive infrastructure for doing research and writing publications (in English). The expert team has noted that, also given the breadth of the research programme and the diverse composition of the staff, the actual research publications are often only weakly linked to the field of journalism.

In the composition of the staff middle and senior age prevail, although according to the SER, efforts have been made to invite young people to teach. Despite this, 22 out of 31 teachers have more than 10 years experience in teaching at a university. The SER gives no information on the gender composition of the staff, but this seems to be fair. The students have indicated that they would like to have more young teachers. The alumni also indicated that they appreciated the young lecturers most, remarking that the knowledge of older lecturers is not always up-to-date.

In conclusion, the figures and further information provided above can also be interpreted as an inventory of the dilemmas and challenges the teaching staff of the Journalism programme currently struggles with. There is a rather big staff with often a small workload (one or two courses) within the programme and originating from many and rather diverse departments, altogether creating a potential problem of coordination, cohesion and stability in the composition of the staff. The student-staff ratio is quite all right and the relations between students and staff are good. A problem though is the rather limited research output of the staff, and the obvious lack of time devoted to research as well as the rather small proportion of PhD's in the teaching staff. And finally, the senior average age of the staff members, and the obvious lack of young staff members, might make it more difficult to stay in tune with the rapidly changing media environment. On the basis of both the information in the SER and conversations during the site visit the expert team comes to the conclusion that the staff does a fairly good job within the given conditions, but at the same time that these elements build a serious challenge for the programme management.

2.4. Facilities and learning resources

The facilities include 14 classrooms that can seat 614 students simultaneously. Three classrooms with altogether 60 seats have video and audio equipment, and one classroom has a radio installation. Most of the remaining classrooms have stationary multimedia equipment, and all the classrooms have computers and Internet access. Most students use their own laptops, and Wi-Fi is freely available.

For the practical training of the undergraduate students a Media Lab was set up within the Faculty of Social Sciences in 2012, and since then around 19.000 Euro was spent for new equipment. Students can acquire practical skills here in shooting films, making sound recordings and editing TV and radio reportages. To that purpose the Media Lab has a full set of mobile equipment, and for video and audio editing there are two stationary HP Workstation computers and Yamaha volume mixers. For the classes of photojournalism 3 cameras are available. In 2011, *wordpress.blog* layout with the Lithuanian language support capabilities was acquired, which is used to create a blog for the studies of Electronic Media.

The experts conclude that the facilities have been improved considerably, thanks to the establishment of the Media Lab and the acquisition of new equipment, but at the same time that further investments will be needed to meet the standards of a modern, professionally oriented programme that seeks to meet international norms and to provide students with easily accessible and up-to-date equipment.

Students do their practices in either print media and PR services, or in AV media. In 2014 most practice sites (internships) in the print sector were with regional (district county) newspapers (30 out of 53 sites) or PR services (13 out of 53). In the AV media field 17 practice sites were available, mostly in local (4) and regional (6) TV stations. National media offered only a limited number of practice sites. Students can also do their practice in foreign institutions via the

Erasmus + internship programme. Over the period assessed four students have done their practise abroad.

Concerning libraries and reading rooms both students and staff can use all the services of the Klaipėda University Library that offers 290 user places of which 56 are computerised. The Library of the Faculty of Social Sciences has 74 seats, of which 26 computerised, and also has wireless internet. The KU virtual library is available through KU network computers, but also from home. It gives access to about 20.000 full-text journals and about 140.000 e-book titles, including about 500 e-books in Lithuanian. The library provides trainings to the students in accessing these electronic resources in collaboration with the Department of Communication.

The expert team noticed a lot of good will to provide ample access to information for students, but at the same time also a lack of (financial) resources. The deficiency in new acquisitions in traditional format publications for the Journalism programme, ranging from 114 copies in 2011 to 61 copies in 2014, can be – experts were told during the site visit - gradually compensated by the texts from electronic databases and e-libraries via the KU virtual library that can be accessed not only from KU network computers, but also from home. The expert team thinks this is a rather basic provision, but it serves its purpose.

