SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
**STUDIJŲ PROGRAMOS *VIEŠOJI POLITIKA (valstybinis kodas - 621L22008)*
VERTINIMO IŠVADOS**

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**EVALUATION REPORT
OF *PUBLIC POLICY* (*state code - 621L22008*)
STUDY PROGRAMME**
at Kaunas University of Technology

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Public Policy*
State code	621L22008
Study area	Social Sciences
Study field	Political Science
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (1,5), part-time (2)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Public Policy and Administration
Date of registration of the study programme	2012

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

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

The second-cycle study programme *Public Policy* was established at the Faculty of Social Sciences in 2012. Since February 1, 2016 the second-cycle study programme *Public Policy* has been managed by Public Governance Study Programme Committee. The programme was initially coordinated by the Department of Public Administration until two faculties were merged and the department was included as a member the Institute of Public Policy and Administration in 2014. In 2015, the new Study Programme Management Model was introduced and enhanced. This meant new and, what was termed, smaller Field's Study Programme Committees (hereinafter – FSPC) were formed. These are coordinated and administered by the Head of the FSPC. This meant too, that new Heads of the FSPC were elected together with the changing of FSPC as assigned by the Vice-Rector for Studies and University's Study Programme Committee. [SER, Introduction, paras. 11-12] The self-assessment of the second cycle Programme has been prepared for the first time. The programme was established and approved by the Centre for

Study Quality Assessment in Higher Education. The programme was registered in 2012 by the regulation of the Department of Higher Education, Science and Technology, Ministry of Education and Science of the Republic of Lithuania. [SER, Introduction, para. 15] The programme meets the standards as set out in Order No V-828.

The Review Team

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

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of this second-cycle programme in *Public Policy* is to prepare professionals of high competence with deep profound knowledge in public governance and policy theories. Graduates should be able to analyse and evaluate public policy processes within a comparative domain and perspective, have the ability to design and implement public policy analysis and answer and solve problems with sophisticated methodological approaches mastered throughout the programme. [SER, 1, para. 20] The parameters of the programme's learning outcomes: knowledge and its application, research skills, subject-specific skills, social and personal skills, extend the programme to Level 7 in the advanced learning of students. [SER, 1, Table 2].

There are 20 modules over a two-year study period and all are distilled from the programme outcomes and illustrate the parameters of advanced learning for the two-year programme. [Annex 1] It can be concluded that the programme aims and learning outcomes are well defined, clear and publicly accessible at ktu.edu/studijos. [SER, 1, para. 21]

The programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market. They develop decision making abilities and equip graduates to foresee and forecast the results in the constantly changing environment of public governance. This means the development of superior communication skills and the ability to convey information clearly and persuasively in written and oral form. Students develop the ability to work individually and in multicultural groups and, importantly, they should possess the transferable skills to work with groups of different professions. Graduates should be able to take responsibility for personal and other people's performances, guided by principles of professional ethics. In addition, a Level 7 qualification develops the skills towards innovation based on research, and also the ability to assess alternative versions of

a solution and the potential social and ethical consequences, whatever these may be. Graduates should also be adaptable in employment and develop knowledge and skills in new technological, methodical, informational, organizational-managerial measures needed for advanced analysis and sound responses and actions in the service of others. [SER, 1, para. 25]

The Review Team's scrutiny of the programme found that the learning outcomes of the study programme were in accordance with the competences of second-cycle university studies as specifically expressed in the Law of Education of the Republic of Lithuania; the Law of Science and Studies of the Republic of Lithuania, Lithuania's Qualifications Framework, Level 7; the Descriptor of Study Cycles; the General Requirements of the Masters' Degree study programmes; and the Descriptor of Study Programmes in the area of Political Sciences. [SER, 1, para.18] The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered, that is at level 7 of the Qualification Frameworks as mentioned above. Through reading a range of Master theses, the Review Team were able to confirm standards and student achievement at this level. Theses were found to be well positioned in terms of research topics and methods and were written in an appropriate academic register at Level 7.

