



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**PANEVĖŽIO KOLEGIJOS
SOCIALINĖS PEDAGOGIKOS
PROGRAMOS (653X16002, 65307S115)
VERTINIMO IŠVADOS**

**EVALUATION REPORT OF
SOCIAL PEDAGOGY (653X16002, 65307S115)
STUDY PROGRAMME
AT PANEVĖŽYS COLLEGE**

Grupės vadovas:
Team Leader:

Prof. dr. Ilze Ivanova

Grupės nariai:
Team members:

Doc. dr. Mare Leino

Ann Bens

Prof. habil. dr. Reinhold Stipsits

Prof. dr. Edita Štuopytė

Greta Kasperavičiūtė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Socialinė pedagogika
Valstybinis kodas	653X16002, 65307S115
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 m.); iššėstinė (4 m.)
Studijų programos apimtis kreditais	180 kreditų
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinės pedagogikos profesinis bakalauras Socialinio pedagogo profesinė kvalifikacija
Studijų programos įregistravimo data	2002-11-26

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Social Pedagogy
State code	653X16002, 65307S115
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 Pedagogy Professional qualification
Date of registration of the study programme	2002-11-26

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

CONTENTS	3
I. INTRODUCTION	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design	5
3. Staff	6
4. Facilities and learning resources	8
5. Study process and student assessment.....	10
6. Programme management	11
III. RECOMMENDATIONS.....	12
IV. SUMMARY	13
V. GENERAL ASSESSMENT	15

I. INTRODUCTION

Panevezys College (hereinafter – College) is structured of three academic subdivisions: two faculties and a branch. For the Faculty of Medicine and Social Sciences (hereinafter faculty of MSS) because of specifications of study programmes four Departments are established: Pedagogy, Social Work, Health Care, Art Studies.

Programme of *Social Pedagogy* (hereinafter – SP) is realized in Pedagogy Department, where two more pedagogy study field programmes are administered: *Art and Technologies Pedagogy* and *Pre-School Education Pedagogy*.

The programme offers higher education training in form of College studies in *Social Pedagogy* at the first level. The *Social Pedagogy* (653X16003) study programme at Panevezys College serves the national and regional needs of providing a *Social Pedagogy professional qualification* to individuals who are currently working at schools in Lithuania.

Conducting evaluation of the Study Programme, the External Evaluation Team (hereinafter EET) have acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education) and the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

The first stage of evaluation involved the preparation of a self-evaluation report by the College. The self-evaluation report was reviewed and commented by EET that afterwards visited the College during the period of October 21-27, 2012. During the visit the EET had the opportunity to discuss the programme with faculty administrators, teaching staff, students, graduates and social partners. They also visited the library, offices, teaching space and facilities associated with the programme.

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

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

Objectives of the study programme and prospective learning outcomes are defined, publicly available and reviewed periodically (once a year), the corrections of study programme (hereinafter SP) and subject contents are being made. The subject content is focused on the development of competences, foreseen in Teachers’ Profession Competence Description.

SP aims and results are based on professional requirements for social pedagogues. Organizers of self - evaluation identify the reduction in demand for social pedagogues in the city and region. In 2010 compared to 2007 the amount of students of Social Pedagogy study programme decreased by 41.4 percent. The demanded amount of Social pedagogues for the next five years is unfounded.

The name of study programme, prospective study outcomes, curriculum content and given qualification adequately fit together. SP aims and results are consistent with the first study level, European Qualifications Framework sixth level and Lithuanian Qualifications Framework sixth level. The results of the studies are focused on the social activities and functions of the social pedagogues. The general competencies are not clearly singled out although, the organizers of self-evaluation indicate that general competencies are developed during the study period.