2.5. Study process and students' performance assessment

Over the period of 2010-2014, 110 students started the programme and 89 graduated over the same period. The number of students in the study programme has slightly decreased over the last 5 years, from 33 to 22 students admitted. The total number of students over all four years is 82 in 2015 (on average, 20 in a group). The drop out rate varies from 1 to 7 per year of admission, with an average of 4 to 5 students over the last four years. The reasons for dropping out seem to vary, such as shortage of money, lack of motivation and poor preparation to the study. In order to improve the situation all first year students get a so-called curator. The expert team concludes that the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes, and also that for the drop out problem seemingly appropriate measures have been taken.

The expert team also notices that these figures illustrate that the present programme seems to have in place appropriate methods of monitoring student mobility and student progression toward their degree. This means that considerable progress has been made after the last assessment, since the previous expert team has demanded for concrete figures and a monitoring system.

The SER states that the average competition score of the admitted students tends to decrease. The grades of the final examinations account for about 50 per cent of the final grade, and the remaining part is accumulated during the semester, on the basis of the completed assignments. The assessment of students' performance is clear and adequate. On the completion of the studies, students find jobs within 3 to 8 months, the SER reports, but during the visit no further details

could be given, apart from the indication that there is no graduate professional career monitoring system. The social partners report that the graduates generally meet their expectations.

Concerning student involvement and participation, the expert team found out that student surveys take place, and also that a lot of feedback comes out of the open and informal relations between students and staff, but at the same time that systematic and comparative feedback collection after each course is not in place yet.

The Journalist Club is a voluntary student organisation at the Department of Communication that has a classroom available, equipped with a telephone, a computer and interet access. It publishes a journal (VETO!) and contributes actively to the annual festival of Journalists. The institution ensures an adequate level of social, professional and academic support for students.

Concerning internationalisation and student mobility, students indicate that they appreciate the occasional contribution of international guest speakers, but at the same time stress that they would like to have more options for student mobility. According to the SER in the period of 2010 to 2014 8 students went abroad. The supposed lack of sufficient agreements with foreign universities in this domain and as a result the limited choice for students is for many a reason not to go abroad and participate in the available Erasmus exchange programmes. Also the alumni said that more foreign lecturers are needed and that more generally the 'European-orientedness' – as they called it - of the programme has to improve.

2.6. Programme management

According to the SER, to assure the quality of studies, a Department of Quality Management was set up at KU at large by the end of 2013, and during 2014 two documents for a university wide KU quality system were developed: 'Quality Policy' and 'Quality Guide'. Since 2014 the information about the university internal quality system, the student surveys and their outcomes as well as the intended measures for improvement are accessible also for students via the KU internet Mano KU (My KU).

The SER provides detailed information about the formal management processes as indicated in the KU Statute of 2012, and also on the KU internal study quality systems. In order to ensure the internal quality in KU 5 quality management processes were identified: 1) strategic management processes; 2) study processes; 3) support processes; 4) activity improvement processes, and 5) research and art processes. The site visit learned the expert team that despite to all the recent changes that have taken place, many of the proposed measures still seem to be at the level of general intentions, and less of concrete outcomes. For example the institutional support for the professional and personal assistance and coaching of staff members is still lacking, panel noted during the site visit. The SWOT analysis in the SER also states that an active open-access common KU quality information system is in place now, but admits also that the adoption and the maintenance of the system seems to take too much time, attention and bureaucracy, at to detriment of the primary teaching tasks.

Student feedback is sought through surveys on the quality of teaching, but a systematic feedback of every course is lacking. In March 2015 the Department has carried out an anonymous survey on the study programme among students and alumni about the recent changes. The SER reports that the respondents approved the changes in the area of practical training, and requested to include a course of psychology in the curriculum. In response to the comments of students and also of social partners the timing of practices / internship was changed (from the summer to semester time), and more courses with practical skills were introduced (reporting, radio montage/editing, R/TV speaking skills).

At the end of the SER there is a summary of principal changes that were made after the last external evaluation of the study programme: revision and specification of the aims of the programme (following UNESCO recommendations, and the comments by Lithuanian and foreign experts, and social partners); improvement of the facilities and learning resources (new equipment for radio, TV and photo journalism; new publications in Lithuanian and English, reorganisation of the computer lab); positive changes in the staff composition; more electives and more practical seminars for students, and more 'internationality' in the study programme.

