



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO
***SOCIALINĖS PEDAGOGIKOS* PROGRAMOS (621X16001,
62607S112)**
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SOCIAL PEDAGOGY*(621X16001, 62607S112)
STUDY PROGRAMME
at KLAIPĖDA UNIVERSITY

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

| | |
|--|----------------------------------|
| Studijų programos pavadinimas | Socialinė pedagogika |
| Valstybinis kodas | 621X16001, 62607S112 |
| Studijų sritis | Socialiniai mokslai |
| Studijų kryptis | Pedagogika |
| Studijų programos rūšis | Universitetinės studijos |
| Studijų pakopa | Antroji |
| Studijų forma (trukmė metais) | Nuolatinė (2); iššęstinė (3) |
| Studijų programos apimtis kreditais | 120 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Socialinės pedagogikos magistras |
| Studijų programos įregistravimo data | 1997-05-05, Nr. ISAK - 565 |

INFORMATION ON ASSESSED STUDY PROGRAMME

| | |
|---|------------------------------|
| Name of the study programme | Social pedagogy |
| State code | 621X16001, 62607S112 |
| Study area | Social Sciences |
| Study field | Pedagogy |
| Kind of the study programme | University studies |
| Level of studies | Second |
| Study mode (length in years) | Full-time (2); part-time (3) |
| Scope of the study programme in credits | 120 credits |
| Degree and (or) professional qualifications awarded | Master of Social Pedagogy |
| Date of registration of the study programme | 1997-05-05, Order No. - 565 |

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I. INTRODUCTION

Klaipeda University (hereinafter: KU) was established by Decree No.1-640 of the Lithuanian Supreme Soviet on January 1, 1991, on the basis of the divisions of other national higher schools that had functioned in Klaipeda. Currently KU is considered the centre of science and culture in the Western Lithuanian. The University is administered by the Council and the Senate, and all its activities are organized by Rector, Vice-Rectors, and Rector's Office. The University has seven faculties and 5 institutes of research. There are 300 teachers and over 7,000 students. The University implements three cycles of studies: undergraduate, graduate, and doctoral.

The graduate study programme of Social Pedagogy is implemented by the Department of Social Pedagogy (hereinafter: DSP) of the Faculty of Pedagogy. Over the last 5 years, most of the faculty's study programmes underwent external assessment and have been fully accredited for a 6-year-period.

The Department is in charge of three graduate study programmes Social Pedagogy, Education Management, and Quality Education of Management, as well as an undergraduate study programme of Social Pedagogy.

For the self-assessment of the study programme, by Order No. PD - 36 of Dean of the Pedagogy Faculty, KU, 23-01-2012, a self-assessment working group of 7 members was appointed, the responsibilities were divided between the members. The Head of the DSP, Assoc. prof. dr. I. Klaniene was appointed as the head of it.

The present review has been carried out under the guidelines and procedures of SKVC. 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 initial stage included the preparation of a self-assessment report by the University. This was seen and commented on by the team of experts, following which the team visited the University on October 22, 2012.

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

After the visit, the expert group held a meeting in which the content 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 corresponds to the requirements laid out in such documents as Classifier of Study Areas and Fields in Compliance with which Studies are Implemented in Lithuanian Higher Schools, 2009; Descriptor of Requirements for Graduate Studies, 2005; Descriptor of General Requirements of Graduate Study Programmes, 2010; Lithuanian Descriptor of the Qualifications Framework, 2010; and Descriptor of Study Cycles, 2001. 2011/2012.

The aim of the study programme is clear, understandable and up to date - to train Master of Social Pedagogy able to resolve complex social-pedagogical problems in a changing society on the basis of creative use of the latest knowledge and analytical assessment of practical professional situations. It corresponds to the needs of the society, individual and labour market.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of grade awarded. The graduates are awarded Master's degree and they can continue in Ph.D. studies.

The learning outcomes are well elaborated, defined and according to the talks with self-assessment team they were revised in the process of self-assessment. The learning outcomes are presented in the concrete table „Learning outcomes of the SP graduate study programme. “That gives a very clear overview of the learning outcomes.

