STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO

STUDIJŲ PROGRAMOS *ŠVIETIMO KOKYBĖS VADYBA*

(valstybinis kodas – 621X20017)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *EDUCATIONAL QUALITY MANAGEMENT*

(state code – 621X20017) STUDY PROGRAMME

at *LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES*

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3. **Dr. Eve Eisenschmidt**, *academic.*

4. **Danguolė Kiznienė**, *social partners' representative.*

5. **Justas Nugaras**, *students' representative.*

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Švietimo kokybės vadyba*
Valstybinis kodas	621X20017
Studijų sritis	Socialinių mokslų
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės studijos (1,5 metai) Ištęstinės studijos (2 metai)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	2006 07 13 Nr. 4-1284

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Educational Quality Management*
State code	621X20017
Study area	Social sciences
Study field	Educology
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (1,5 years) Part time (2 years)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Educology
Date of registration of the study programme	2006 07 13 Nr. 4-1284

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The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION

1.1.   Background of the evaluation process

The evaluation of on-going study programme is based on **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 (further – SKVC).

The evaluation is intended to help higher education institutions to improve constantly 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 (further – SER) prepared by Higher Education Institution (further - HEI); 2) visit of the review panel at the HEI; 3) preparation of the evaluation report by the review panel and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC makes the decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not being 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 SER and annexes, the following additional documents provided by HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Statistical data table for students admission (year 2013-2014)

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

The Faculty of Education is the core faculty of Lithuanian University of Educational Sciences, which implements study programmes in the study fields of educational science, arts

education and psychology. The Faculty offers 8 Bachelor study programmes and 13 Master study programmes.

Faculty trains teachers for all stages of education (pre-school, primary, basic and secondary education) and of all the study subjects for formal and non-formal education, specialists in educational support (special educators, social educators, and psychologists), education leaders and experts in education quality.

1.4.   The Review Panel

The review panel was completed according *Description of experts' recruitment*, approved by order No. 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The Review Visit to the Lithuanian University of Educational Sciences (further -LEU) was conducted by the Expert Evaluation Team (further-EET) on 9th October, 2014.

1. **Prof. dr. Danny Saunders (team leader)**, *Emeritus Professor at the University of South Wales, United Kingdom.*
2. **Prof. dr. Samuel Fernandez Fernandez**, *Professor of Education at University of Oviedo, expert of National Quality Assurance and Accreditation Agency of Spain (ANECA), Spain.*
3. **Dr. Eve Eisenschmidt**, *Vice rector for development at Tallinn University, expert of the Quality Assessment Council of Estonian Higher Education Quality Agency (EKKA), Estonia.*
4. **Ms. Danguolė Kiznienė**, *Partnerships and Project Manager at British Council Lithuania, social partner, Lithuania.*
5. **Mr. Justas Nugaras**, *Phd student at Vilnius Gediminas Technical University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the study programme is to train managers of education quality who are able to complete research and to assess and manage quality processes in educational institutions. These individuals also lead the nurturing of quality cultures within organisations whilst considering trends and developments associated with regional, Lithuanian, and international policy on

education quality. The programme is advertised on the website of the University, the Department and the Faculty and meets the legal requirements and regulations.

Three of the core objectives for the programme include analysis of education quality management, education quality assessment, and counselling on education quality management. The panel considered the aims and learning outcomes of the programme (analyst, assessor, counsellor and researcher) as overly ambitious with high levels of complexity for the learning outcomes.

The course programmes do not support the achievement of all learning outcomes of the study programme, and there is lack of contemporary quality management theory. For example, the course programme *Systems of quality management* refers only to ISO quality system (annex 1, pp 45-49), the main literature of the subject *Quality of training/study programme* refers only to vocational training (annex 1, p 64), and the listed literature for the subject course *Quality management of educational organisations* contains no recent references for quality management (annex 1, p 73). Counselling competences are covered only within the subject *Counselling of Personnel and organisation of teaching and the learning*, with this course predominantly focused on analysing the need of staff development (annex 1, p 104- 107). During the visit students indicated the need to improve the programme through including innovative contemporary approaches to quality management, stating that they gather the latest knowledge outside of the University.