The university also has a range of supplementary measures in place to assure the quality of teaching. The Study Programme Committee of the Faculty of Social Sciences supervises the implementation of the programme, organizes its assessment and the updating of the programme. Each year, the Faculty of Social Sciences has meetings-discussions with employers and other stakeholders.

All in all, the University and the Department have implemented management procedures and bodies in agreement with university regulations recently, but the site visit also learned that the implementation is still going on and that both teachers and the middle management consider these procedures as a bureaucratic burden. Therefore, in the view of the expert team many questions remain open: how are stakeholders' and students' opinions taken into account in practice, how is the feedback with stakeholders and students organised, how are the changes of the programme after the last evaluation being perceived, and what might be the next steps? How is the information shared? Also, the procedures for the placement and replacement of members of for example the Study Programmes Committee are not made clear. The qualities and outcomes of all these processes in practice are not discussed in the SER, and the site visit also showed that the intentions are good but also that concrete answers to these questions based on clear implementation strategies and monitoring systems are still lacking. Therefore it is too early to conclude to what extent the internal quality assurance system is adequate and functioning effective and efficiently.

The expert team acknowledges that considerable progress has been made in the past three years. Previous recommendations are considered and amendments to the programme have been implemented. But at the same time the expert team still notices the lack of a vision-driven management on the strategic level that is able to inspire both staff and students. The management style seems to be rather top-down and reactive instead of proactive and bottom-up. New policy measures are adopted mainly in response to external stimuli, like previous assessments of expert teams, and new institutional policies at a higher (university) level. A systematic collection of

student feedback after each course is still missing. For the staff an adequate structure to secure the time reserved for research and an adequate research support infrastructure are still lacking, an important issue for a university that is supposedly based on the combination of teaching and research. The open competition system that should guarantee a balanced composition of the staff has not yet produced the expected result. Therefore, a new, more forward-looking and vision-oriented management style is needed to bring about the changes needed.

III. RECOMMENDATIONS

1. Next to the evident function of the programme for the Klaipėda region, the expert team recommends that the programme aims and learning outcomes should be further updated in the coming period, also taking into account the rapidly changing context of journalism and the media.

2. Apart from the progress made in the curriculum design already, the expert team recommends to strengthen the relation between theoretical and practical courses, and also to deepen the knowledge of theoretical concepts and research methodologies. In this way there will also be room for more intensive teaching and specialisation, as students are asking for, and for the development of critical analytical thinking, as social partners have suggested. In this way the attractiveness of the MA programme for BA graduates might improve as well.

3. In order to stimulate the research activities of the teaching staff as well as their professional and personal development, ample time and a supportive infrastructure for doing research and writing publications, also in collaboration with students, should be developed. The KU internal quality system that prioritises life long learning should be implemented.

4. The internationalisation of the programme at the level of both student and staff mobility should be enhanced in order to stimulate a more international, both outward and forward looking orientation of the programme and of all stakeholders involved.

5. The programme management should embrace a much more proactive, bottom-up and vision-driven orientation that stimulates programme innovation, an adequate combination of teaching and research, systematic student feedback and a balanced composition of the staff.

IV. SUMMARY

The general aims and learning outcomes of this programme are clear and consistent with the type and level of studies. This Journalism programme serves an important function for Klaipėda region and the western part of the country. In recent years – in the follow up of the previous assessment - considerable progress has been made, programme aims have been updated, and

some new people were hired to teach more practical subjects or do research. On top of the improvements already been made, which are also appreciated by social partners, the expert team suggests to strengthen the viability of the programme on the long term by embracing a more future proof and outward orientation, in relation to the changing context of journalism and the media and the future needs of the (regional) labour market.

The learning outcomes as specified in Appendix 7.1 provide a fair overview of the practical skills a prospective journalist needs, but there is less attention for the critical and reflective abilities a journalist also needs to do his or her job properly. More in general, the perception of the sector seems to be rather traditional, given the reference to media and mass communication, and less to new and social media. The SER mainly focuses at the general-cognitive skills, underestimating the research skills academic students of journalism also need, and the same holds for the knowledge of key concepts and theory. Therefore the research team suggests to further focus on and deepen the knowledge of both theoretical concepts and research methodologies. Although the level of the BA theses is satisfactory, this would improve the theoretical and methodological quality of the final proof.