Besides that the information about the aims and the intended learning outcomes of the study programme is laid out on the KU website (www.ku.lt), in the open information, consulting, and counselling system AIKOS (www.aikos.smm.lt).

The self-assessment report gives a deep analyses of the necessity of the Master Degree programme in Social pedagogy from the point of the development of support system for risk families, development of society, region and professional growth of social pedagogues. It was confirmed during the talks with students and staff.

Summing up - the aims of the programme and the intended learning outcomes comply to the kind and cycle of study and the level of awarding grade. They are clearly defined, well elaborated, detailed, transparent, and public.

The title of the programme corresponds to the aim and learning outcomes.

The aims of the study programme and learning outcomes are justified by professional and academic requirements and the needs of the society and the labour market.

2. Curriculum design

The head of the department in the talks stressed that the study programme is oriented to applied research activities. She stressed that all the academic subjects were revised in accordance with the new credit system in early 2011. The students pointed out that it is easy to get the descriptions of the academic subjects from KU website.

The Social Pedagogy Master Degree programme was designed on the basis of European and Lithuania documents and requirements quoted above in section 7. The programme includes Subjects of professional qualification (8 subjects, 60cr. that is 50% of the total volume of the study programme); subjects of general university education (2 subjects, 10 cr.: 8 % of the total volume of the study programme); Electives and practice: (3 subjects, 18 cr.: 15 % of the total volume of the study programme); Writing and defence of a Master's Final Thesis (3 subjects, 32 credits, 27 % of the total volume of the study programme)(SAR p.6) The volume of the study programme is 120 ECTS credits.

It is necessary to mention that the scope of the programme is sufficient to guarantee the learning outcomes, to reach the aim of the study programme.

The duration of studies is 2 years (4 semesters) in full time studies and 5 semesters in part time studies. The programme consists of compulsory subjects and electives. In accordance with the general requirements, the number of academic subjects does not exceed five in one semester. Contact hours are allotted over 750 of the total number of hours of the study programme; the lectures are allotted 405 hours, and classes and other forms of classroom work are allotted 345 hours. Self-study is allotted 2, 396 hours. The allocated hours correspond to the requirements and are sufficient to achieve the aim and obtain the necessary competences as formulated as learning outcomes.

The links between the learning outcomes of the study programme and those of academic subjects are demonstrated in the table, that gives also a clear view of the distribution of the subjects, studying load of the students.

The programme designers have used consistent and logical arrangement of academic subjects to avoid the overlapping of subjects and themes: e.g., first, the subject of Methodology of Educological Research is taken, followed by Social-Pedagogical Diagnostics, after which reports for the Research subject are made in semesters 2 and 3.

The staff is sure that the arrangement of subjects in the programme prevents the overlapping of themes and allows to deepen and strengthen student's competencies, promote their use in unfamiliar situations. Master students without the professional qualification of social pedagogue are offered compensatory studies in compliance with #120 of the Study Regulations of KU(2010): in semesters 1 to 3, students parallel take additional academic subjects. The volume of Master students' independent work and its content and forms are directly related to the goals and the intended learning outcomes of the taken subject.

Looking at the course descriptions, it is necessary to point out that there is a great necessity to widen the use of foreign sources for the acquisition of the course. It would help the students and teaching staff to develop foreign language skills.

In the talks the staff confirmed that in compliance with the Study Regulations of KU (2010), they have been revising and actualizing the content of the academic subjects and their conformity to the latest scientific achievements and the changes in the labour market at least every 2 years.

In discussions the students stated that the academic subjects are mainly taught using oral, visual-demonstration, and reflective methods. The feedback and the assessment of the learning outcomes is assured by writing essays, research reports, projects, that are submitted by individual students or groups. Great attention is paid to creative independent work and research work.

Conclusions: the structure of the study programme complies with the requirements of legal acts.

The academic subjects are arranged in a consistent order to reach the aims and learning outcomes of the programme.

The content of the academic subjects are regularly revised and assessed.

The offered volume of the programme, as well as the content of the subjects and methods are sufficient to obtain the planned learning outcomes.

