



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**KLAIPĖDOS VALSTYBINĖS KOLEGIJOS  
*SOCIALINĖS PEDAGOGIKOS* PROGRAMOS (653X16006,  
65307S112)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *SOCIAL PEDAGOGY*(653X16006, 65307S112)  
STUDY PROGRAMME  
at KLAIPĖDA STATE COLLEGE**

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Socialinė pedagogika
Valstybinis kodas	653X16006, 65307S112
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3); iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinės pedagogikos profesinis bakalauras Socialinis pedagogas
Studijų programos įregistravimo data	LR švietimo ir mokslo ministro 2001-08-31 įsakymas Nr. 1254

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Social pedagogy
State code	653X16006, 65307S112
Study area	Social Sciences
Study field	Pedagogy
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3); part-time (4)
Scope of the study programme in credits	180 credits
Degree and (or) professional qualifications awarded	Professional bachelor of Social pedagogy Social Pedagogue
Date of registration of the study programme	Order No.1254 of the Minister of Education and Science of the Republic of Lithuania of 31-08-01.

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## **I. INTRODUCTION**

Klaipeda State College stems from a merger between Klaipeda School of Education and Klaipeda School of Medicine. Under the new name Klaipeda State College (KVK) and the approval by the state of Lithuania it has been offering since 2009 study programmes at the first level. The programme is seen to offer training for higher non-university studies in Social Pedagogy at the BA level.

The present review has been carried out under the guidelines and procedures of SKVC. The initial stage involved the preparation of a self-assessment report by the College. This was seen and commented on by the team of experts, following which the team visited the College from October 21-27, 2012.

During the visit the team had the opportunity to discuss the programmes with faculty administrators, teaching staff, students, graduates and employers. They also visited the library, offices, teaching space and facilities associated with the programme.

After the visit, the expert group held a meeting in which the contents of the evaluation was discussed and amended to represent the opinion of the whole group.

## **II. PROGRAMME ANALYSIS**

### ***1. Programme aims and learning outcomes***

The study programme is designed to provide a professional career at the first level according to the Order of the Director No. VI-165, February 2008. We find in the self-report that for the improvement of study programme in Social Pedagogy therein the concept of Learning Outcomes has been implemented in 2010 and 2011.

The description submitted for the expert evaluation report fully complies with the regulations of general and specific requirements for study programmes. Overall aims of the programme and learning outcomes are well reflected in the statement of the self report. Learning outcomes are also set in the same way for full time studies as well as part time studies. The learning objectives are publicly available.

Learning outcomes are formulated in a consistent way. The overall expectation for the labour market is high. The regional importance of such a programme in the Western Lithuania cannot be denied. The information we were given at the site inspection was clearly indicating that the decrease of population affects the study programme. However, the programme organizers are fully aware of this situation and expressed the permanent need for a study programme in social pedagogy in the interviews. They also expressed a concern about the quality of applicants.

According to the Self evaluation report there is the number of student who applied 11 in the year 2011. Seven of them were accepted (see page 8, table 3). The significant drop of applicants in numbers over the last three years (as in SER page 28, table 14, from 97 to 11) is to be noted. As the KVK offers the study programme at BA level, novelty and relevance for a changing society is still attractive for applicants. We as the team of experts were informed that the demands of the labour market seem to be fulfilled with a qualification at the BA level.

As expressed in the interviews, for social partners there is no acute need of hiring qualified people with Master's degree. The level of the study programme is clearly matched by the qualifications offered.

The KVK offers an open door day to inform the local public on the possibilities of studies. We learned in the interviews that also regional partners are invited at these activities. The internet has been mentioned from the board as another way of advertising.

*In sum, the programme has appropriate aims and clearly defines outcomes. The individual courses are able to relate learning outcomes and content. They fulfil the requirements of a first level qualification. As the KVK managed to double the numbers of students in a difficult time the strategy of public advertisement of the programme seems to be successful.*

## **2. Curriculum design**

The BA programme for Social Pedagogy meets the guidelines according to the Law on Higher Education and Research from April 30<sup>th</sup>, 2009. Since the implementation of the ECTS system in 2011 there has been an adjustment of the full time and part time studies – three years for full time studies and four years for part time studies. This is consistent with European standards and recommendations.

Contact hours and independent studies allow students a choice to remain in jobs they need. Independent studies are called “individual studies” in the report (see page 10, line 6, there and also in the self report page 16, 2 and ongoing in the text).