The graduates work mainly as leaders of educational institutions, especially in kindergartens. During the visit they had difficulties in naming any theories of quality management; instead their knowledge revolved around descriptions of educational management issues.

LEU also offers the Master level programme *Education Management and Leadership.* The self-evaluation report (SER) states: *this is closest to the study programme Education Quality Management. Although the professional activity spheres of study programme Education Quality Management and Education Management and Leadership do not coincide* (Section 1.9).

During the visit teaching staff recognised the possibility of combining these two programmes. They also agreed that learning outcomes of the programme should be improved to have more holistic learning outcomes. The students and graduates mainly see themselves as future leaders

of educational institutions and stated that during the first year of studies they shared many courses with students of *Educational Management and Leadership*.

The programme is based on labour market needs for strengthening educational management (including quality management) skills and competences within the Lithuanian educational system, and is welcomed by social partners.

To summarise, the panel views the education of specialists in the four areas of quality management – analyst, assessor, counsellor and researcher - as too demanding. EET recommends that two LEU Masters programmes (*Education management and leadership* and *Education Quality Management*) are combined in order to strengthen their sustainability and quality. Educational quality management would then be one specialization within the overall programme. It would be sufficient for its learning outcomes to focus on developing quality management methodology and skills on assessment and quality control, and to conduct applied research on quality management in educational organizations. Having one programme with different specializations will continue to meet labour market needs.

2.2. Curriculum design

The curriculum design meets legal requirements and the logic of the curriculum is clearly stated. In the first semester modules and core subjects covering the management of education, social research in education, and philosophical conception of education are taught. In the second half specific subjects on management quality education are introduced, with the third semester focusing on the master paper.

The panel views training for competences with development strategies, methodological and technical skills, and self-dependent study to be inadequate. The percentage of contact classes in a master programme for quality management in educational organizations should be larger. This recommendation for having more contact hours is based on the need for consistency between the programme and the mode of study (is not an on line programme). In this regard, it is considered that the achievement of strategies and technical skills that arise (Level 7: special competence of education quality management, competence of scientific research activities, competence of counsellor on education quality, competence of quality management of education institution, school / academic community, personal competence), requires more face to face teaching-

learning time. As an example a few topics included in the curriculum of the following subjects with insufficient teaching time face to face can be given:

1. SYSTEMS OF QUALITY MANAGEMENT. Content: Design of a quality plan following ISO 10005:*1 hr. lectures and 8 hrs. of independent work*.

2. METHODOLOGY OF EDUCATION QUALITY ASSESSMENT. Content: Evaluation methodology and methods: *2 hrs. lectures and 11hrs of independent work*.

3. SOCIAL RESEARCH IN EDUCATION. Content: Survey and other quantitative methods. *2hrs. lectures and 10hrs. of independent work*.

Each class session is associated with 5-8 hours of autonomous work and the evaluation methods specified in Table 9 for each subject (procedure of student assessment) indicate that each student must complete a high number of assignments (more than 120 in total). Also, the variation of these tasks is very heterogeneous (reports, essay, scientific presentations, portfolios, self-reflection, projects, planning, assessment tools, testing, external examination, etc.) and very complex, leading to difficulties with the evaluation of respective hours of student involvement for each task. The EET advises that the programme team should ensure that work assignments are relevant to student interests, and it should detail the amount of time stipulated for each learning method.

The Study Committee identified at the meeting the need for integrating practical tasks into theoretical courses in order to increase the professional skills of students. The panel also recommends that this programme should include a module on external practices that allows the application of skills learned in the other modules.

Course papers I and II are regarded as an inseparable part of the final thesis, but the LOs and competences appear to be different and complementary. If the course papers I and II are part of the final thesis, LOs should also be part of the final thesis and not be different.

Some of the most common curriculum areas for quality control include Total Quality Management, Strategy Planning, and the Balance Score Card; the panel noted however that there is insufficient detail about these tools and practical components within the programme.

The programme in Education Quality Management should follow international quality control standards, with teachers applying systems of quality assurance to their teaching. This should include the submission of evidence of assessment and improvement plans.

