



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO
STUDIJŲ PROGRAMOS *KARJEROS PROJEKTAVIMAS***

(valstybinis kodas – 621X91002)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF *CAREER DESIGNING* (state code – 621X91002)

STUDY PROGRAMME

at ***LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES***

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Karjeros projektavimas</i>
Valstybinis kodas	621X91002
Studijų sritis	Socialinių mokslų
Studijų kryptis	Švietimo ir ugdymo
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (1,5 m.)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Karjeros ugdymo magistras
Studijų programos įregistravimo data	2006 m. gruodžio 12 d.; No. 17-201

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Career Designing</i>
State code	621X91002
Study area	Social sciences
Study field	Education
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (1,5 years)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master in Career Education
Date of registration of the study programme	12 December 2006; No. 17-201

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The Centre for Quality Assessment in Higher Education

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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 takes 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:

1.	Statistical data table for students admission (year 2013-2014)
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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.

The 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.

The study programme *Career Designing* is one of the full-time (1.5) Master degree programmes, which are provided at the LEU and implemented at the Department of Education of the Faculty of Education. After completion of the programme, the graduates are awarded with a Master's degree in Career Education. The programme was registered in 2006.

The external experts team (further - EET) found the SER and additional documents provided by the programme managers relevant. The discussions with the faculty, the teaching staff, students and graduates and a number of social partners were much appreciated by the review panel.

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 HEI was conducted by the panel 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

Information about the programme is presented online, in addition to the use of academic and professional fora, events and publications. The EET noted a distinctive professional and research orientation although there is a low demand for careers specialist in the labour market, with employer information estimating the need by institutions for 29 career specialists over the next five years. The EET noted conflicting messages about the demand for the programme with stakeholders confirming the need for career specialists in education, but with the SER and graduates pointing to low employability of graduates. The EET hopes that in coming years the schools will be able to hire much more specialists in career education.

The programme is divided into the three areas: researcher-analyst, counselor and manager. Aims and learning outcomes are guided by national laws and European HE regulations, in addition to the context, tradition and global potential of the University. The EET emphasizes the importance of developing comparative information with other programmes focused on Career Education, linked to international mobility associated with links that have been established with other universities (Heidelberg) and countries (Poland) for the development of expertise graduates.

Within some of the documentation the programme is called Career Designing, but graduates are awarded the Master in Career Education. The EET noted that the title of Career Designing has been used for a long time in Lithuania but the programme team may wish to consider introducing the term of Career Education which is recognized internationally. In his sense, the panel recommends more consistency with the use of programme title, and further notes that aims and LOs should include not only design skills but also development and evaluation. Furthermore, Table I (Links of aims, intended learning outcomes, study subjects and professional activities) refers to Professional Activities related to Doctoral Studies and Scientific Work within laboratories, but these activities are not reflected in the LOs.

To summarize, the aims and competences are appropriate to Level 7 career education although LOs descriptors are generic, undifferentiated and difficult to measure - including the use of such phrases as „*integrate*“, „*think*“ or „*be aware of something*“. The LOs should be reworded in terms of organization, program planning and techniques of professional work.

2.2. Curriculum design

The design of the programme meets the requirements of ECTS, with no duplication of curriculum themes being noted. The EET recognized the possibility of excessive theoretical content for career, vocational and coaching themes, with a need for a more balanced curriculum that includes techniques and technologies for applying guidance models.

The panel recognized the need for more clarification concerning the distribution of subjects as presented within table 4 (*Study subjects in the Master Study Programme of Career Designing and competence development*), including obligatory subjects for the three specialisms (researcher, counsellor, manager) in addition to links with electives. The panel found it surprising why the study subject of Contemporary philosophical conception of education is not obligatory for counsellor or manager or why the study subject of Methodology and methods of career counselling is not obligatory for the specialties of analyst, researcher or manager.