There is a lack of harmony among the results of the study programme, course results, applied study methods and assessment methods of students achievements: in some cases the assessment methods of students' achievements are incorrect, the described achievements of some modules are not consistent enough with the named study programme results (e.g. in the description of subject module *"Professional Foreign Language"* it is foreseen that the student will be able to recognize the language style and basic socio-educational terms, etc. not only the content of the subject but also the selected learning methods do not guarantee that the student will be able to carry out application activity research which is the ability that has to be achieved by the programme).

Decreasing demand for social pedagogues in the city and region inspires executors of the programme to refuse admission to part-time studies. The self-evaluation organizers indicate the development of joint programmes with foreign partners as one of possible solutions. The problem is that this joint programme project is insufficiently defined, rather more declarative than a planned move.

In Summing up: While conducting Social Pedagogy programme it is necessary to combine the study programme outcomes with the outcomes of individual subjects. While implementing the outcomes of the study programme greater attention should be paid towards the development not only of professional but also general skills. This area is satisfactory and needs improvements.

2. Curriculum design

Social Pedagogy degree programme is relevant to requirements for a college degree programmes. Study programme consists of 180 credits. The full – time and part - time studies are implemented according to the plan: 15 credits of general college courses, 150 credits in area of study subjects from which 30 credits are for practice and 15 credits for college defined but freely elected subjects.

For programme implementation in full - and part - time study modes in total 29 study subjects, 2 modules and 5 practices are provided. Full - time studies are implemented in 6 semesters (3 years). Load distribution in full time study mode semesters is even: 6-7 subjects and modules with the total scope of 30 credits per semester. Part - time studies are implemented in 8 semesters (4 years). Load distribution in semesters in part - time study mode varies from 21 to 24 credits, total per one study year – 45 credits. Number of subjects and modules because of the difference in their scope varies from 4 to 6 per semester.

Study subjects and modules are distributed logically, subjects and topics do not duplicate. Content of full and part time studies is analogical and designed in the way allowing to achieve planned study aims and learning outcomes in a planned period.

The content of study course corresponds to study type and level. The first practice as required by the regulatory documents is in the second semester of the first mode. Courses are arranged rather consistently.

The study programme scope is sufficient to ensure the learning outcomes. Although the organizers of self-evaluation state that according to the requirement and possibilities they make reference to latest researches, provide examples of practical activity however the content of study programme insufficiently corresponds to the latest scientific, artistic and technological achievements.

In pursuance of the study programme there is a lack of focus on e-learning and active learning methods. The effectiveness of study programmes should be based on the competencies acquired by students. This could be acquired by properly selecting student achievement evaluation methods. Although the scope of the programme allows to achieve the defined outcomes, some hours distribution of the study subjects (referred to in the case of practices) is questionable. More hours for consultation and less for independent student work are appointed.

The social partners during the interview with the EET indicated that precisely the students should be appointed more individual and independent work during the practice in the perspective of programme development.

In Summing up: formally the curriculum is designed correctly. The content of study course corresponds with the study type and level. Implementing the study programme it is advisable to focus on the variety of study methods and select the appropriate study methods for evaluation of students achievements in order to assess whether the students have acquired the named outcomes of the programme. The self-evaluation report has to be prepared more carefully in order to avoid mistakes (e.g. in study plan).

3. Staff

The staff involved for the study programme implementation complies with the eligible requirements under the legislation. 23 teachers participate in programme implementation (two of them are working in second position): 1 professor, 1 docent (associate professor), 2 assistants and 19 lecturers.

Two persons have academic degree and they teach 5 study subjects (this meets the requirements of April 9, 2010 order V-501 by the Lithuanian Ministry of Education which indicates that at least 10 percent of the area of study subjects should be taught by scientists. The teachers of the programme have required level of practical experience in the subject taught.

Most of the teachers in the study programme (73.9 %) have practical activity experience in the field of the taught subject, more than one third of the teachers acquired or renewed their experience in educational institutions not later than five years ago.