The Master paper is a development of evaluative research and the methodological guidance is predominantly qualitative. There is a need for increased curriculum detail and teaching support for helping students to work with complex databases and to use more mixed methodologies that include quantitative analysis.

To summarize, the programme team should detail specific learning hours associated with various course work tasks in a more coordinated manner, with a general need for increasing contact time between staff and students in addition to providing more external practice applications.

2.3. Teaching staff

Academic staff meet the legal requirements and the number of staff is considered to be adequate. All of the teachers hold doctoral degrees, and four of them have been awarded the habilitation degree.

The majority of staff are over 50 years old, with five academic teachers over 60 and one below 50. It is therefore important to develop a new generation of teachers for future employment within the programme. During the visit, the EET gained the impression that LEU and the Faculty have started involving younger researchers, doctoral students within the programme team.

Programme researchers actively participate in applied research. However, the EET found that little of this output is related to the programme goals. EET encourages the further involvement of more students and graduates within research projects.

The EET noted that were not enough education quality management experts among the teaching staff members. After reviewing staff CV's and following discussions with staff, the panel concluded that there is more expertise in education assessment as compared with education quality management. This concern with the current composition of the teaching staff has potential implications for adequately ensuring the attainment by students of all programme learning outcomes. The panel strongly advises the increased involvement of more external and visiting lecturers with experience in education quality assurance and management. During the

visit, students also confirmed their support for the possibility of benefitting from more lectures delivered by internationally known experts.

During discussions with teaching staff, the EET realised that only a few teachers appeared to have adequate English language skills, and that the teachers were not satisfied with their level of proficiency. Some staff had used their personal initiative to improve their foreign language skills, but overall the teachers commented on not receiving sufficient institutional support. Further discussion in other meetings revealed plans from 2015 onwards for the provision of some institutional support for improving language skills, although the teaching staff appeared to be unaware of this initiative.

The EET did not find sufficient evidence for demonstrating that co-operation among the staff is deliberately benefitting the achievement of common programme goals. The panel gained the impression that there is more of a focus on the specific subject areas taught and researched by individuals. Throughout the visit the EET did not observe any extensive self-criticism or reflection by the programme team about their own professional practices; both processes being viewed by the panel as important for identifying areas for improvement that sustain the potential of the programme.

The teaching staff participate within academic conferences, presenting between 26-31 papers per year. The majority of these presentations have been at local rather than international levels, especially in recent years, The EET therefore recommends more active participation at international conferences in the future.

Most publications are published in the University published journal – *Pedagogica, Research Papers.* The editor –in-chief is programme professor Dr Marija Barkauskaitė. A number of articles are in the Vilnius University journal *Acta Pedagogica Vilnensia*. Very little research is published in international peer-reviewed journals. The EET therefore recommends increased publishing in international journals, supported through institutional support and incentives.

In terms of academic exchange, over the period of assessment there were four visiting lecturers and there were 16 cases of outward staff mobility. The panel noted agreement by administration and staff with the need for more international co-operation, building on successful links established by individuals with Heidelberg University, the University of Cracow, and the

University of Latvia. Staff indicated that generally this level of cooperation is still in the early stages of development.

The teaching staff were satisfied within situational support for professional development. They mentioned that they improved their skills by having opportunities to network through engagement with international projects, and sharing experiences with colleagues in international conferences. A few examples of international projects were mentioned during the visit – for example, prof. Zelvys shared his experiences in Kazakhstan. The EET recognised that some of the teachers are members of professional organizations, and some individuals are experts on different national projects and national agencies – including the School Assessment Agency.

However, the EET did not get the impression that staff development plans related directly to the ethos or culture of the actual Educational Quality Management programme. The panel therefore recommends a more co-ordinated staff development strategy for strengthening the overall programme goals and learning outcomes. This observation is reinforced further by the recognition by teachers of their need to develop skills and understanding of information technology applications within rapidly changing virtual learning environments. The EET encourages teachers to consider including IT application in education as a part of the coordinated professional development strategy at programme levels.

To summarize, the EET welcomes the plans to include PhD students in teaching and research, and strongly recommends the consideration of a staff development strategy that includes priorities for language and information technology skills improvement. The panel recommends further engagement with international partners, promoting academic exchanges among staff, and increasing the number of published articles in peer-reviewed articles in the field of quality management.