Students feel, as expressed in the interviews, all subjects are of great importance; still some would say maybe there are too many hours required. As an asset within the programme they praise the teaching staff for many chances for practical work in a good relationship to their teachers.

The expert team noticed a well balanced format between theory and practice in the courses offered.

*In sum, the curriculum covers all relevant areas of a Social Pedagogy, includes some art therapy, and provides students with traditional and contemporary alternative learning arrangements and methods.*

## **3. Staff**

We as the team of experts like to mention we discovered an active, engaged staff of teachers with a strong inclination to research in the field of Social Pedagogy. There is a staff of 31 teachers with a good average of age and professional depths. (All do have a MA degree, 5 also defended PhD.) The teachers at the department are actively participating in scientific research and contribute in various articles in journals. Some teachers received awards for regional and international projects as in art and music. They contribute to the work field of social pedagogy with lectures in art therapy and game therapy.

It has been noted that a fairly high number of teachers has been taken advantage of international contacts in Europe and elsewhere. Also the activities in social field in the region are well noted. Some teachers are members of international professional associations as ATEE.

The turnover of teachers is low. There is a fairly well distributed pyramid of age. Students expressed in the interviews their appraisal for teachers. In particular the close communication between students and teacher is seen as a strength and benefit to study at KVK. Some students expressed the wish to get more information about the experiences and contents teachers got, when they have been returning from abroad having increased or up-dated their competences and knowledge.

*In Sum: The teachers seem to be competent, sufficient qualified in scientific research. It has been well noted that teachers contribute to their field by publishing, attending and organizing local activities and international conferences. There is certainly a common team*

*spirit, well felt. Some teachers might though work to enhance their competence in the English language.*

#### **4. Facilities and learning resources**

The premises of the BA programme are located in a campus style somehow in a distance to Klaipeda city. The buildings are well equipped, by all means sufficient and adequate for the purpose of study. Actually, it is an inclusive friendly environment. During the interviews we learned also there is one disabled student who benefits and takes advantage from that environment and does not need to study elsewhere to get along with his impairment.

The library provides an increasing number of relevant books and journals in the field. Electronic Databases are available such as there are EBSCO Publishing, Emerald, Oxfords Art Online, Oxford's Journal online, Taylor & Francis. The LIBIS Lithuanian Integral Information System of Libraries as well as the Lithuania Academic Librarian Network are accessible.

The students behavior reflects an creative, healthy and sportive ambience.

*In sum, there is an attractive learning environment with adequate resources. However, the facilities are in some distance to the town centre, so the remote area would justify to look for some suppliers for students' needs closer nearby the premises.*

#### **5. Study process and student assessment**

The study programme is well advertised and takes pride of a solid reputation in the area.

According to the self report there are no limits to the entrant numbers of student. Due to the demographic development there is a certain danger not to get a sufficient number of students. In spite of these overall facts for Lithuania so far the KVK has managed quite successfully to gain students into the study programme. We can say, the danger of brain drain has not been banned completely but enables us to speak from some brain gain, which is possible due to the reputation of the College.

A tutorial system supports the needs of the students in the first year. Also the faculty has office hours and schedules are publicly announced. This close distance to get access to teachers is well noted by the students and has been reported by students to the team of experts. At the same time it is necessary to note that the use of Distance Education could be of great use to widen the possibilities to study in the programme.

The topics of the final thesis represent a variety of local needs in the field of social pedagogy. We as a team of experts noted there a lack of English literature in the final thesis. Almost no sources in any foreign language were used. The usage of databases could also be enhanced.

There is a Students Scientific Society (SMD) established since 2001 and students did not only know about it, but also are members of that society. There is no other association or entity dedicated for alumni. While students missed were not really familiar with this kind of staying in touch with the Alma Mater, they mentioned as another attractive event the folklore club and related activities organized by them.

The programme seems to provide an active socio-cultural atmosphere. The students we met have expressed an enthusiasm for their work, their region and the field of acquired competencies.

Still, there are not many male students' in the study programme. One suggestion has been made to raise the general salaries in the field of Social Pedagogy to make the work field more attractive in general.

It was well noted from the interviews with students (and written in the self report) that about ca. 10 percent at average per year took advantage of Erasmus programme. Students participated in the Erasmus programme in following countries: Denmark (2011-12/ 3); Cyprus, Hungary 2009-10/ 2, Latvia 2007-08/ 2)

Incoming students to the programme have been from Latvia (2001-12/ 3) and Turkey and Latvia (2009-10/ 2).