Pedagogues are employed and their activity is assessed according to Panevezys College teachers requirements for employment regulation. The Self-Evaluation Report (SER) Paragraph 47 notes that all of the SP programme teachers have extensive teaching experience (average – 27 years), most of them work at the College since its foundation. Teachers are open to change, are concerned with their qualification, conduct annual self-assessment of performed activities (perform students' surveys, analyze the data, improve their performance in accordance to the surveys' results).

During the evaluated period, the teachers who work in the programme have developed and released 37 printed and electronic publications. These are tutorials, practical exercises, kits of lessons, methodical publications in which teachers present structured learning material orientated to Social Pedagogy programme and its learning outcomes. The Self-Evaluation Report (SER) Paragraph 51 notes that expert activities of the teachers (7 teachers of the programme participate in various expert activities), are closely related to SP programme. Teachers who have deep practical knowledge and experience actively participate in educational activities delivering lectures, consulting employees of other institutions, organizing author seminars, practical training. After evaluation it is seen that teachers' participation in various practical activities is sufficient. Teachers' practical work experience contributes to the study outcomes.

The qualification of the teaching staff is adequate to ensure learning outcomes.

The Self-Evaluation Report (SER) Paragraph 42 notes that at the beginning of 2011 academic year in six *Social Pedagogy* programme academic groups 99 students studied, 52 of them in a full time study mode and 47 in part - time studies. Teachers teach the same subjects for both full - time and part - time students. One teacher works with average of 23.6 students. Usually the teacher is working with 20 students from full time study model and 29.4 students from part-time study model.

According to Self-Evaluation Report (SER) Paragraph 43, teacher's work load is formed, according to the *College Teachers Annual Work Load Formation Description*, consists of contact work (auditoria work according to semester study schedule, tutoring final and term works, student consultation and assessment), non-contact work (organization of students individual work) and teacher's academic activities (methodical activities, applied science and/or art activities, qualification improvement, project and organizational activity). During the interview with the teachers conducted by EET team it was revealed that teachers have enough time for various academic activities.

The number of teachers is sufficient for the intended learning outcomes achievement.

During the period of evaluation there was no significant change of the teachers working in the programme because of the teachers' age, which was quite a positive impact on the study programme. Five teachers left the study programme because of the retirement including the Head of Department. The position from the beginning of 2009 academic year was replaced by lecturer R. Pagiriene who had pedagogical degree and master degree in public administration (specialization: internal audit). From 2009 pedagogical subjects are taught by docent R. Kliminskas, doctor of social sciences (educational science), from 2011 *General and Social Psychology* is taught by lecturer J. Ribacevskaitė, who is working part - time at the city Pedagogical Psychological Service (see SER, Paragraph 46).

Currently, the ongoing change of the staff ensures the implementation of the programme. Hence the main changes in the structure of the staff during the evaluation period occurred because of retirement with regard to the age. The average age of the teachers working in main positions is 50.7 years. The mature average age (50.7 years) of the teachers leads to contemplations about training of the young teachers.

In reference to Self-Evaluation Report (SER, Paragraph 55 notes) and interview with the EET group, it has clarified that College ensures favourable conditions for professional development of the pedagogues. Priority qualification improvement directions are defined in *The Program of Panevezys College Teachers' and Researches' Qualification Development Programme*: subject competences and study field innovations, integration of science applied activity and studies, Erasmus academic mobility programme, practical activity internships in institutions, companies and organizations.

Qualification improvement forms are as follows: courses, seminars, internships, other activities, individual development, doctor and master degree studies, public activity. Development of teachers' qualification is one of the necessary criteria for teacher's academic activity assessment. Academic activity of teachers in College is evaluated once per 5 years (annually in the Department). This helps to ensure systematic development. Annually teachers present their qualification development plan in the Department meeting. The Dean of the Faculty prepares Faculty teachers qualification improvement plan for the next year taking into consideration teachers' individual plans in College qualification development priorities. Equal opportunities are ensured for all teachers and are suitable for professional development in formal and non-formal ways.