The Master Thesis involves applied research, but the EET could not identify a detailed curriculum or teaching plan for the development of skills associated with research design, methodology, and data analysis. Course Projects I – II appear to be based on consultations rather than lectures or practical classes. The panel recommend that these details are made more explicit within the curriculum documentation and furthermore that the Master Thesis should include all LOs.

The analysis of the SER and discussions with staff in meetings did not provide sufficient justification for the relatively low amount of classroom time (at 3-5 hours contact for one ECTS credit). In this sense, each subject description sheet should document the relationship between the rubric of section 8 (assessment criteria) and paragraph 9 (procedure) presenting evidences of essay, examinations, assignment.

Documentation also indicates that student centred learning methods are used, but the EET noted that 8 per cent of the programme is associated with practical classes and 92 per cent with theoretical lectures. The achievement of Master degree (with professional orientation) would be enhanced through an increase in the amount of external practice completed by students.

To summarise, the curriculum design does not include subjects on research design or data collection and analysis. The proportion of practical classes in relation to theoretical lectures is not justified, with a general need for more classroom contact.

2.3. Teaching staff

The number and qualifications of staff comply with the requirements of the Lithuanian legislation. There are 11 teachers: three professors (one with a Habilitation degree), seven associate professors, and one lecturer with a doctoral degree. The majority of staff who contribute to the programme are based within the Education Department, with a smaller number coming from the Psychology Department. The EET suggests the increased involvement of professional practitioners as tutors in order to provide more professional experience within the programme.

The majority of teachers are of mature age, although there is one post-doc student among the teaching staff. The faculty and programme managers agreed that it is important to look for a younger generation of researchers for employment within the programme. The EET also supports their intentions to involve more PhD students in teaching and research.

The teaching staff participate within conferences, presenting up to twenty papers per year. The panel recognised that in recent years there has been less involvement in international conferences and supports more active participation within these wider subject communities.

Some of the teachers have participated in internships, and there have been a number of short visits to universities in other countries, with seminars rather than lectures characterising the quality of activity. The EET concluded that generally there could be more international mobility of teaching staff with a need for longer-term study visits. The administration and staff agreed that there should be more international co-operation with intentions to develop international links with other universities for the Career Design programme.

During the discussions with the teaching staff, the panel found few instances of advanced proficiency with English language skills and recognised the self-critical attitude of teachers who stated that they were not satisfied with this situation. Some of the Career Design staff have shown personal initiative in developing their foreign language skills, although the panel concluded that overall teachers do not receive systematic or detailed institutional support. The

EET was further informed of plans to provide some institutional support for language skills in 2015, but staff appeared to be unaware of this initiative.

Despite these observations the teaching staff were satisfied with the amount and quality of institutional support for their individual professional development. The EET could not however identify coherent staff development plans that related to the programme goals. The panel recommends the more systematic and strategic management of staff development and provide professional development in order to support more successfully the aims and learning outcomes of Career Design. The panel further recognised the interests of learners with virtual learning environments and encourages teachers to consider including IT applications in education as a part of their professional development.

The research interests of academic staff are usually related to the subjects that they teach. The EET was impressed by the participation of some staff within National Career Guidance projects, although there was less evidence of applied research publications and conference contributions in career guidance and management. In order to improve this situation, the EET encourages consideration of staff, students and graduates in Career Design research projects.

Most publications are within Lithuanian education journals as well as the university published journal, *Pedagogica*, Research Papers (with programme professor dr. Marija Barkauskaitė being the editor –in-chief). The panel noted that very little research is published in international peer-reviewed journals and recommends an increase in such output alongside the use of institutional support incentives.

In conclusion, the panel welcomes plans to include PhD students in teaching and research, and recommends strongly the consideration of a staff development strategy at programme level. The EET acknowledges the inclusion of language and ICT skills improvement as priorities in the strategic plans of the university. Some staff members have used the opportunity to improve their English and ICT skills. This involvement is not, however, systematic or exhaustive; the EET therefore recommends more focus on foreign languages and ICT development skills, particularly, in relation with the programme needs. Further recommendations include increasing the number of published articles in peer-reviewed journals.