All graduates seem to get a working place after the College fairly easily. The regional social partners underlined the necessity to employ graduates for the needs in the area.

And, the social partners expressed in the interview a good relationship to the KVK. The needs of the clients are well heard and students who will be qualified for the field are equipped with the necessary tools for the work field, according to the interviews.

*In sum: The mobility could be increased in concord with the use of foreign languages.*

## **6. Programme management**

The responsibilities for decisions are clearly distributed and organized in a hierarchical way at the following levels. There are the Committee of the Study Programme, the Department, the Faculty and the Committee of Study Quality of the College and the Academic Council. The body that takes care of the admission to the programme is following the General Admission of the Lithuanian Association of Higher Education and is executed by the Director of the College. The applicants are admitted by competition, priority is given to applicants with a higher score. A motivational test is obligatory and is seen as a not negotiable request. The measures seem to be effective as the graduates having completed the BA study programme at KVK are nearly fully congruent with the beginners. The monitoring of the graduates' employment is performed by the Department of Social Pedagogy.

The cooperation with local social partners is established. Social partners also suggested in the interviews the need for some business skills.

Insofar the change from local to international needs was noted in the interviews. Exchange programmes would enhance the competence of graduates. The KVK might want to think about ways to attract teachers from abroad.

*In sum, the outcomes of the evaluations are monitored carefully. The management tries to engage social partners and teaching staff for a common vision of social pedagogy. Students are aware of the orientation and get good guidelines. And, they also find working places.*

## **III. RECOMMENDATIONS**

1. The development of competences of foreign languages are of high necessity for students and teaching staff to improve the quality of Bachelor thesis (e.g. summaries, used sources) and the study process as well.

2. The number of invited lecturers from abroad should become wider.

3. It is worth thinking of closer cooperation with other colleges all over Lithuania as partners in the field of Social pedagogy.

4. The development of Distance education would be a great support for students willing to study closer to their living places.

5. It is necessary to find ways to attract more male students and to encourage disabled students to join the study programme.

6. The quality of final thesis and review (the English) summaries should be improved.

#### IV. SUMMARY

The programme is well elaborated in detail and it seems to be carried from a common spirit. It is of the regional importance. It corresponds to the needs of the individuals living in this part of Lithuania.

It is well noted that theory and practice are well balanced. In particular it is necessary to mention a realistic view to the aims of the programme and the way it is handled at all levels.

The programme has appropriate aims and clearly defined outcomes. The individual courses relate to learning outcomes and content. They fulfil the requirements of a first level qualification. As the KVK managed to double the numbers of students in a difficult time the strategy of public advertisement of the programme seems to be successful. At the same time the development of Distance education would be a great support for students willing to study closer to their living places. The quality of final thesis and review (the English) summaries should be improved.

The curriculum covers all relevant areas of a Social Pedagogy, includes some art therapy, and provides students with traditional and contemporary alternative learning arrangements and methods.

The teachers are competent, sufficient qualified in scientific research. It has been well noted that teachers contribute to their field by publishing, attending and organizing local activities and international conferences. The staff is very willing to cooperate, and is successfully to find partners in scientific research. At the level for a BA programme the scientific work is sufficient. The staff is motivated to carry on research.

As well as it is very positively to be noted that there exists close communication between staff and students. There is certainly a common team spirit, well felt. Some teachers might though work to enhance their competence in the English language.

The outcomes of the evaluations are monitored carefully. The management tries to engage social partners and teaching staff for a common vision of social pedagogy. Students are aware of the orientation and get good guidelines. And, they also find working places. The team of staff is in very good relation to social partners, truly an asset. In general social partners are aware of the progress the study programme has made since the founding in 2001.

Students are full of spirit and enthusiasm to become graduates from the college.

There is an attractive learning environment with adequate resources. However, the facilities are in some distance to the town centre, so the remote area would justify to look for some suppliers for students' needs closer nearby the premises.

It has been well noted that the College provides an inclusive environment. It is necessary to find ways to encourage disabled students to join the study programme as well as to find the ways to attract more male students to join the study programme.

The number of invited lecturers from abroad should become wider.

It is worth thinking of closer cooperation with other colleges all over Lithuania as partners in the field of Social pedagogy.

## V. GENERAL ASSESSMENT

The study programme Social Pedagogy (state code – 653X16006, 65307S112) at Klaipėda State College is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	4
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>21</b>

\*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.