The College allows professional development of the teachers required for implementation of the programme. Teachers' mobility in different years has been uneven, most actively teachers participated in various international mobility programmes in 2011-2012 (13 teachers, i.e. 56.5 percent.). Teachers' mobility by Erasmus programme is moderate.

During the assessment period different applied researches were conducted in the College. The teachers from this programme participated in researches in accordance to the direction of academic interests related with the programme. Three teachers of the programme are editorial board members of science publication ("Applied Research Studies and Practice", Panevezys College, 2008-2012. ISSN 2029-1280). Panevezys College, which implements a study programme *Social Pedagogy*, carries out scientific researches, results from which are integrated into the study process.

In Summing up: the study programme is implemented by the highly qualified lecturers teaching theoretical pedagogical subjects. It is expedient to develop teachers knowledge of foreign languages and to encourage them actively participate in international exchange programs also to invite teachers from foreign countries.

4. Facilities and learning resources

The premises appointed to the programme are properly presented in Self - Evaluation Report Paragraph 62. After acquaintance with the material resources of the College it can be said that the study facilities are adequate and sufficient for implementation of the programme.

Equipments (computers) used in the study process meet the requirements of the programme. In 2011 College computer network was renewed with 58 computers (6 of them – portable), MS Office 2010 software packages. Student virtual learning environment MOODLE was renewed and transferred to new server. "Windows Live@edu" system was installed enabling free Microsoft software and

services for College teachers and students communication and work on the Network. College internal network connects to WW Network through LITNET organization at 100Mbps speed. There are 8 free internet access points in the College. Students use their personal computers in the College Hostel, are able to use Wireless Internet services provided via TEO and Mezon companies Wireless Networks (see Self - Evaluation Report, Paragraph 65).

The College has signed 13 cooperation agreements with institutions belonging to the educational system. All *Social Pedagogy* students have possibilities to participate in practice on defined time according to the schedule designed and confirmed at the beginning of the study year. Practice places are offered by the College in accordance to conditions needed to achieve practice programme results (see Self - Evaluation Report, Tables 8, 9, p. 19).

The Self-Evaluation Report (SER) Paragraph 69 notes that methodical resources are suitable and partly meet students' needs. Funds of MSS faculty library include 6 141 books of social sciences (1923 titles), including about 1300 pedagogical publications (389 titles) and about 1,5 thousand (822 titles) publications on psychology. Library subscribes 16 title periodical publications. Annually library funds are supplemented with publications of an approximate value of 32 790 Lt. In 2011 the library received 1190 publications in a total value of 27 698 Lt.

Students have possibility to use all the textbooks and other methodical publications in the College library. For one study subject an average of 5 methodical publications titles in basic literature list is presented.

The College library funds have more than 50 different methodical publications which can be used at the same time by the whole SP programme student course (number of exemplars varies from 10 to 19 pieces). The number of exemplars for other 100 methodical publications needed for SP programme in the library varies from 1 to 9. According to SP graduates survey data only less than half respondents (48.5 %) rate provision of learning literature and other informational sources are good or excellent.

Newest literature for students and teachers is freely accessible through databases subscribed by the library: *EBSCO PUBLISHING*, *Taylor & Francis Online Library*, *Emerald Management e-Journals Collection*. The Library also subscribes to the Lithuanian Republic Normative Law acts database "LITLEX_INTERNET", electronic publication databases of VGTU and MRU Universities. Publications in total of 177 pieces on social, technological, nature and humanitarian science fields are subscribed. Access to EBSCO PUBLISHING databases and VGTU e-book database may be acquired in the College library and possible from home. Unfortunately this rich material base for study process is used insufficiently. During the visit to the college it was revealed that teachers do not exploit electronic sources and students are not encouraged to use the databases and read the scientific literature in the English. Teachers interviewed by a group of experts said that they do not always have the possibility to buy the literature (for example, research methodology literature in foreign languages). Therefore the expert group alleges that there is unused potential for improving this area.