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 wifi 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 smart boards introduced in classrooms, but also noted that there was limited specific content created for such boards - implying that they are not integrated with Career Designing.

The limitations of learning technology usage were reflected in meetings with staff and students. 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 – such as “Systems of Career Designing”, “Career in Different Stages of Human Development”, “Career Counselling in Organizations”- of insufficient library stock and out-

dated reference lists. Despite the university's good access to databases, the panel found little evidence of electronic books and scientific papers within the recommended literature or in Master theses sampled during the visit. Furthermore, experts were not able to find scientific journals on Career Counselling within the library.

In conclusion, experts recommend increased investment in facilities, and improved management of specific tools and equipment available for this study programme.

2.5. Study process and students' performance assessment

The admission requirements are detailed successfully through a strong focus on pedagogy within the programme. The EET suggests that if programme managers are considering expanding the pool of potential applicants, they may want to consider more flexible admission criteria.

Students expressed high levels of satisfaction with the quality of the programme and teaching methods, including Psychology classes. The EET recognized the preferences expressed by graduates and current students for developing more practical experience within the programme; particular references being made to counselling practice, the observation of counselling work, and counseling methods. Based on these discussions, the panel further recommends that the programme managers should also consider introducing new curriculum areas for learners with specific needs.

The EET noticed that students and graduates have an opportunity to engage in programme quality assurance with confirmation that feedback is provided to teachers and that it is usually taken into account. The panel was impressed by the programme's regular invitation of graduate students to roundtable discussion with the faculty; an example of outcomes from this roundtable format involves the launch of the Scientific Practice module.

The panel recognized opportunities provided to students for presenting papers at the young researchers' conference, although there were no examples of student contributions at larger peer reviewed events. Graduates mentioned that they would be happy to collaborate with their former teachers in joint research projects.

The EET noted that assessment is cumulative and that levels of achievement are detailed with students describing assessment systems as clear and adequate.

They also confirmed that teachers are available for consultation hours with the added opportunity of contacting teachers by email communication. There are intentions to develop learning support through use of the Moodle/Virtual Learning Environment, with this ambition being supported by the EET. The panel also recognized satisfaction with university and the faculty provision of social support for students.

The internationalization of the Career Design programme was viewed by the EET as insufficient with no evidence of students' participation in mobility programs since 2011, and with no incoming students. Students did however refer to their attendance of a small number of lectures presented by one visiting professor from Germany. The panel further noted in discussions with students that limited proficiency with the use of the English language would impede the internationalization of the programme.

Students have expectations for working within a variety of education settings, including schools or colleges as career consultants, or in human resource management. The panel also talked to two graduates employed in career education positions in an Adult Education Centre and in a Health Care Centre. It was concluded that student expectations and graduate professional activities are related to the programme goals. The programme has a strong focus on pedagogics. Thus, the programme managers may want to consider changing the title of the programme, which will more closely reflect the focus of the programme and the degree awarded, which is "Career Education".

The Career Design programme enrolls between three and six students per year; the EET therefore considers the sustainability of the programme to be an issue. The Career Design graduates mentioned among other reasons that there are low employment prospects for career specialists, although, students, graduates and social partners confirmed that there is demand for career specialists. The panel recommends strengthening publicity of the programme, also in addition to considering the transformation of Career Design into a pathway within another Master level degree education programme should efforts to recruit more tuition-paying or international students fail.

The review panel encourages academic staff to involve students and graduates in research projects, especially, since they have access to the database of the National Agency for School Evaluation as mentioned by social partners. The review panel supports the intentions to develop international links with Krakow and Heidelberg universities. However, the programme managers and the Faculty should think more creatively how to internationalize the programme. Among the first things to consider is supporting development of foreign language skills among students and staff.