The Master study programme *Public Policy*, guided by the Faculty of Social Sciences, Arts and Humanities, is well conceived, inclusive structured and well-placed in Lithuanian Higher Education. Through analysis of annexes to the SER, the subject modules in the main, senior staff in interview and the European experience of the Review Team, a high compatibility was found between the name of the programme, *Public Policy*, second cycle, its learning outcomes, content and qualification offered at Level 7. The conception and organisation of the programme and modules are very good, and the Review Team were able to verify in the theses they read that the aims and learning outcomes were at level 7 on the European and Lithuanian Qualification Frameworks. There is evidence of strong work here, although it should be said that students during interview were not generally attuned to the fuller relevance and purpose of learning outcomes. In all other respects, for this Master programme, the Review Team considered the aims and learning outcomes as good.

2.2. Curriculum design

The second-cycle programme in *Public Policy* meets the legal requirements in full compliance with the General Requirements for Master's Degree Study Programmes, by the order of the Minister of Education and Science of the Republic of Lithuania No. V-826, 03 June 2010 (Official Gazette Valstybės Žinios, 2010, No. 67-3375). The SER (II, para.58; III, para.59) confirms the above compliances. With regard to the Descriptor of Study Programmes in the area of Political Science, the Review Team examined document (Order No V-828) in relation to the relevant areas of the programme and found there was full compliance with the requirements of the General Provisions (Chapter 1).

The Master programme lists 20 subject modules to be taught across its one and a half or two year structure, of which 8 are core study field subjects. [Annex 2] The total volume of the programme is 90 credits. All 20 *Public Policy* areas are specialist course modules. The broad and developmental programme modules are evenly spread across its duration and their themes are not repetitive. [Annex 2] Although there is a course on policy evaluation in place, programme planners might consider including more on policy implementation at Master level. The annexes describing and mapping learning outcomes, module content, the SER and Master theses readings confirmed to the Review Team that the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered according European and Lithuanian Qualifications Frameworks and are therefore firmly set in the advanced learning found at Master level

The intended learning outcomes are carefully crafted and integrated into the broad achievement categories of: deepening or strengthening second-cycle knowledge; the application of knowledge and abilities to problem solution in new or unknown environments; the integration of knowledge to problem-solving and an ability to take ethical decisions on public policy; an ability to communicate clearly to various audiences, expert and non-expert, and the ability to continue learning independently. These are mapped and grouped with the content of the modules themselves in terms of learner expectation and anticipated achievement. [Annex 3]

The breadth of the programme enables the advanced students to gain knowledge of public policy theories and public governance and public administration. Research methodologies in social research enable the deeper processes of analysing public policy. Skills are also acquired in the initiation of research in relation to solving complex problems as well as public-policy problems and to summarise and evaluate across a broad social and multicultural context. Subject-specific skills, including the solving complex problems in areas of public policy in new and unfamiliar environments are also gained and developed. The social skills acquired by second-cycle students demonstrate that students should achieve the high-level skills required to undertake and complete research work individually and in teams and to communicate confidently and effectively in a multicultural environment. The ability to think critically, creatively and strategically develop in the areas systemically and self-sufficiently are among the desired personal competence acquisitions. Design Thinking and Blended learning have been included as new curricular initiatives in the programme It can therefore be concluded that the broad and incisive scope of the programme is sufficient to ensure learning outcomes.

While the programme includes a course on policy evaluation (which is missing from the BA curriculum), there is no class on policy implementation, which is a both practically and academically important aspect of public policy and should be included.

As to the electives, the curriculum as presented in the SER gives 5 (electives 1) and 6 (electives 2) available courses, one of which needs to be chosen. This is an appropriate number, giving students sufficient choice to select the specialized courses they need. In the renewed curriculum [SER, Annex 7], however, the number of electives available has been reduced to 3 each. Especially with regard to the policy fields this means that students have a limited scope of areas to choose from (health, family and social policy). The availability of electives was not, however, described as a significant shortcoming by either students or alumni.