In Summing up: the facilities and learning resources are suitable for achieving the study programme outcomes. It is advisable to encourage students to use e-learning resources and use the sources from data bases in learning processes.

5. Study process and student assessment

Requirements for admission to the Social Pedagogy study programme are based on:

- Admission requirements to SP programme are justified, regulated by *Panevezys College Student Admission Rules*.
- From 2009 the College participates in the programme of general admission to Lithuanian higher education institutions and is following general provisions of this admission. Admission rules define study programmes for admission, principles of competition queue formation, competitive grade structure, formula, admission order. Competitive grade for Social Pedagogy programme is formed from the Lithuanian language, History and Foreign Language final examination results' grades and annual grade in Mathematics which are multiplied by subject coefficients.
- Subject assessments are recalculated according to Orders of Education and Science Minister *Due the best graduates of Secondary Education Queue Formation Order Description Confirmation and General admission to Lithuanian Higher education Institutions Basic and Continuous Studies Order Description*. Additional criteria are applied for entrants to state financed studies as they have to pass motivational test which is organized by Lithuanian Higher Education Institutions Association (LAMA).
- Information on the implemented programme, qualification degree awarded is published in the database of Open Information, Consulting and Orientation System (AIKOS). More information about the study programme is presented on the College internet site <http://panko.lt/lt/priemimas/priemimas-2012.html>, annual College publication "Studies" publications "Whom to Become?"; "Where to Study?", etc. Specialized information flyers, meetings with the school graduates and students, study fairs, exhibitions and open days, visits to city and regional schools are organized.

Social Pedagogy studies at Panevezys College are conducted in semesters. Academic year is formed from autumn and spring semesters. Each semester lasts for 20 weeks from which 1-4 weeks are allocated for examination sessions. Activities and practices are carried out by schedules which are approved by the dean of the faculty. Averagely 3-4 lectures are held each day (a lecture is not shorter than 2 academic hours). The duration of an academic week is not more than 40 hours. Students have a possibility to study according to individual programmes. The organization of studying process is satisfactory. While characterizing organization of studies process and evaluation of the results achieved, it is important to note that there are weaknesses in this area. The weaknesses are the lack of clear organizational practitioners, uncertain evaluation of practice managers, their quality and scope.

Students are encouraged to year participate in research activities. Since the beginning of 2010 academic College student scientific association was established. Students are encouraged to engage in applied researches. In college scholarship regulations a material payout is planned for students who participate in research activities. During the evaluation time students prepared and presented 15 reports at scientific-practical conferences which were held at the College or other higher education institutions. The SP programme students participate in cultural and art events.

The College encourages students to participate in exchange programs. The College has 9 Erasmus bilateral partnership agreements with European universities, in which the students from SP study programmes can study. However, the student mobility is limited and during the evaluated period only 4 students were studying abroad under the Erasmus exchange programme.

The Self-Evaluation Report (SER) Paragraph 91 notes and the talks with staff and students prove that the College continuously provides academic and informational consultations, methodical assistance for SP programme students. This is defined in *College Study Regulation*. Study Department staff introduces students with the regulations of study organization during the meetings with academic groups. According to SER during discussions with staff and students it was revealed that all students have possibilities to consult individually with teachers. Especially student consultation is active during examination sessions or while preparing term and other written works.

In the College student social support mechanism is active and student financial assistance is developed. The Programme consists of two parts. One part is assistance for the students through scholarship system and the other is through loan system. Scholarships are provided according to the Government's defined order and College Scholarship Regulations (see Self-Evaluation Report (SER) Paragraph 94). The higher education institution ensures an adequate level of academic and social support.