To summarise, the study process and students performance is successfully detailed. Students and graduates appreciate the knowledge and skills they received in the programme. Psychology classes were mentioned as good examples of practical focus. There are positive plans to integrate the Virtual Learning Environment in the education process, and to develop learning support through Moodle. Students are encouraged to participate at the young researchers conference, although the internationalization of the programme is limited. Students and graduates do not participate extensively in the applied research of the faculty. The programme needs more practice-focused subjects.

2.6. Programme management

Responsibilities for the management and monitoring of the programme are detailed within regulatory documentation within LEU, including the Strategy for Assurance of Academic Quality for 2012-2020 as approved by the University Senate. The Study Programme Committee is responsible for implementation and quality assurance, including the preparation of self-assessment documents. The Committee also submits recommendations for renewal and improvement, with the EET concluding that overall implementation and monitoring are well regulated.

The SER says that the feedback surveys are completed regularly by students at the end of every semester. During meetings with students the EET confirmed that students evaluate the quality of individual subjects, and have opportunities to discuss their courses with teachers.

The SER also referred to graduate surveys regarding employment destinations and the relevance of completed studies to subsequent professional activities. The panel did not find evidence of such participation in survey feedback, although discussions in meetings revealed that graduates

are invited to participate in roundtable meetings between the Career Design programme team and the faculty. Graduates' feedback was generally positive, indicating that the programme strengthened their professional confidence in career counselling.

The EET recognized responsiveness to feedback, with one example involving the design and validation of a new course in Coaching following student feedback about the need to add more practical perspectives to the theoretical courses. The panel was impressed with the amount of student engagement in actively designing and launching the practice elements of the programme, and with their appreciation of the open relationships with staff for making appropriate curriculum and pedagogic changes.

The EET noted that individual feedback from survey information is not provided to individual teachers, with staff expressing the expectation that there should be more common discussion about programme development in order to achieve the coherence among learning outcomes. There is also a strong network of social partners and stakeholders with a variety of partnership activities being applied: holding conferences, organizing discussions, collaboration during students' practice, and representation within the Study Programme Committee.

To summarize, the basis for internal quality assurance is well documented and demonstrated. The EET agrees that responsibility for the implementation, monitoring and management of the Study Programme is clearly described. The EET encourages further self-reflection and self-critical culture of programme management at all levels- teachers, programme leaders and faculty leaders.

III. RECOMMENDATIONS

- LOs should be more focused and written in terms of organization, programme planning, methods and techniques.
- More practical experience should be included in order to support a Master programme with a professional orientation. More tutors with professional practice could be involved in Career Design programme.
- Develop a Master Thesis in applied research and include design methodology and data analysis.

- Encourage more self-reflection about the need to change teaching practices in order to apply new technologies in teaching.
- Devise a staff development strategy and action plan at programme level.
- Develop language skills for staff and students in order to develop international profiles for the programme.
- Increase the number of peer reviewed publications.
- Design and use more public information for the emerging Career Design profession.
- Expand professional practice opportunities for building up applied skills for Career Design.
- Introduce new curriculum areas for Career Design for learners with specific needs.
- Explore possibilities of sustainability through combining some Master level programmes.
- Encourage more self-reflection and self-critical culture of programme management at all levels- teachers, programme leaders and faculty leaders.

IV. EXAMPLES OF EXCELLENCE

- A strong network of social partners
- Round table meetings with the alumni

V. SUMMARY

The programme is justified by the national laws and European HE regulations. The EET noted conflicting messages about the demand for the programme with stakeholders confirming the need for career specialists in education, but with the SER and graduates pointing to low employability of graduates. The programme has very low year-on-year student enrolments and is therefore not sustainable. The faculty and the programme managers should therefore explore the viability of combining courses into one strong education programme with electives/optional subjects in Career Design and other specialisms.