The described distinction between the compulsory and two types of elective courses is sensible. Therefore, it is to be commended that the renewed programmed has moved the comparative social policy class from compulsory to elective 2, and remove the empirical data class from electives 1, thus eliminating any obvious structural inconsistencies. Only the 'organization information management and communication' class introduced as a new compulsory course may be better placed as an elective 1.

The content of the second-cycle programme in Public Policy reflects the latest achievements in the field, what is proved by course descriptions in terms of main themes of the lectures and seminars, as well as by attached lists of literature (compulsory and selective readings). The number, diversity and quality of materials used for teaching are up-to-date and cover the most important issues. [Annex 2]

2.3. Teaching staff

The laws of the Ministry of Education and Science of the Republic of Lithuania are respected regarding teaching staff, qualifications and employment rules. The study programme is provided

by staff meeting legal requirements; According to the *Descriptor of the Study Field of Political Science*, no less than 80% of all programme teachers are supposed to be holders of a doctoral degree and no less than 60% of teachers pursue active research. In the case of the KTU staff employed in the second-cycle study programme in *Public Policy* corresponds to those criteria − 92% are PhD holders. [SER, 3, para 60]

The qualifications of the teaching staff are adequate to ensure learning outcomes for *Public Policy* at Master Level. All staff members are highly qualified, obtained corresponding degrees and have a good professional account of skills, competences and practical experience in the field, shown in their CVs [Annex 5] and list of *Publications by Programme Teaching and Module Coordinating staff.* [SER, Table 9] During interview, students expressed some critical views about teaching methods which mostly fall into category of conventional ones and raised questions about the effectiveness of participation in numerous EDU-Lab courses, for example, if they do not deliver palpable benefits to them through newer and more modern teaching competences. The student viewpoint does not precisely correlate with the experience of teaching staff.

The total amount of teaching staff is 11. [SER, 3, para 61] The number of the teaching staff is adequate to ensure learning outcomes. The programme is implemented mostly by staff of the Institute of Public Policy and Administration. According to the information provided by the SER, the teacher-student ratio is 1:4. The average age of teaching staff is 43 years. [SER, 3, para 62] For the second-cycle study programme teaching staff is relatively young, but at the same time they have sufficient pedagogical and research experience. [Annex 4]

Teaching staff turnover is sufficient for adequate provision of the programme. Teaching staff turnover is minimal. Only two have changed during 2016. Replacement staff have brought renewal to the programme in relation to the subject modules: Social Research Methods and Political Institutions. It can be concluded that teaching staff turnover is able to ensure an adequate provision of the programme. [SER, III, para.66]

The teaching staff participate in the courses offered by the Faculty Development Centre EDU-Lab which has diverse specialized programmes. On the one hand, it is declared a privilege that teaching staff may undergo in-house training and constantly enhance their competences. However, on the other hand, professional development mostly takes place within the institution. Sabbaticals have not been introduced as good practice as yet. ERASMUS+ agreements so far have not been used fully. The number of outgoing teachers vary from 1-2 per year (training). [SER, Table 10]

Concerning professional development and research, teachers continuously improve their competences in seminars and conferences. For example 'Analysis of the financial support mechanisms for the promotion of renewable energy in new EU member states' was presented in Paris in 2015 and in the same year 'Significance of Public Senior Executives` Competencies: the Case of Municipalities of Lithuania' was presented in Budapest. [Annex 5] Specific training programmes, via The KTU centre for teaching and learning EDU-Lab in which staff have taken part include: Didactic Competencies Improvement; Training for Renewal of Study Programmes; Qualitative and Technical Requirements for Renewal of Study Programmes and Study Programme Self-Assessment Report; theory and practice. The Faculty also encourages and finances the teachers to improve their language skills through courses organized by the Centre of Foreign Languages (KTU). Some teachers also have practical experience in Public Policy. [SER, III, paras. 68-9]

All teachers have extensive account of research projects in which they are participating. The list of publications is impressive and participation in conferences is convincing and number 22 between2015-16. Teachers are also engaged in international networks and professional associations and are using opportunities to participate in the conferences and workshops offered by those organizations. However, research, publications and conferences are mostly national and regional; the internationalization of study programme and research could be improved. Students during the discussions mentioned that they were not engaged in the research projects carried out by teaching staff. Teaching staff also mentioned that some research momentum had been lost due to reorganisation. Currently there was too much multi-tasking for staff.