2.4. Facilities and learning resources

The EET noted renovated classrooms and premises, with many facilities and resources shared by other programmes. The programme has small student cohorts (in most cases teachers work with less than 10 students) with the use of smaller rooms becoming more appropriate for the creation of a conducive and stimulating   learning and teaching atmosphere. The panel recognised however the limited number of rooms for self-study, some of which lacked contemporary resources and facilities for supporting group work and interactive learning. The EET recognised

the SER's emphasis on the Laboratory of Childhood Studies (Room 304) and the Laboratory of Fundamentals of Education (Room 303) as important facilities for the study programme. The EET noted however that during its visits to these laboratories staff did not offer detailed explanations of ways by which these laboratories related to the assessed study programme.

The SER states that the Eduroam Wi-Fi internet is installed, but during the visit EET members could not reach such a network, thereby indicating low levels of accessibility or technical problems. The panel considered the programme to be lacking specific pedagogic software, accompanied by the need for a more appropriate and advanced understanding of information and communication technology (ITC) applications to level 7 studies. Students are not introduced to new quality management tools, monitoring systems, process management systems used by education institutions, content production, creativity and mind mapping software. The EET recognised that the study programme is proud of the smart boards introduced in classrooms, but also noted that there was limited specific content created software for such boards.

The limitations of usage for learning technologies was reflected in meetings staff and students. As graduates of the study programme mostly work within kindergartens and primary schools, the University could introduce tablet computers for some specific courses in order to prepare Master students for their future professional work situations. The use of Moodle as a virtual environment would be an added advantage for the study programme.

The EET considered the recommended literature for some modules as satisfactory although there were examples of insufficient library stock and out-dated reference lists. Examples include (i) the module for Quality of training/study programs spanning the period 1997-2005 (ii) the module Quality assessment of lifelong learning" being limited to literature from 2001-2004), (iii) the module reference list for Counselling of personnel and organisation of teaching does not reflect all of the learning outcomes and spans the years 2000-2003. Electronic books and scientific papers are included briefly in the recommended literature. The panel further noted that whilst the University has good access to data bases, they are poorly used in the Master thesis of students of this programme. Experts were not able to find any scientific journals on education quality management in the library.

To summarise, whilst the programme has appropriate basic resources, the EET recommends a process of updating, with more investment in facilities in order to fulfil learning outcomes. The

panel also recommends an increased profile for   specific software that prepares students for new technology applications to quality management, including monitoring systems, content production, creativity and mind mapping tools.

2.5. Study process and students' performance assessment

The EET noted that the low number of admitted students creates sustainability issues for the entire Education Quality Management programme. Admission requirements are very specific: The individuals, who have acquired first cycle university education in the unrelated study field and with at least one year of pedagogical work experience have to accumulate up to 30 additional credits of the fundamentals in the study field, whereas the ones without pedagogical work experience have to gather up to 60 additional credits of the fundamentals in the study field. The panel noted that recruitment difficulties may be caused through publicity and marketing methods, or the use of restrictive and inflexible entry systems and regulations. As mentioned by the Study Committee, most entering students have very practical teaching backgrounds. The panel therefore encourages LEU to consider the exploration of alternative student recruitment strategies that appeal to potential applicants with wider experience; not necessarily from the same education branch and with teacher qualification.

Small student groups have become a feature of the programme and create a unique personal student- centered learning and teaching atmosphere. The panel noted however the possibility of more limited academic performance and attainment within small group teaching contexts that do not have the more usual advantages associated with the pooling of experience and ideas from students within larger classes. The EET noted however, in discussions with students and graduates, high levels of satisfaction with the programme and its study processes, successful teacher-student relations, and new career opportunities offered after graduation. The professional activities of graduates were viewed as meeting the programme providers' expectations.

These comments contrasted with the EET's impression that a general understanding by students and graduates of education quality management applications appeared to be   limited to pre-school and primary school contexts, with a need for   more in-depth analysis of a wider range of educational contexts. These observations raise the possibility of   learning outcomes within the programme being partially rather than fully achieved. The EET recommends that the Master thesis in particular should include more comprehensive topics and methods, including the deployment of more information from data bases and use of international literature.