The aims and competences are appropriate to Level 7 of career education. The design of the programme meets the requirements of ECTS. Learning outcomes descriptors are generic and poorly differentiated. The curriculum design does not include subjects on research design or data collection and analysis. The proportion of practical classes in relation to theoretical lectures is not justified with a general need for more classroom contact.

The foundations of internal quality assurance are successfully established for the Career Design programme. The EET agrees that responsibility for the implementation, monitoring and decision making of the Study Programme is clearly described. Good practice is noted for the involvement of alumni in round table meetings with the programme team and the faculty. Students are engaged with the programme quality assurance, and improvements are made on students' feedback. However, the EET encourages more self-reflection and self-critical culture for the programme management at all levels.

Students are happy with the quality of the programme and their relationships with teachers. The profile of teaching staff meets legal requirements. The number of publications in peer-reviewed journals is low, and the foreign language skills of staff and students require development. There are positive intentions to include more PhD students in teaching and research and to develop international academic cooperation.

Study process and students performance is successfully detailed. Students and graduates appreciate the knowledge and skills they received in the programme. Psychology classes were mentioned as good examples of practical focus. There are positive plans to integrate the Virtual Learning Environment in the education process, and to develop learning support through Moodle. Students are encouraged to participate at the young researchers' conference, although the internationalization of the programme is limited. Students and graduates do not participate extensively in the applied research of the faculty. The programme needs more practice-focused subjects.

The university has good access to data bases, but they are poorly used in the Master thesis by students of this programme. The use of information and communications technology in teaching and studying requires improvement. Learning facilities are not suited to the small class sizes; the panel noted instances where recommended literature is in low supply in the library, and some of the literature appeared to be out-dated.

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

VI. GENERAL ASSESSMENT

The study programme *Career Designing* (state code – 621X91002) 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	3
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	15

*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 *KARJEROS PROJEKTAVIMAS* (VALSTYBINIS KODAS – 621X91002)
2014-12-15 EKSPERTINIO VERTINIMO IŠVADŲ
NR. SV4-602 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Karjeros projektavimas* (valstybinis kodas – 621X91002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	15

* 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

Studijų programa *Karjeros projektavimas* yra pagrįsta nacionaliniais teisės aktais ir Europos aukštojo mokslo reglamentais. Išorės ekspertų grupė pažymėjo, kad socialinių dalininkų nuomonės dėl švietimo srities karjeros specialistų paklausos skiriasi; savianalizės suvestinėje nurodyta, kad šios programos absolventų įsidarbinimo lygis yra žemas; tą patį patvirtino ir absolventai. Kasmet į šią programą stoja labai nedaug studentų, taigi ji nėra tvari. Todėl fakulteto ir šios programos vadovai turėtų apsvarstyti galimybę sujungti programas į vieną stiprią edukacinę programą įtraukiant pasirenkamuosius / neprivalomus karjeros ugdymo dalykus ir kitas specializacijas.

Programos tikslai ir kompetencijos atitinka 7-ąją karjeros ugdymo kompetencijų lygį. Programos sandara atitinka ECTS reikalavimus. Numatomų studijų rezultatų apibrėžimai yra bendro

pobūdžio, mažai diferencijuoti. Į programą neįtraukta dalykų, susijusių su mokslinių tyrimų planavimu ar duomenų rinkimu ir analize. Praktinių užsiėmimų ir teorinių paskaitų santykis neatitinka įprasto santykio, kad daugiau laiko būtų skiriama kontaktiniam darbui auditorijose..

Sukurti tvirti *Kokybės projektavimo* programos vidinio kokybės užtikrinimo pagrindai. Ekspertų grupė sutinka, kad atsakomybė už studijų programos įgyvendinimą, stebėseną ir sprendimų priėmimą yra aiškiai paskirstyta. Absolventų dalyvavimas susitikimuose su programos (rengimo, tobulinimo) grupe ir fakulteto darbuotojais prie apskritojo stalo yra gerosios praktikos pavyzdys: studentai įtraukiami į programos kokybės užtikrinimo procesą, programa tobulinama atsižvelgiant į studentų grįžtamąjį ryšį, Tačiau ekspertai ragina visų lygių programos vadovybę labiau puoselėti savirefleksijos ir savikritikos kultūrą.