Nevertheless, the Review Team found the overall areas concerning teaching staff to be good in the functioning of this second-cycle programme, *Public Policy.*

2.4. Facilities and learning resources

The Public Policy programme, in the recent renovated faculty, appears overall to be a professional study environment [SER, 4 para. 79]

The classrooms are equipped with audio and video equipment, which correspond with the Lithuanian requirements for hygiene and work safety [SER, 4 para. 79] The classrooms are located in the basement and 1st and 2nd floor and the rooms are equipped with computers, TV, Internet, whiteboard and projector and overall, the Review Team assess 1st and 2nd floor to be a very good teaching environment due to the quality of teaching inventory in the classrooms, study areas and auditoria. [SER, 4 para. 79, 80, 81] It can be concluded that the premises for studies are adequate both in their size and quality.

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

All classrooms are installed with PCs, projectors, speakers and wi-fi. The computers are all connected to the Faculty's Intranet and Internet and are installed with Microsoft Office 2010. The Faculty provides the right for the students to use Office 365 package. The Review Team assessed that students' requirements for computers, Office 365 package and wife as sufficient [SER, 4 para. 80] The premises for studies are adequate both in their size and quality.

Skype is installed for distance learning and communication with students and alumni. The Review Team assessed that the quality of the sound and connection makes it difficult to conduct a workable teaching session. The Review Team recommends that the Faculty examines all the classrooms used for distance learning by engaging an IT expert with experience in the field.

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

All material required is available either in the library or via the online library. If students do not find the needed material, library staff are present from Monday to Saturday to help them find their way, help them with online access, reserving books and printing. The Librarian explained to the Review Team how the 46 online databases are working via library computers. The library is regularly supplied with new books and scientific journals. The students also have a wide-variety

of e-books, which can be accesses from any computer, also outside the Faculty. The libraries have 14 KTU research journals and over 1 million items which seems adequate for studies. The Review Team assessed that the number of computers and access to the online databases are sufficient for the students. [SER, 4 para. 85] Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

Working hours are from Monday to Friday 08.00 to 21.00 and Saturday from 09.00 to 16.00. The Review Team found the opening hours reasonable, but some students they wished opening hours 24/7. The Review Team recommended that the Faculty undertakes more research about extended working hours to satisfy the needs of students as much as is reasonably possible.

Despite the accommodating library facilities, according to the SER group, there is a concern about financial resources as the Faculty still needs new books and access to all on-line data bases. The Review Team recommends that the Faculty assembles a group of teachers and Social Partners to prepare a strategy on how to raise funding resources in the coming years.

There is no obligatory professional practice at Master level; however, if students wish, they can use the Erasmus+ programme for practice or consult stakeholders of the Department. This is usually unnecessary since Master students are usually in employment in private companies or governing institutions. There are national and international opportunities available for international students. [SER, IV, para.86]

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

2.5. Study process and students' performance assessment

The admission requirements are well-founded. Information regarding admission is annually approved by the Senate of KTU and readily available for students on the KTU website, Faculty of Social Sciences, Arts and Humanities websites, as well as in the newsletters. Student admission is divided into two stages: applicants, considered to be the best ones are invited during the first stage, when the remaining vacant spots are filled in the second stage. Application for both state-funded and self-funded places is possible regardless the stage of admission. competition score for all comprises the average score of examination grades of Bachelor studies and the score given for scientific activities assessed by admission committee. The websites are considered as very easy to navigate and the presented information is clear and unambiguous; so becoming familiar with the admission requirements should not be an issue for future students. [SER, 5, para. 92-3]