The study programme for Education Quality Management is detailed within the LEU website. There is however misleading information about international study opportunities in Belgium, Denmark, Portugal, Finland, Germany and Poland. The EET explored in meetings with staff and administration the extent of established these international partnerships and noted limited but promising engagement with one institution in Germany (Heidelberg University) and another in Poland (Krakow University). The panel noted that students should be encouraged to participate in the international activities abroad, and should also gain international perspective within LEU through the increased involvement of visiting professors, and creating courses and projects offering virtual mobility opportunities.

Students participate in research work, publishing with teachers participating in the symposium *'Creation of Education Management Quality: Reality and Expectations'*, where Master programme students discuss quality management issues and interests with education researchers. The panel noted that Masters programme students, with assistance from their supervisors, write and publish articles in the research journals.

To summarize, students should be encouraged to choose more comprehensive topics and methods for their Master thesis, and to use more information from databases alongside international literature. Students should be offered more opportunity for internationalization both abroad and at home, including the increased use of visiting professors, and virtual mobility projects.

2.6. Programme management

The responsibilities for decisions and monitoring of programme operations and management are regulated by several documents on university level. The Strategy for Assurance of Academic Quality for 2012-2020 is approved by the University senate. The Study Programme Committee is responsible for the implementation, monitoring and analysis of the quality of the programme, and the preparation of self-assessment documentation. The Committee also submits quality assurance recommendations for renewal and improvement. The EET considered implementation and monitoring to be well regulated, with the Study Programme Committee also including employer and student representatives.

During the self-assessment period the aims and the intended learning outcomes were revised. Some changes have been made to the study programme following changes to national policy; on

example concerns the transfer to ECTS credit system in 2011, with the learning outcomes of the study programme undergoing fundamental revision.

Since 2009, the annual survey of students' opinions about their satisfaction with studies has been completed. Information about the evaluation of the quality of the study programme has been announced (in Lithuanian) on the LEU website. The EET learned from the meeting with students that the programme leader asks for informal feedback with suggestions then being taken into account; one example involving the re-organisation of the timetable based on students' needs.

Graduates have not participated in any feedback surveys. The EET were surprised to note that graduates in Education Quality Management could not answer a crucial question about their method of participation in the programme's quality assurance systems.

The panel noted that teaching staff within the programme do not receive formal individualized feedback from management based on information drawn from student surveys; the faculty relies instead on shared discussions with about programme development for the achievement of coherence between learning outcomes.

The opinions of employers about the relevance of the learning outcomes is assessed. The SER notes that improvements within the study programme are based on discussions with stakeholders - including policy makers, leaders of the schools and representatives of ministries. This claim was confirmed by the EET following discussions with social partners.

The EET recommends implementing a more analytical feedback system – with associated pro forma - for evaluating how course programmes meet the general aims and the intended learning outcomes of the study programme. This process should incorporate alumni and social partners within the university's quality assurance systems. The panel suggests the further involvement of international experts in the field of Educational Quality Management for external evaluation.

To summarize, there is a basis for internal quality assurance through established regulatory frameworks and mechanisms. The EET agrees that supervision and management responsibilities for the implementation, monitoring and decision making of the Study Programme is clearly described and completed. As noted in section 2.3 the panel encourages the further development of a self-reflective and self-critical culture for programme management at all levels- teachers,

programme leaders and faculty leaders. A further advantage would involve use of international experts for evaluating and benchmarking the programme in order to guarantee the latest knowledge from the subject community.

