

Overview report on study programmes in Education

Bachelors in Educology and Andragogy and Masters in Educology, Career Designing and Andragogy

University of Klaipeda

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This report has into account the Self-evaluation Reports (SER) of each programme and the information, data and evidence collected in the course of the field visit through meetings (with administrative staffs, staffs responsible for the SER, teaching staffs, students, graduates and employers) and other means, as visiting and observing various support services and examination and familiarization with students' final works, on 28th, 29th and 30th last October.

In general terms, the overview of the study programmes is very positive, in conformity with the full accreditation given to all five study programmes under analysis.

The culture of evaluation is already installed in both Departments (Department of Educology of the Faculty of Pedagogy and Department of Andragogy of the Institute of Continuous Studies) of Klaipeda University, demonstrated through the quality of the written documents and the openness of the participants to answer the EET's doubts and questions in the meetings.

1. They all have clear Programme Aims, consistent with the type and level of qualifications offered, grounded on strategic education documents at international, national and institutional levels, and they all used solid discourses founded on scientific forecasts about labour market in the future. However the concern with the learning outcomes made them all write exhaustive sets of descriptions which by their ambition might either be a great help for them, or deviate their attention from the global development of the professional to be educated in favour of over detailed and fragmented aspects. The programmes of Andragogy are fostering the identity of the andragogue, although the Master should better recentre its focus on the andragogue in general.

2. The Curriculum Designs have an understandable logic in terms of sequence of courses; there is a special attention to research and practice, an adequate proportion of contact versus independent hours of work and appropriate and diversified teaching methodologies. But they all deserve more recent and foreign authors and references in the courses' literatures.

3. The Teaching Staff is enthusiastic, committed and professional. They do a lot in terms of projects, teaching and publishing related to the area of the programmes they are involved. But the heavy working loads in teaching and students' support may probably prevent them to invest more on publications and projects of a higher standard of internationalization or enjoying long leaves abroad for research.

4. They all seem to have good Facilities, adequate classrooms in size and quality, wireless internet, data show projectors, interactive boards, home access to library network and different data bases with a competent, flexible and service oriented library staff. However more investment should be made on foreign language literature to reach an international standard in the field related.

5. Students' admission is according to legal determinations in all programmes, and they are all encouraged to participate in research activities. There are various forms of students' support with clear information about the process of assessment, with many of them already entering other forms of assessment beyond written tests and exams. No graduates are registered in the Job Centre. The relationships between students and staff seem to be frank and healthy, but the participation of foreign students would enrich their perspectives for a European and a global world.

6. In terms of Quality Management there are different levels of responsibility clearly stated for decision-making, organising formal and informal gathering of data for analysis, with the inclusion of social partners and their opinions, with strong cooperation with employers and professional associations. Students are also listened for the improvement of the programmes. And in the case of previous assessments experts' feedback was taken into consideration. The structures of Quality Management should however think about encouraging teachers to take active research leaves after 5 years of teaching and about fostering a wider international orientation (with funding for research from international sources, for example). And in the case of Andragogy programmes it would be advisable to proceed to benchmarking with other international similar programmes.

To summarize even more, we can detach two greatest strengths of all the programmes:

A. The teaching staff is a fundamental potential for further development of any programme. By its enthusiasm, commitment and professionalism, the management body should take good care of it.

B. The fluent communication and cooperation among teaching staff, social partners, graduates and students, whose voices are listened to and taken into account.

The most visible weakness seems to be the limited bold venture aiming at involvement in internationally oriented activities, such as study leaves abroad, inviting guest researchers and lecturers from abroad, encouraging students to participate in exchange programmes and to expand researchers' international publication.

Finally we would like to express our appreciation to the authorities of Klaipeda University for the manner in which we were made welcome and for the manner in which our queries and our exploration of various key issues were addressed in a professional and positive way by those with whom we came in contact.

The EET would also like to pay tribute to the Centre for Quality Assessment in Higher Education in Lithuania and, most especially to Eglė Tuzaitė, the Evaluation coordinator of the Division for Study Programme Evaluation, for the support given to EET before and throughout the visit to Lithuania.

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