The University has witnessed a high increase of the applicants and admitted students as from 2014. Particularly outstanding fact was that 193 students applied for this Master programme. In 2015 numbers fell, but still remain relatively high. [SER, 5, Table 11] While in previous years there were almost no part-time students admitted, in 2015 the number of part-time students (all in self-funded places) increased significantly and outnumbered the total full-time students. Analysis of competitive scores is not available due to the changes of the competitive score calculation procedure. [SER, 5, para. 94]

The structure of study methods differs when comparing full-time and part-time students. Part-time students spend significantly less hours in all kinds of study activities. [SER, 5, para. 97] Full-time students in interview explained that they are provided with such schedules, which makes it easy to combine studies with their work. International students, whose community in this programme is growing, have slightly different scheduling of classes. All the study groups are usually small, therefore, according to students, it makes the lectures more efficient. The

organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

The teachers post all their educational materials, schedule, changes in the study programme and other relevant information's on MOODLE. The national students find the MOODLE satisfying in use and information given by the teachers. According to the international students they feel a lack of information in English on MOODLE and often have to translate the given information from Lithuanian. According to the international students, they are concerned that they might miss some important information given by the teachers. The Review Team assessed that MOODLE is sufficient in its use and in information given to the national students, but regarding the international students The Review Team recommends that the teachers translate more of the information into English [SER, 4 para. 82]

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

The tendency shows, that the percentage of students graduating from studies is gradually diminishing. Reasons are different, although as University states, the drop-out rate still remains a satisfying number in comparison with high numbers in another programmes of similar field in KTU. [SER, 5, para. 96] In the last 3 recorded years (2013- 2015) there have only been six drop outs.

Students are encouraged to participate in research activities. Students have the possibility to participate in the Annual Students' Scientific Conference held in the University, publish academic publications and also be provided with the research mentor in their field of research. Indicated data shows that numbers of participants in the conference are relatively small each year. In 2016 the number or participating, contributing students was 3, having been nearly double that figure the previous year. [SER, 5, para. 98-99] As students indicated during the meeting, they are all involved in employment, and that does not leave additional time for research activities.

Students have opportunities to participate in student mobility programmes. The University has numerous bilateral agreements. Students can choose to go for exchange studies or do an internship under Erasmus + program (which altogether can last up to 12 months). Current agreements include the Universities of Padova, Messina, Biccoca (Milan) Italy; Fribourg University, Switzerland; Jyvaskyla University, Finland; Malta University and University of Gdansk, Poland.

Students are provided with counsellors when making their decisions. Erasmus events for information dissemination are organized also. During interviews students stated that they were familiar with mobility possibilities. Despite that, only 3 students over the past years decided to take the mobility opportunities, mostly because of involvement in their careers or family life. [SER, V, para.117] Students also worry to travel due to their thesis writing process and contact with supervisor; this however should not be an obstacle currently with technology so readily available. Sometimes collecting data for thesis when being abroad may be beneficial. Nevertheless, the Review Team learnt in the meeting with students that the main obstacle remains students' current job commitments. [SER, V, para. 116, 117]

Academic and social support provided by KTU is varied. The regularly-renewed University website, as well as Faculty boards, makes all the up-to-date information concerning study

programmes and related matters available for students any time. First-year students receive two tutors (one appointed by the Dean of the Faculty, another by the Students' Union) who offer wide range of consultations and help students to adapt in academic community. The first study week dedicated to acquaint students with administrative staff, infrastructure, study process, and other important matters is helpful for new students to start their studies more convincingly. Teachers may provide support for students in their office hours or consult via emails. [SER, V, para. 100-103] The Review Team heard positive feedback from students, who claimed that communication between them and teachers works very efficiently through emails: due to the common regulation for teachers, students receive support within 1 day. The Student Representation Body of the Faculty of Social Sciences also represents the interest of the students and participates in decision-making process and organizes various types of events for students [SER, V, para.104]