III.   **REKOMENDACIJOS**

- Sujungti dvi programas (*Švietimo vadyba ir lyderystė* ir *Švietimo kokybės vadyba*) ir didinti jų tvarumą bei gerinti kokybę, siekiant, kad jos toliau atitiktų darbo rinkos poreikius.
- Tiksliai nurodyti individualioms užduotims (savarankiškam darbui) skirtą mokymosi laiką ir padidinti bendrą šios programos dėstytojų ir studentų kontakto laiką (kontaktinių valandų skaičių).
- Įtraukti praktiką, skirtą specialioms užduotims, kurios padeda įgyti praktinės patirties išorėje pritaikant įgytus visų specializacijų (švietimo kokybės vadybos analitiko, švietimo kokybės vertintojo, švietimo kokybės vadybos konsultanto ir tyrėjo) gebėjimus.
- Į mokymo procesą ir tyrimus įtraukti (studentus) doktorantus, taip sudarant prielaidas naujai dėstytojų kartai atsirasti.
- Parengti personalo tobulinimo strategiją, kurioje pirmenybė būtų skiriama kalbų ir IT srities įgūdžiams gerinti.
- Stiprinti bendradarbiavimą su tarptautiniais partneriais ir taip plėtoti akademinius mainus bei didinti darbuotojų išvykimo galimybes.
- Didinti recenzuojamuose žurnaluose skelbiamų straipsnių švietimo kokybės vadybos tema skaičių.
- Investuoti į mokymosi ir pagalbines e. priemones gerinant studijų aplinką, įskaitant prisijungimo prie bevielio ryšio galimybių didinimą.
- Naudotis specialia programine įranga, padedančia studentams išmokti naudotis naujomis kokybės vadybos technologijomis, įskaitant monitoringo sistemas, turinio kūrimo, kūrybiškumo ir minčių žemėlapių įrankius (kartografavimo priemones).
- Raginti studentus magistro baigiamajam darbui rinktis išsamesnes temas ir metodus ir daugiau naudotis duomenų bazėse esančia informacija bei užsienio autorių literatūra.
- Užtikrinti studentams daugiau galimybių įgyti tarptautinės patirties užsienyje ir namie, pavyzdžiui, pasitelkiant mainus, padedant atvykstantiesiems dėstytojams ir kuriant virtualaus mobilumo *kursus* bei projektus.

- Skatinti savirefleksijos ir savikritikos kultūrą visais programos vadybos lygmenimis – dėstytojų, programos vadovų bei fakulteto vadovų.
- Siekiant įgyti naujausių aptariamos srities žinių, naudotis tarptautinių ekspertų paslaugomis siekiant įvertinti ir palyginti programą.

IV. EXAMPLES OF EXCELLENCE

There is no examples of excellence.

V. SANTRAUKA

Studijų programa *Švietimo kokybės vadyba* pagrįsta darbo rinkos poreikiais, susijusiais su švietimo vadybos (įskaitant kokybės vadybą) stiprinimu Lietuvos švietimo sistemoje, jai pritaria ir socialiniai partneriai.

Keturių kokybės vadybos sričių specialistų – analitikų, vertintojų, konsultantų ir tyrėjų – rengimas yra didelis iššūkis. Išorinio vertinimo ekspertų grupė rekomenduoja sujungti dvi programas (*Švietimo vadyba ir lyderystė* ir *Švietimo kokybės vadyba*) ir taip padidinti abiejų programų tvarumą bei pagerinti jų kokybę. Bendra jungtinės programos specializacija galėtų būti švietimo kokybės vadyba. Programa būtų orientuota: i) į kokybės vadybos metodikų kūrimą ir (švietimo kokybės) vertinimo bei kokybės kontrolės gebėjimų ugdymą; ii) į gebėjimų atlikti taikomuosius mokslinius tyrimus, susijusius su švietimo kokybės vadyba švietimo institucijose, ugdymą. Viena programa, turinti *kelias* specializacijas, ir toliau galės tenkinti darbo rinkos poreikius.

Programos tobulinimo grupė turėtų geriau suderinti ir tiksliai nurodyti, kiek valandų skiriama įvairioms kursinių projektų užduotims, pagal poreikį padidinti dėstytojų ir studentų kontaktinių valandų skaičių ir daugiau laiko skirti praktikai už universiteto ribų.

Įsidarbinimo perspektyvos yra geros, bet programa (studijų turinys) turėtų būti orientuota į *tikrąją švietimo įstaigoms skirtų vadybos specialistų* paklausą ir jų veiklą. Šiuo atžvilgiu daugiausia dėmesio turėtų būti skiriama analitikams, turintiems tvirtų techninių žinių apie kokybės kontrolę švietimo srityje, ir plataus profilio specialistams, kurie *dėstys praktiką* mokyklose ar kolegijose.