The curriculum is consistent with the General Requirements for the Degree conferring First Cycle and Integrated Study Programmes. Students appreciate the variety of subjects on offer, but also think that the connection between and the integration of general and theoretical courses on the one hand, and journalism and practice oriented courses on the other hand could be further strengtened. The students would like to have more teaching (or a shorter programme) and more room for specialisation. The expert team also questions if the proportion of internships is adequate in relation to a BA programme of four years, and misses the obligation for students to make an analytical and critical report of the internship.

The international orientation of the programme should be improved, by extending the choice for student mobility in Erasmus exchange programmes via sufficient agreements with foreign universities, and by inviting more foreign lecturers.

The experts have met a team of dedicated teachers that has good (informal) relations with students and invests much time in (personal) coaching, especially in the process of preparing the BA-thesis. This culture of helping the students leaves little time for research, according to the teachers, whereas the management states that 30 per cent of the workload is reserved for research activities. Although the student staff ratio is alright, the research output in terms of publications remains rather poor, and the subject of these publications is often only weakly linked to the field of journalism. A supportive infrastructure for doing research and writing publications (in English) is lacking.

Although there is a formal system of open competition and periodical performance assessment in place, staff mobility is only limited, and in the composition of the staff middle and senior age prevail. Students and alumni indicate to prefer more young teachers who will make it more easy to stay in tune with the rapidly changing media environment. The internationalisation at the level of staff mobility is only in its initial stage.

The facilities and learning resources for the training of undergraduate students have improved considerably, thanks to the establishment of the Media Lab and the acquisition of new equipment. The expert team also noticed a lot of good will to provide students ample access to information, also thanks to the increasing availibility of electronic databases and e-libraries, but there is also a lack of (financial) resources. The facilities that the expert team has seen, are pretty basic but serve their purpose.

The number of students doing the programme has slightly decreased in recent years, and the drop out rate varies; therefore the introduction of a so-called curator for all first year students is an improvement. Students report that surveys on study-related issues take place, and that there is informal feedback between students and staff, but at the same time the expert team concludes that systematic and comparative feedback collection after each course is not in place.

At the end the SER indicates which important changes were made after the last external evaluation of the study programme, and also which KU internal study quality systems were introduced since then. At the same time it admits that these systems take too much time, attention and bureaucracy, at the detriment of the primary teaching tasks. The expert team acknowledges the considerable progress that has been made, but also it notices a lack of vision-driven management that is able to inspire both staff and students. The manangement style is more top-down than bottom-up, and more reactive than proactive. New policies are adopted mainly in response to external stimili, as a result of external evaluations and new institutional policies at a higher (university) level. A systematic collection of student feedback is lacking, and the same holds for a supportive infrastructure for the staff to do enough research, in the context of a university that is based on the combination of teaching and research and the stimulation of life long learning. Also, the composition of the staff in terms of age is unbalanced, and international student and staff mobility is only in its initial stage.

V. GENERAL ASSESSMENT

The study programme *Journalism* (state code – 612P50002) at Klaipėda 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:	Prof. Dr. Johannes Bardoel
Grupės nariai: Team members:	Mr. Andrew David Dawson
	Prof. Dr. Triin Vihalemm
	Mr. Mindaugas Grajauskas
	Ms. Meda Keleckaitė

**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ŽURNALISTIKA (VALSTYBINIS KODAS – 612P50002) 2015-11-16 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-284 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Žurnalistika* (valstybinis kodas – 612P50002) 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

Bendrieji šios studijų programos tikslai ir studijų rezultatai yra aiškūs, atitinka studijų rūšį ir pakopą. Studijų programa Žurnalistika vaidina svarbų vaidmenį Klaipėdos regione ir vakarinėje šalies dalyje. Pastaraisiais metais (po ankstesniojo vertinimo) padaryta didelė pažanga: atnaujinti programos tikslai, priimti keli nauji darbuotojai daugiau praktiniams dalykams dėstyti ir moksliniams tyrimams vykdyti. Be atliktų patobulinimų, kuriuos vertina ir socialiniai partneriai, ekspertų grupė siūlo ilgainiui didinti programos gyvybingumą ir įtraukti daugiau į ateitį ir į išorę orientuotų aspektų atsižvelgiant į kintančias aplinkybes žurnalistikos ir medijų srityje ir būsimus poreikius (regioninėje) darbo rinkoje.