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### APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Socialinė pedagogika* (valstybinis kodas – 653X16006, 65307S112) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>21</b>

\* 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

Programa gerai parengta, pagrįsta bendradarbiavimu. Ji svarbi visam regionui ir atitinka šios Lietuvos dalies gyventojų poreikius.

Akivaizdu, kad teorija ir praktika yra gerai subalansuotos. Ypač svarbu paminėti realistišką požiūrį į programos tikslus ir būdus, kuriais jie įgyvendinami įvairiuose lygmenyse.

Programos tikslai tinkami, o rezultatai – aiškiai apibrėžti. Atskiri kursai yra susiję su studijų rezultatais ir turiniu. Jie atitinka pirmo lygio kvalifikacijos reikalavimus. Klaipėdos valstybinei kolegijai pavyko padvigubinti studentų skaičių sudėtingu laikotarpiu, taigi viešosios reklamos

strategija buvo sėkminga. Taip pat studentams labai pasitarnautų nuotolinis mokymas – ypač tiems, kurie norėtų studijuoti arčiau gyvenamosios vietos. Baigiamųjų darbų ir santraukų (anglų kalba) kokybę reikėtų pagerinti.

Į studijų turinį įtrauktos visos svarbios socialinė pedagogikos sritys ir šiek tiek meno terapijos, studentai supažindinami su tradicine ir šiuolaikine alternatyvaus švietimo santvarka ir metodais.

Dėstytojai kompetentingi, pakankamai kvalifikuoti mokslinių tyrimų srityje. Buvo akivaizdu dėstytojų indėlis į mokslo sritį: jie skelbia straipsnius, dalyvauja vietiniuose renginiuose bei tarptautinėse konferencijose ir juos organizuoja. Dėstytojai labai nori bendradarbiauti, sėkmingai suranda partnerių moksliniams tyrimams. Bakalauro programos lygiui mokslinė veikla yra pakankama. Dėstytojai noriai atlieka mokslinius tyrimus.

Teigiamai vertinamas glaudus dėstytojų ir studentų bendradarbiavimas. Jaučiama bendradarbiavimo grupėje dvasia. Vis dėlto kai kurie dėstytojai galėtų pagerinti anglų kalbos žinias.

Studijų rezultatai ir įvertinimai yra atidžiai stebimi. Vadovybė stengiasi įtraukti socialinius partnerius ir dėstytojus vadovautis bendra socialinės pedagogikos vizija. Studentai tinkamai orientuoti, gauna geras gaires, gauna darbo vietas. Dėstytojų grupė labai gerai bendradarbiauja su socialiniais partneriais – tai tikra vertybė. Apskritai socialiniai partneriai žino, kokį progresą padarė studijų programa nuo įkūrimo 2001 m.

Studentai nusiteikę pakiliai ir entuziastingai, nori tapti kolegijos absolventais.

Mokymosi aplinka yra patraukli, ištekliai – tinkami. Tačiau infrastruktūra yra kiek nutolusi nuo miesto centro, todėl būtų tinkama paieškoti studentams svarbių paslaugų tiekėjų arčiau kolegijos patalpų.

Kolegijoje akivaizdžiai vyrauja geranoriška aplinka. Svarbu rasti būdų padrasinti neįgalius studentus pasirinkti studijų programą bei pritraukti daugiau vaikinių.

Reikėtų pakviesti daugiau lektorių iš užsienio.

Būtų naudinga pagalvoti apie glaudesnę bendradarbiavimą su kitomis Lietuvos kolegijomis – partneriais socialinės pedagogikos srityje.

### **III. REKOMENDACIJOS**

1. Studentams bei dėstytojams labai reikia patobulinti užsienio kalbos įgūdžius taip pagerinant baigiamųjų bakalauro darbų kokybę (pvz., santraukos, naudoti šaltiniai) ir patį studijų procesą.
2. Reikėtų pakviesti daugiau lektorių iš užsienio.
3. Būtų naudinga pagalvoti apie glaudesnę bendradarbiavimą su kitomis Lietuvos kolegijomis – partneriais socialinės pedagogikos srityje.
4. Sukurtas nuotolinis mokymasis būtų puiki galimybė studentams, norintiems mokytis arčiau gyvenamosios vietos.
5. Būtina rasti būdų, kaip į studijas pritraukti daugiau vaikinių ir paskatinti neįgalius studentus rinktis šią studijų programą.
6. Reikėtų pagerinti baigiamųjų darbų ir santraukų (anglų kalba) kokybę.

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