Studijų kokybės vertinimo centras

Į mokymo procesą ir tyrimus būtina įtraukti (studentus) doktorantus ir planuoti naują dėstytojų kartą. Visa apimanti darbuotojų tobulinimo strategija, kurioje pirmenybė būtų teikiama kalbų ir informacinių technologijų srities gebėjimams, prisidėtų prie programos pažangos. Universiteto administracija turėtų skatinti bendradarbiavimą su tarptautiniais partneriais, didinti darbuotojų akademinių mainų galimybes ir recenzuojamuose žurnaluose skelbiamų straipsnių apie kokybės vadybą skaičių.

Norint pasiekti numatytus studijų rezultatus, būtina investuoti į priemones ir įsigyti specialios programinės įrangos. Programos vadovai turėtų pritarti dėstytojų profesinio tobulinimo planams, kuriuose numatoma siekti tinkamai išmokti naudotis specialia programine įranga, kad paskui jie galėtų rengti studentus, gebančius naudotis naujomis kokybės vadybos technologijomis, įskaitant stebėsenos sistemas, turinio kūrimo, kūrybiškumo ir minčių žemėlapių įrankius.

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Vidinis kokybės užtikrinimas yra pagrįstas reguliavimo sistema. Atsakomybė už šios studijų programos įgyvendinimą, stebėseną ir sprendimų priėmimą yra aiškiai apibrėžta. Ekspertų grupė ragina, kad studentai, absolventai, socialiniai partneriai, dėstytojai ir administracija, įgyvendindami studijų programą Švietimo kokybės vadyba, puoselėtų savirefleksijos ir savikritikos kultūrą. Be to, siekiant užtikrinti naujausių pasiekimų įsisavinimą ir norint programą įvertinti ir palyginti su kitomis, patartina naudotis tarptautinių ekspertų paslaugomis.

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

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Studijų kokybės vertinimo centras

VI. GENERAL ASSESSMENT

The study programme *Educational Quality Management* (state code – 621X20017) at Lithuanian University of Educational Sciences 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	2
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance and assessment	3
6.	Programme management	2
	Total:	**13**

*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. Danny Saunders
Grupės nariai: Team members:	Prof. dr. Samuel Fernandez Fernandez
	Dr. Eve Eisenschmidt
	Danguolė Kiznienė
	Justas Nugaras

LIETUVOS EDUKOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS ŠVIETIMO KOKYBĖS VADYBA (VALSTYBINIS KODAS – 621X20017) 2014-12-15 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-603 IŠRAŠAS

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Švietimo kokybės vadyba* (valstybinis kodas – 621X20017) vertinama **teigiamai.**

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	**13**

* 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)

<...>

V. SANTRAUKA

Studijų programa Švietimo kokybės vadyba pagrįsta darbo rinkos poreikiais, susijusiais su švietimo vadybos (įskaitant kokybės vadybą) stiprinimu Lietuvos švietimo sistemoje, jai pritaria ir socialiniai partneriai.

Keturių kokybės vadybos sričių specialistų – analitikų, vertintojų, konsultantų ir tyrėjų – rengimas yra didelis iššūkis. Išorinio vertinimo ekspertų grupė rekomenduoja sujungti dvi programas (Švietimo vadyba ir lyderystė ir Švietimo kokybės vadyba) ir taip padidinti abiejų programų tvarumą bei pagerinti jų kokybę. Bendra jungtinės programos specializacija galėtų būti švietimo kokybės vadyba. Programa būtų orientuota: i) į kokybės vadybos metodikų kūrimą ir (švietimo kokybės) vertinimo bei kokybės kontrolės gebėjimų ugdymą; ii) į gebėjimų atlikti taikomuosius mokslinius tyrimus, susijusius su švietimo kokybės vadyba švietimo institucijose, ugdymą. Viena programa, turinti kelias specializacijas, ir toliau galės tenkinti darbo rinkos poreikius.