According to SER and discussions with staff and students evaluation system of students' achievements is clear, public and suitable for study learning outcomes assessment. Evaluations are performed in written and oral forms. This evaluation system is positively accepted by students because the necessity of consistent learning is highlighted during all study time. Intermediate evaluation consists of active student participation in seminars, practical activities, projects and creative tasks performance. Evaluation of individual work is a part of accumulative score. Essence of individual work is reading and understanding scientific and methodical literature, preparation for training, seminars and preparation of written and research works, etc.

After the visit to Panevėžys college, External Evaluation Team suggest to pay greater attention to final bachelor paper preparation process (structure of the survey, methodology, ethical background, conclusions and summary in English).

Professional activities of a part of the study programme graduates meet the expectations of the programme organizers. 93 individuals (about 38 percent) from 246 SP programme graduates practice the maintained profession.

In Summing up: The students are offered an adequate level of academic and social support in terms of different consultation. The student mobility could be increased when compatible with the use of foreign languages.

6. Programme management

Responsibility for implementation and maintenance of the programme and for decision making is clearly distributed. Level programme management is regulated by the *College Study Programme Management Order Description*. Faculty organizes and controls specific study programmes study process: timetables for semester lectures, examination sessions and reassessment confirmation,

coordination of optional subject studies, special final works and practices management cases analysis during meetings at the Dean's office, maintain proposals for study implementation and study quality development for Academic Council. Study programme Committee and Department makes decisions on specific pedagogical organization of the studies, material and methodical supplies, study quality improvements, teachers' load distribution, programme changes, study subject descriptions and extended programs preparations, confirmation, tutorship of term and final works and their evaluation, cooperation with social partners and other questions (see SER, Paragraph 105).

In general, the field (programme management) develops systematically. Programme management also defines teachers' responsibility. Teachers are responsible for extensive programme development of the subject and methodical material preparation, transferring knowledge to the students, subject (module) attestation and development. Even though the responsibility for programme implementation and maintenance is distributed (Self-Evaluation Report, Paragraph 105), there is the deficiency of students involvement in the management processes of the programme. Only responsibilities of "studying" and "practice" are delegated to the students (see SER, Paragraph 107). External programme assessment procedures (collection and analysis of different data on the implementation of study programme) are performed periodically. Results from external researches (e.g. in the years of 2011 and 2012. independent company Eurotela conducted a number of studies of college-trained professionals demand for Panevezys district, college students' satisfaction with the services received, opinion of the College staff about information dissemination and communication research) are discussed and used for study programme development.

According to SER during discussions with students it was revealed the students are not questioned regularly for feedback on their studies. Students' opinion on the quality of the study programme and its' implementation is not analyzed periodically. Only one research on students' opinion was organized. (SER organizers refer to the research „Study Programme Quality in the Eyes of the Students Which Was Conducted in 2009”).

In Summing up: There is a need to activate students, stakeholders (social partners) and teachers for participation in the processes of quality management system development.

III. RECOMMENDATIONS

1. Study programme outcomes, outcomes of study subjects, applied study methods and evaluation of students' achievements should be reviewed and clearly connected with each other into one whole. Study outcomes/results should be linked not only with development of professional competences but also with general competences.
2. It is necessary to focus on upgrading teachers' practical experience, to prepare young perspective teachers who would be able to implement study programme successfully.
3. The internationalization of study process require to focus on teachers and students mobility and participation in international exchange programs.
4. Wider use of electronic resources, e-learning technologies and tools should become of everyday necessity to develop the study process.
5. Greater attention has to be paid to the final BA thesis: the use of foreign language sources and review of the (English) summaries.
6. It is necessary to involve students into the processes of study programme quality management and stimulate participation of social stakeholders as well.

IV. SUMMARY

1. The programme aims and outcomes:

We (the External Evaluation Team) like to point out the regional importance of the study Programme. Social partners also highlighted the need of this programme and demand for the prepared specialists. The programme aims and learning outcomes are defined and publicly accessible. The study programme is conducted by highly qualified lecturers teaching theoretical pedagogical subjects. The study programme aims and outcomes is satisfactory but needs improvements. During the process of Social Pedagogy programme implementation it is important to combine study outcomes with the outcomes of different study subjects. It is necessary to establish harmony between the individual objectives of the study subjects and teaching methods, because e.g. it is not always obvious how to reach a particular subject results since the selection of teaching methods that do not ensure that.