Financial support is provided through incentive and social scholarships. While the system of social scholarships is being regulated by the state, incentive scholarships are awarded with reference to provisions of Regulation of Scholarships of Kaunas University of Technology. Data shows that scholarships began in 2014, and in 2015 number of students receiving them had grown more than 4 times. [SER, V, para. 105-6] Psychological and pastoral counselling are provided free of charge. [SER, V, para. 108]

The assessment system of students' performance is clear, adequate and publicly available on the KTU website: ktu.edu/studijos. A cumulative grading system is applied to assess students' performance. That means the final mark comprises of grades for assignments completed during entire semester (midterm examinations, seminars, individual and team work) and final examinations. A ten-point system, where 10 is the best mark, and 5 – the lowest grade to pass, is applied. Students are familiarized with assessment criteria, as well as topics and aims of the course during every first lecture or seminar. Teachers provide feedback on students' performances during both lectures and individual consultations. [SER, V, para. 110-112] An effective system to combat cheating, including particular classrooms selection for examinations, at least two supervisors in the examinations, for example, has been introduced at University level, so academic honesty aims to reach the highest standards. [SER, V, para. 121].

There is no systematic data about professional activities of graduates available. Nevertheless, there is no doubt about the demand of *Public Policy* specialists, despite that in recent years several new issues (for example the migration crisis) have appeared. According to KTU internal information system SAIKU, in 2014, all graduates (100%) at Master level were employed (majority in the public sector). For the last day of their studies, data for 2015 is still not available. [SER, 5, para. 118-120] It should be highlighted that one current student was elected to the National Parliament recently. During interviews the Review Team learnt that students are satisfied with the skills gained in this study programme, including those who are currently working in slightly different fields and who realise their transferable skills and the good benefits of their studies. The professional activities of the majority of graduates meet the programme providers' expectations. Therefore, the study process and student performance assessment in *Public Policy* MA programme is by the Review Team considered to be good.

2.6. Programme management

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

Management of the Programme is undertaken according to the Statute of KTU and the Temporal Academic Regulations of KTU. The study programme administration and quality assurance managed by the Vice-Rector for studies assisted by the Studies Office including Departments of

Study Management, Study Quality Assurance and Development, Students' Affairs. [SER, VI, 123] Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

In 2016 the new Managers of the FSPC (Field's Study Programme Committee) were changed and have been newly assigned by the Vice-Rector for Studies and University's Study Programme Committee. FSPC consist of researchers and/or teachers from relevant study programmes, students from relevant study programmes and social partners. [SER, VI, 128]

Evaluation is also in the hands of students who comment on study subjects and programmes through electronic questionnaires accessible on the University website. Each study subject is evaluated by the students in stating their personal input to the improvement of the subjects. Long- term results of the questionnaires are used by FSPC for the study subject's certification by an attestation commission. [SER, VI, 140]

Information and data on the implementation of the programme are regularly collected and analysed. Teacher performance assessment and general results of the questionnaires are discussed at the meetings of the Dean's office and the Departments. There are round-table meetings of students and the Faculty administration and managers of study programmes which happen periodically, and issues related to studies quality are analysed. The results of these meetings are used to improve the content of the study programme as it is reviewed and renewed. Employees of departments are presented with the results of evaluations in Departments meetings. [SER, VI, 141]

The evaluation and improvement processes involve stakeholders. Stakeholders are asked for their feedback at KTU which is based on periodical surveys. Students, graduates, teachers and employers are periodically (in the middle of semester, at the end of semester and after graduation) asked to evaluate study subjects, study programmes and other aspects of academic life concerning the programme. [SER, VI, 139,144] Stakeholders are involved in regular exchanges on the curriculum.

The University has good systems for testing and verifying the quality of this programme, evidencing a range of inputs from a variety of players, including stakeholders, who, are asked to make contributions on the curriculum, the preferred competences in particular. [SER, VI, 144] The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. There is a new model for improving programme management which is structured around a University Programme Committee. Smaller Field's Study Programme Committees (FSPCs) have been formed. There is now greater independence for the Smaller Field's Study Programme Committees and they are now much closer to the study programmes. The SER for this Master programme provides no critical commentary on the new management model.