7.1 priede išvardyti studijų rezultatai pateikia tinkamą praktinių įgūdžių, kurių reikia būsimam žurnalistui, apžvalgą, tačiau mažiau dėmesio skirta kritiniams ir analitiniams žurnalisto gebėjimams, kurių reikia norint tinkamai atlikti darbą. Platesne prasme sektoriaus suvokimas, atrodo, yra gana tradicinis, daugiau dėmesio skiriama žiniasklaidai ir masinei komunikacijai, mažiau – naujajai ir socialinei žiniasklaidai. Savianalizės suvestinėje daugiausia dėmesio skiriama bendriesiems kognityviniams įgūdžiams, tačiau nepakankamai – akademiniams mokslinių tyrimų įgūdžiams, kurių reikia žurnalistikos studentams; tas pats pasakytina apie pagrindinių sąvokų ir teorijos žinias. Todėl ekspertų grupė siūlo labiau sutelkti dėmesį ir gilinti žinias teorinių sąvokų ir mokslinių tyrimų metodikų srityje. Nors bakalauro baigiamųjų darbų

lygis patenkinamas, tai leistų pagerinti teorinę ir metodologinę kokybę pateikiant galutinius įrodymus.

Studijų turinys atitinka laipsnį suteikiančių pirmosios pakopos ir vientisųjų studijų programų bendruosius reikalavimus. Studentai patenkinti siūlomų dalykų įvairove, tačiau mano, kad, viena vertus, reikėtų toliau stiprinti bendrųjų ir teorinių dalykų ryšį ir integravimą, kita vertus, į žurnalistiką ir praktiką orientuotus dalykus. Studentai pageidauja daugiau dėstymo (arba trumpesnės programos) ir daugiau laiko specializacijai. Ekspertų grupė abejoja, ar mokomosios praktikos santykis yra tinkamas ketverių metų bakalauro programai, ir pasigenda reikalavimo studentams parengti analitinę ir kritinę mokomosios praktikos ataskaitą.

Reikia didinti studijų programos tarptautinę orientaciją, aktyvinant studentų judumą pagal Erasmus mainų programą sudarius pakankamai sutarčių su užsienio universitetais ir kviečiant daugiau lektorių iš užsienio.

Ekspertų nuomone, dėstytojai atsidavę darbui, palaiko gerus (neoficialius) ryšius su studentais ir skiria daug laiko (asmeninio) ugdomajam vadovavimui, ypač rengiant bakalauro baigiamąjį darbą. Tokia studentams teikiama pagalba, dėstytojų tvirtinimu, reikalauja daug laiko, tad mažiau jo lieka moksliniams tyrimams, o vadovybė teigia, kad mokslinių tyrimų veiklai skiriama 30 procentų darbo krūvio. Nors studentų ir dėstytojų santykis geras, mokslinių tyrimų publikacijų yra nedaug, o jų temos dažnai menkai susijusios su žurnalistikos sritimi. Trūksta infrastruktūros, kuri padėtų vykdyti mokslinius tyrimus ir rengti publikacijas (anglų kalba).

Nors atviros konkurencijos formali sistema yra ir periodiškai atliekamas pasiekimų vertinimas, personalo judumas ribotas. Pagal amžių vyrauja vidutinio ir vyresnio amžiaus dėstytojai. Studentai ir alumnai nurodė, kad pageidautų daugiau jaunų dėstytojų, kurie sudarytų geresnes sąlygas neatsilikti nuo sparčiai besikeičiančios medijų aplinkos. Personalo judumo tarptautiškumas tik pradėtas kurti.

Studentų studijoms skirtos patalpos ir materialieji ištekliai kur kas pagerėjo įrengus medijų laboratoriją ir įsigijus naujos įrangos. Ekspertų grupė taip pat pastebėjo, kad studentams suteikiamos puikios galimybės naudotis informacija, jie turi prieigą prie elektroninių duomenų bazių ir elektroninių bibliotekų, tačiau finansinių išteklių trūksta. Ekspertų grupės matytos patalpos gana paprastos, tačiau tikslui tinka.