Studentus tenkina programos kokybė ir santykiai su dėstytojais. Dėstytojų struktūra atitinka teisės aktų reikalavimus. Publikacijų recenzuojamuose žurnaluose skelbiama nedaug; reikia tobulinti dėstytojų ir studentų užsienio kalbų įgūdžius. Planuojama į mokymo procesą ir tyrimus įtraukti daugiau (studentų) doktorantų, numatoma plėtoti tarptautinį akademinį bendradarbiavimą – ir tai yra teigiami ketinimai.

Detaliai aprašyta studijų eiga ir jos vertinimas. Studentai ir absolventai vertina žinias ir gebėjimus, įgytus studijuojant šią programą. Psichologijos paskaitos buvo paminėtos kaip geri praktinio orientavimo pavyzdžiai. Į švietimo procesą ketinama įtraukti virtualaus mokymosi aplinką *Moodle*. Studentai raginami dalyvauti jaunųjų mokslininkų konferencijose, nors programos tarptautiškumo lygis neaukštas. Studentai ir absolventai negausiai dalyvauja fakulteto taikomuosiuose moksliniuose tyrimuose. Programos dalykai turėtų būti labiau orientuoti į praktiką.

Universitetui yra lengvai prieinamos duomenų bazės, tik šios programos studentai mažai jomis naudojasi rengdami magistro baigiamąjį darbą. Mokymo ir mokymosi procese reikia daugiau naudotis informacinėmis ir komunikacinėmis technologijomis. Mokymo priemonės nėra pritaikytos mažiems kabinetams; ekspertų grupė pažymėjo, kad bibliotekoje trūksta kai kurios rekomenduojamos literatūros, o tam tikra jos dalis yra pasenusi.

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III. REKOMENDACIJOS

- Numatomi studijų rezultatai turėtų būti dalykiškesni ir glaudžiau susieti su organizavimu, programų planavimu, metodais ir technologijomis.
- Siekiant sustiprinti magistrantūros programą profesinio orientavimo kryptimi, į ją reikėtų įtraukti daugiau praktinio pobūdžio užsiėmimų. Į *Karjeros projektavimo* programą reikėtų daugiau įtraukti profesinės patirties turinčių praktikos vadovų.
- Baigiamąjį magistrantūros darbą rengti remiantis taikomaisiais moksliniais tyrimais, taip pat projektavimo metodika ir duomenų analize.
- Skatinti nuodugniau apsvarstyti būtinybę keisti mokymo praktiką, siekiant mokymo procese pritaikyti naujas technologijas.
- Programos lygmeniu sukurti darbuotojų (kvalifikacijos) tobulinimo strategiją ir veiksmų planą.
- Gerinti darbuotojų ir studentų kalbų mokėjimo įgūdžius, siekiant didinti programos tarptautiškumą.
- Didinti recenzuojamų leidinių skaičių.
- Pateikti daugiau informacijos apie karjeros projektuotojo profesiją ir labiau informuoti visuomenę.
- Suteikti daugiau galimybių atlikti profesinę praktiką, siekiant ugdyti taikomuosius *Karjeros projektavimo* gebėjimus.
- Į studijų planą įtraukti naujas karjeros projektavimo sritis, skirtas specialiujų poreikių turintiems studentams.
- Ištirti tvarumo galimybes sujungiant kai kurias magistrantūros programas.
- Skatinti savirefleksijos ir savikritikos kultūrą visais programos vadybos lygmenimis – dėstytojų, programos vadovų ir fakulteto vadovų.

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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)