Although students are largely very satisfied with the quality of the programme, they expressed a wish for greater diversity of study courses in the Programme, more views from practitioners and more innovative teaching methods, such as practice-based learning. These, and the opinions of employers, social partners (who often comment on the achievement of competences and skills) and graduates, have been taken into account during the review for the academic year 2016-2017. [SER, VI, 144-145; SER, II, 55] This evidence of detailed and wide responsiveness illustrates that the internal quality assurance measures are effective and efficient. The Review Team considered the management of the programme to be good.

III. RECOMMENDATIONS

1. Encourage more Internationally-anchored research;
2. Endeavour to retrieve the momentum for research, lost due to reorganisation and administrative burdens;
3. Ensure that students should be taught the purpose of learning outcomes at advanced level;
4. Ensure MA alumni representation is optimised;
5. Optimise funding marketing and marketing possibilities with help from stakeholders;
6. Consider introducing a class on policy implementation.

IV. SUMMARY

In terms of knowledge, the programme aims and learning outcomes are sound in their cognitive, professional, technical and social domains. They have been designed and purposed by University teachers with high subject ideals and are appropriate to the European and Lithuanian Qualifications Frameworks at level 7. Students, however, were less aware of learning outcomes and not are attuned as to how they are applied to their work. The content of the programme is again sound in its broad educational principles and is especially relevant to local and regional public office. While the programme includes a course on policy, there is no class on policy implementation, which is a both practically and academically important aspect of public policy and should be included.

The Teaching staff possess appropriate qualifications to teach in the second-cycle study programme in *Public Policy*. All staff members are highly qualified, have obtained corresponding degrees and have impressive professional account of skills, competences and practical experience in the field, shown in their CVs and are very committed members whose support of the programme and the University is palpable.

The creation of the Faculty Development Centre EDU-Lab which aims at launching training programmes assists in improving curricula design, teaching methods and practices, as well as teachers' language skills and aspects of professional development. All teachers have an extensive account of research projects in which they are involved. The substantial list of published articles and presentations in domestic and international conferences related to public policy discipline justifies that research outcomes are integrated into the study programme. However, teachers do not sufficiently participate in high-level international conferences and international research projects.

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

Student academic support in many ways is very good, both academically and socially. Students have the possibility to participate in the Annual Students' Scientific Conference held in the university, publish academic publications and also be provided with the research mentor in their field of research. Indicated data shows that numbers of participants in the conference are relatively similar every year, though not high. As students indicated during the meeting, they are all involved in employment, and that does not leave additional time for research activities.

The availability of scholarships, general academic and social support and student representation in the faculty receive good levels of appreciation by the student body.

The Vice-Rector expressed a strong vision for the University. Programme management has been revitalised and changed according to a new model – the establishment of FSPC. This Master programme makes no critical appraisal of the new management model. Responsiveness to recommended changes been addressed for the academic year 2016-17 and various changes to the programme have been rationalised, including the need to maintain focus on learning outcomes. The evaluation procedures include all participants, including stakeholders. A group of 'affiliated' stakeholders are involved in curriculum development, meet on site and are engaged in information exchange. There was also supportive feedback from alumni who would value more involvement. Staff mentioned that some research momentum has been lost due to internal reorganisation and work overload.

In so many ways, generally, this second-cycle programme is developing well to the satisfaction of its participants and consumers. Students reported on the flexibilities which the programme facilitates and enables students to combine study with employment.