Pastaraisiais metais pasirinkusių šią programą studentų skaičius šiek tiek sumažėjo, o iškritusiųjų skaičius kinta. Todėl vadinamojo kuratoriaus paskyrimas visiems pirmakursiams yra teigiamas dalykas. Studentai minėjo, kad apklausos studijų klausimais vyksta, renkamas neformalus studentų ir dėstytojų grįžtamasis ryšys, tačiau ekspertų grupė padarė išvadą, jog sistemingo ir lyginamojo grįžtamojo ryšio po kiekvieno kurso nėra.

Savianalizės suvestinės pabaigoje išvardyti svarbūs pokyčiai, padaryti po paskutinio studijų programos išorinio vertinimo, taip pat nurodyta, kokias vidines studijų kokybės sistemas įdiegė KU nuo to laiko. Kartu pripažįstama, kad šios sistemos reikalauja per daug laiko, dėmesio, yra biurokratiškos ir taip kenkia pirminėms studijų užduotims. Ekspertų grupė pripažįsta, kad padaryta didelė pažanga, bet pažymi, jog trūksta į vizijos įgyvendinimą orientuoto valdymo, kuris galėtų įkvėpti tiek dėstytojus, tiek studentus. Vadybos procesai vyksta greičiau iš viršaus į apačią, o ne iš apačios į viršų ir yra labiau reagavimo, o ne inicijavimo pasekmė. Nauja politika priimta daugiausia reaguojant į išorės paskatas, atlikus išorės vertinimus ir priėmus naujas

institucines politikas aukštesniu (universiteto) lygmeniu. Trūksta sistemingo grįžtamojo ryšio iš studentų, tą patį galima pasakyti ir apie infrastruktūrą, kuri padėtų dėstytojams atlikti pakankamai mokslinių tyrimų, atsižvelgiant į universiteto politiką, kurioje numatyta derinti dėstymą ir mokslinius tyrimus ir kartu skatinti mokymąsi visą gyvenimą. Be to, nesubalansuota personalo sudėtis pagal amžių, o tarptautinis studentų ir dėstytojų judumas tik pradedamas kurti.

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III. REKOMENDACIJOS

1. Studijų programos svarba Klaipėdos regionui yra akivaizdi, todėl ekspertų grupė rekomenduoja artimiausiu metu atnaujinti studijų programos tikslus ir studijų rezultatus, taip pat atsižvelgti į sparčiai besikeičiančias žurnalistikos ir medijų aplinkybes.

2. Be studijų turinio patobulinimų, ekspertų grupė rekomenduoja stiprinti ryšį tarp teorinių ir praktinių dalykų, gilinti teorinių koncepcijų ir mokslinių tyrimų metodikos žinias. Tuomet bus galima daugiau laiko skirti dėstymui ir specializacijoms, kurių prašo studentai, ir kritinio analitinio mąstymo ugdymui, kurį pasiūlė socialiniai partneriai. Tai gali padidinti magistrantūros programos patrauklumą bakalauro studijų absolventams.

3. Siekiant skatinti dėstytojų mokslinių tyrimų veiklą, jų profesinį ir asmeninį tobulėjimą, patartina skirti pakankamai laiko ir sukurti palankią mokslinių tyrimų vykdymo ir publikacijų rengimo, bendradarbiaujant su studentais, infrastruktūrą. Reikia įgyvendinti KU vidaus kokybės sistemą, pagal kurią pirmenybė teikiama mokymuisi visą gyvenimą.

4. Rekomenduojama didinti programos tarptautiškumą studentų ir dėstytojų judumo prasme, skatinti kurti labiau tarptautinę tiek į išorę, tiek į ateitį orientuotą programą ir įtraukti visus socialinius dalininkus.

5. Programos vadybą reikėtų daugiau orientuoti iš apačios į viršų ir įtraukti viziją, kuri skatintų programos naujoves, tinkamą dėstymo ir mokslinių tyrimų derinimą, sistemingą studentų grįžtamąjį ryšį ir subalansuotą personalo sudėtį.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)