Studijų kokybės vertinimo centras

Programos tobulinimo grupė turėtų geriau suderinti ir tiksliai nurodyti, kiek valandų skiriama įvairioms kursinių projektų užduotims, pagal poreikį padidinti dėstytojų ir studentų kontaktinių valandų skaičių ir daugiau laiko skirti praktikai už universiteto ribų.

Įsidarbinimo perspektyvos yra geros, bet programa (studijų turinys) turėtų būti orientuota į tikrąją švietimo įstaigoms skirtų vadybos specialistų paklausą ir jų veiklą. Šiuo atžvilgiu daugiausia dėmesio turėtų būti skiriama analitikų, turinčių gerų techninių žinių apie kokybės kontrolę švietimo srityje, rengimui ir profesionalų, dėstančių praktikos dalykus vidurinėse ar aukštosiose mokyklose, įtraukimui.

Į mokymo procesą ir tyrimus būtina įtraukti (studentus) doktorantus ir planuoti naują dėstytojų kartą. Visa apimanti darbuotojų tobulinimo strategija, kurioje pirmenybė būtų teikiama kalbų ir informacinių technologijų srities gebėjimams, prisidėtų prie programos pažangos. Universiteto administracija turėtų skatinti bendradarbiavimą su tarptautiniais partneriais, didinti darbuotojų akademinių mainų galimybes ir recenzuojamuose žurnaluose skelbiamų straipsnių apie kokybės vadybą skaičių.

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IV.   REKOMENDACIJOS

•   Sujungti dvi programas (Švietimo vadyba ir lyderystė ir Švietimo kokybės vadyba) ir didinti jų tvarumą bei gerinti kokybę, siekiant, kad jos toliau atitiktų darbo rinkos poreikius.
•   Tiksliai nurodyti individualioms užduotims (savarankiškam darbui) skirtą mokymosi laiką ir padidinti bendrą šios programos dėstytojų ir studentų kontaktinio darbo laiką (kontaktinių valandų skaičių).
•   Įtraukti praktiką, skirtą specialioms užduotims, kurios padeda įgyti praktinės patirties išorėje pritaikant įgytus visų specializacijų (švietimo kokybės vadybos analitiko, švietimo kokybės vertintojo, švietimo kokybės vadybos konsultanto ir tyrėjo) gebėjimus.
•   Į mokymo procesą ir tyrimus įtraukti (studentus) doktorantus, taip sudarant prielaidas naujai dėstytojų kartai atsirasti.

Studijų kokybės vertinimo centras

• Parengti personalo tobulinimo strategiją, kurioje pirmenybė būtų skiriama kalbų ir IT srities įgūdžiams gerinti.

• Stiprinti bendradarbiavimą su tarptautiniais partneriais ir taip plėtoti akademinius mainus bei didinti darbuotojų išvykimo galimybes.

• Didinti recenzuojamuose žurnaluose skelbiamų straipsnių švietimo kokybės vadybos tema skaičių.

• Investuoti į mokymosi ir pagalbines e. priemones gerinant studijų aplinką, įskaitant prisijungimo prie bevielio ryšio galimybių didinimą.

• Naudotis specialia programine įranga, padedančia studentams išmokti naudotis naujomis kokybės vadybos technologijomis, įskaitant monitoringo sistemas, turinio kūrimo, kūrybiškumo ir minčių žemėlapių įrankius (kartografavimo priemones).

• Raginti studentus magistro baigiamajam darbui rinktis išsamesnes temas ir metodus ir daugiau naudotis duomenų bazėse esančia informacija bei užsienio autorių literatūra.

• Užtikrinti studentams daugiau galimybių įgyti tarptautinės patirties užsienyje ir namie, pavyzdžiui, pasitelkiant mainus, padedant atvykstantiesiems dėstytojams ir kuriant virtualaus mobilumo kursus bei projektus.

• Skatinti savirefleksijos ir savikritikos kultūrą visais programos vadybos lygmenimis – dėstytojų, programos vadovų bei fakulteto vadovų.

• Siekiant įgyti naujausių aptariamos srities žinių, naudotis tarptautinių ekspertų paslaugomis siekiant įvertinti ir palyginti programą.

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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)

Studijų kokybės vertinimo centras