V. GENERAL ASSESSMENT

The study programme *Public Policy* (state code – 621L22008) at Kaunas University of Technology is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

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

KAUNO TECHNOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *VIEŠOJI POLITIKA* (VALSTYBINIS KODAS – 621L22008) 2016-12-05 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-230 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Viešoji politika* (valstybinis kodas – 621L22008) 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	3
	Iš viso:	**18**

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai yra išsamūs pažintine, profesine, technine ir socialine prasmėmis. Juos parengė ir jiems pritarė aukštais dalyko idealais pasižymintys Universiteto dėstytojai; jie atitinka Europos ir Lietuvos kvalifikacijų sąrangų septintąjį lygį. Tačiau studentai nėra pakankamai susipažinę su studijų rezultatais, ne itin gerai žino, kaip juos derinti ir taikyti savo darbe. Programos turinys yra puikus plačiąja švietimo principų prasme ir ypač aktualus vietos ir regiono viešajam darbui. Nors į studijų programą politikos kursas yra įtrauktas, nėra paskaitų apie politikos įgyvendinimą, o tai svarbu praktine ir akademine prasmėmis, todėl ši tema turėtų būti įtraukta.

Dėstytojų kvalifikacija yra tinkama dėstyti antrosios pakopos studijų programą *Viešoji politika*. Visų dėstytojų kvalifikacija yra labai aukšta, jie yra įgiję atitinkamus mokslo laipsnius ir pasižymi įspūdingais profesiniais įgūdžiais, kompetencija ir praktine patirtimi šioje srityje, kaip nurodyta jų gyvenimo aprašymuose. Jie yra labai pasišventę savo darbui, o jų indėlis į studijų programą ir Universiteto veiklą yra apčiuopiamas.

Dėstytojų edukacijos centro „EDU-Lab", kurio tikslas – vykdyti mokymo programas, įsteigimas padeda gerinti studijų programos sandarą, dėstymo metodus ir praktiką, taip pat dėstytojų užsienio kalbų įgūdžius ir tobulėjimą profesinėje srityje. Visi dėstytojai aktyviai dalyvauja daugelyje mokslinių tyrimų projektų. Publikuotų straipsnių ir pristatymų vidaus ir tarptautinėse

konferencijose, susijusiose su viešosios politikos dalyku, gausa patvirtina, kad mokslinių tyrimų rezultatai integruoti į studijų programą. Tačiau dėstytojai nepakankamai dalyvauja aukšto lygio tarptautinėse konferencijose ir tarptautiniuose mokslinių tyrimų projektuose.

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

Akademinė parama studentams yra labai gera akademiniu ir socialiniu požiūriais. Studentai gali dalyvauti universitete rengiamose metinėse studentų mokslinėse konferencijose, publikuoti akademinius straipsnius, jiems taip pat skiriamas mokslinio tyrimo mentorius jų mokslinių tyrimų srityje. Pateikti duomenys rodo, kad dalyvių skaičius konferencijoje yra gana panašus kiekvienais metais, nors nėra didelis. Susitikimuose studentai nurodė, visi turi darbo vietas, todėl nelieka laiko mokslinių tyrimų veiklai.

Galimybė gauti stipendiją, bendroji akademinė ir socialinė parama ir atstovavimas studentams fakultete yra geras, ir studentai tuo džiaugiasi.

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

Apskritai, visais atžvilgiais ši antrosios pakopos studijų programa yra tobulinama tinkamai, siekiant patenkinti programos vykdytojų ir studentų poreikius. Studentai nurodė lankstumą, kuris padeda vykdyti programą ir leidžia studentams studijas derinti su darbu.

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III. REKOMENDACIJOS

1. Skatinti atlikti daugiau įtvirtintų mokslinių tyrimų tarptautiniu mastu.

2. Siekti atgaivinti mokslinių tyrimų pagreitį, kuris prarastas dėl reorganizacijos ir administracinės naštos.

3. Užtikrinti, kad studentai būtų mokomi siekti studijų rezultatų tikslo aukštesniu lygiu.

4. Optimizuoti magistro laipsnį įgijusių alumnų atstovavimą.

5. Optimizuoti finansavimo ir rinkodaros galimybes padedant dalininkams.

6. Apsvarstyti galimybę įtraukti Politikos įgyvendinimo dalyką.

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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)

<…>