2. Curriculum design:

Formally the curriculum is well designed. The content of study course corresponds with the study type and level. Implementing the study programme it is advisable to focus on the variety of study methods and select the appropriate study methods for evaluation of students achievements in order to assess whether the students have acquired the named outcomes of the programme. The self-evaluation report has to be prepared more carefully in order to avoid mistakes (e.g. in study plan).

3. Staff:

The main positive areas of the *Social pedagogy* programme are good contacts between the teachers and students as well as a loyal and competent staff. The college teachers conduct surveys important for the practice. However, though the conditions created by Penevezys College for the teaching staff development are satisfactory, and the staff is involved in many research activities, too little importance is given to the mobility and exchanges of lectures with other countries.

4. Facilities and learning resources:

Also, the programme has good facilities and learning resources for ensuring students learning. Unfortunately, students do not use these resources sufficiently e.g. while preparing final bachelor papers.

5. Study process and student assessment:

Study process and student assessment are developed systematically. The students are offered an adequate level of academic support in terms of different consultation. Students are encouraged to participate in scientific conferences. Students are full of spirit and enthusiasm to become graduates from that institution. The executors of social pedagogy programme understand the importance of internalization of study process and the development of related activities, more emphasis should be paid to international changes (Erasmus and other programmes).

6. Programme management:

Panevezys College while implementing this study programme also works in order to improve quality system. In general, the measures taken for the programme management are developed systematically. The executors of the programme collaborate with the social partners but there is a need for activate participation of students, stakeholders (social partners) and teachers in the processes of quality management system development. A weak side of the programme management and quality assurance is that too little attention is paid for regular survey about students' opinion and feedback on studies .

V. GENERAL ASSESSMENT

The study programme Social Pedagogy (state code – 653X16002, 65307S115) at Panevėžys 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	2
2.	Curriculum design	3
3.	Staff	3
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
Total:		17

*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. Ilze Ivanova

Grupės nariai:

Team members:

Doc. dr. Mare Leino

Ann Bens

Prof. habil. dr. Reinhold Stipsits

Prof. dr. Edita Štuopytė

Greta Kasperavičiūtė

<...>

APIBENDRINAMASIS ĮVERTINIMAS

Panevėžio kolegijos studijų programa *Socialinė pedagogika* (valstybinis kodas – 653X16002, 65307S115) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	17

* 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

7. *Programos tikslai ir studijų rezultatai*

Mes (Nepriklausoma vertinimo grupė) norėtume pabrėžti šios studijų programos regioninę svarbą. Socialiniai partneriai taip pat pabrėžė šios programos reikiamybę ir parengtų specialistų poreikį. Programos tikslai ir studijų rezultatai yra apibrėžti ir vieši. Studijų programai vadovauja ypač kvalifikuoti lektoriai, dėstantys teorines pedagogines disciplinas. Studijų programos tikslai ir

rezultatai yra patenkinami, bet juos reikia patobulinti. Vykstant Socialinės pedagogikos programos įgyvendinimo procesui svarbu susieti studijų rezultatus ir skirtingų mokomųjų disciplinų rezultatus. Būtina suderinti atskirų mokomųjų disciplinų ir dėstymo metodų rezultatus, nes, pavyzdžiui, ne visada yra aišku, kaip pasiekti konkrečios disciplinos rezultatų, nes to neužtikrina pasirinkti dėstymo metodai.

8. Programos sandara

Formaliu požiūriu programos sandara yra gera. Studijų kursų turinys atitinka studijų tipą ir lygį. Įgyvendinant studijų programą rekomenduojama daugiausia dėmesio sutelkti į studijų metodų įvairovę ir, vertinant studentų pasiekimus, pasirinkti tinkamus studijų metodus, kad būtų galima įvertinti, ar studentai pasiekė įvardytus programos rezultatus. Siekiant išvengti klaidų (pavyzdžiui, studijų plane), savianalizės suvestinė turi būti parengta kruopščiau.

9. Dėstytojai

Pagrindiniai teigiami Socialinės pedagogikos programos aspektai yra geri ryšiai tarp dėstytojų ir studentų, lojalus ir kompetentingas personalas. Kolegijos dėstytojai atlieka praktikai svarbias apklausas. Nors sąlygos dėstytojams tobulėti Panevėžio kolegijoje yra patenkinamos, o dėstytojai dalyvauja daugelyje mokslinių tyrimų, per mažai dėmesio skiriama lektorių mobilumui ir mainams su kitomis šalimis.

10. Įranga ir studijų ištekliai

Programoje naudojama tinkama įranga ir studijų ištekliai studentų mokymuisi užtikrinti. Deja, studentai nepakankamai išnaudoja šiuos išteklius, pavyzdžiui, rašydami baigiamuosius bakalauro darbus.

11. Studijų procesas ir studentų vertinimas

Studijų procesas ir studentų vertinimas kuriamas sistemingai. Studentams siūloma tinkamo lygio akademinė parama įvairios konsultacijos. Studentai skatinami dalyvauti mokslinėse konferencijose. Studentai entuziastingai ir aktyviai siekia tapti šios institucijos absolventais. Socialinės pedagogikos programos vykdytojai supranta studijų proceso internalizacijos ir susijusios veiklos tobulinimo svarbą; daugiau dėmesio reikėtų skirti tarptautiniams mainams („Erasmus“ ir kitoms programoms).

12. Programos vadyba

Igyvendindama šią studijų programą Panevėžio kolegija taip pat stengiasi pagerinti kokybės sistemą. Apskritai priemonės, kurių imamasi programos vadybai užtikrinti, yra tobulinamos sistemingai. Programos vykdytojai bendradarbiauja su socialiniais partneriais, tačiau tobulinant kokybės vadybos sistemą studentai, socialiniai partneriai ir dėstytojai turėtų dalyvauti aktyviau. Silpnoji programos vadybos ir kokybės užtikrinimo proceso pusė yra ta, kad per mažai dėmesio skiriama periodinėms studentų nuomonės ir grįžtamojo ryšio apie studijas apklausoms.

III. REKOMENDACIJOS

1. Reikėtų peržiūrėti studijų programos rezultatus, mokomųjų dalykų rezultatus, taikomus mokymo metodus ir studentų pasiekimų vertinimą. Visi jie turi būti susiję vienas su kitu ir sudaryti visumą. Studijų rezultatai turėtų būti susiję ne tik su profesinių įgūdžių gerinimu, bet ir su bendrąja kompetencija.
2. Būtina sutelkti dėmesį į dėstytojų praktinės patirties atnaujinimą, kaupimą, rengti jaunus perspektyvius dėstytojus, kurie galėtų sėkmingai įgyvendinti studijų programą.
3. Studijų proceso reikšmės didinimo tarptautiniu lygiu procesas lemia, kad reikia labiau susitelkti į dėstytojų bei studentų mobilumą, dalyvavimą tarptautinių mainų programose.
4. Siekiant pagerinti mokymosi procesą reikėtų kasdien dažniau naudotis elektroniniais ištekliais, el. mokymosi technologijomis ir priemonėmis.
5. Daugiau dėmesio reikia skirti baigiamiesiems bakalauro darbams: būtina naudoti šaltinius užsienio kalba ir peržiūrėti santraukas (anglų kalba).
6. Būtina įtraukti studentus į studijų programos kokybės vadybos procesą ir paskatinti dalyvauti socialinius dalininkus.

<...>