3. Staff

The Social Pedagogy Master Degree study programme is implemented by well qualified staff and they are coming from different departments-totally by 11 teachers: 6 of them from DSP, 3 of them from Educology Department, 1 from the Department of Childhood Pedagogy. All of them are from Faculty of Pedagogy, Klaipeda University except one 1 visiting professor from Šiauliai University. CV of staff demonstrates their achievements and work experience as teachers and researchers. 6 of the staff are professors or associated professors. The DSP is also in charge of 8 doctoral students where 6 of them are writing doctoral theses in the field of Social Pedagogy. The composition of staff meets the legal requirements of KU and Lithuania.

The average age is 48, the eldest staff member is 71, and the youngest 32.

The qualifications of the teaching staff are adequate to ensure learning outcomes, because they all have teaching experience, they are active as researchers and take part in different educational activities corresponding to their teaching fields in Lithuania and abroad. It is seen from CV and a very detailed description of the staff involved in the programme from SAR.

According to SAR the standard ratio of the numbers of teachers and students in the SP graduate study programme is 1:9. Due to these facts it is possible to state that the ratio of the teachers and students is sufficient to achieve the intended learning outcomes.

University of Klaipeda, the departments and the staff personally have carried out a great job to develop professionally. The staff of the programme have participated more than in 90 conferences (60 international in Latvia, Russia, Poland, the Czech Republic, Italy, Estonia, Belgium, and Lithuania)

The staff confirmed during the discussions that the study visits, ERASMUS mobility, participation in international projects were very useful for their development especially for the development of foreign language skills that is really a weak point in the department.

It is also necessary to mention that every 5 years, KU academic staff may have an academic leave of no longer than one year for doing research or professional development (KU Statute, 2010).

The programme director informed the evaluation team that the department works seriously with the turn over of the staff in the programme. These changes are envisaged and planned. The teachers' turnover is caused 2 factors: the changes in the programme structure and in the academic status of the teachers who met higher qualification requirements. The SAR report gives detailed data and explanations of the turnover of the staff that is very small 1-2 teachers.

Teachers' workload is regulated by an annual KU Senate-issued document On the Approval of Norms of Academic Work and the Order of their Accounting at Klaipeda University. The teachers of the SP graduate study programme also work in other study programmes of the PF KU. Due to that the staff is doing from 1 to 1,5 standard workload equivalent in general. Besides that it is necessary to state that the teaching workload in the SP Master study programme in comparison with a full annual workload of each individual teacher is very different: from 5 % to 35 % of the total annual workload.

Summing up - The academic staff in the SP Master study programme complies to the requirements of the legal acts, according to their professional and scientific qualifications, they are in a proper place to ensure the learning outcomes. The University provides the necessary conditions for their systematic development and growth. Ph.D. students of the Department reinforce the scientific potential of the Department.

At the same time it is necessary to improve the foreign language skills to promote the internationalization of the study process.

4. Facilities and learning resources

The SP graduate study programme is implemented in the premises of Pedagogy Faculty of KU. It was seen during the visit (27 classrooms, including 4 amphitheatrical, 2 computer labs with 32 workplaces, and one conference hall of 50 seats) that premises are adequate for the studies in size and quality.

The evaluation team noticed that DSP has organized a specialized classroom with stationary multimedia and modern computers with installed software needed for the studies. The room completely meets the needs of the students.

At the DSP, a methodological centre is organized, where classes of exclusively Master students take place.

University and faculty have arranged all the necessary conditions for the successful study process. According to the SAR and the visit the evaluation team states that the PF library has an ALEPH system installed. The Department is well equipped to ensure the study process - it

has a copying machine, two multimedia projectors, 2 computers, and a printer that the staff of the Department can use at their convenience. In 2008, the new SPSS licence was acquired (Version 17) and a *Kokybis* software, a legal programme of Šiauliai University with a free access. Master students may use the computer labs and library services at their free time for doing independent work assignments: the access to Internet is unlimited. The PF has wireless Internet.

The possibilities of the use of Klaipeda University Library (KUL) is really tremendous. The KUL has 14 reading rooms in different faculties with 305 workplaces, including 59 computerized ones. Since 2001, students and academic staff have been using an e-catalogue of the Library (<http://aleph.library.lt/>) and distance ordering of books. E-books can also be used.

The library of the Faculty of Pedagogy (PFL) with its total area of 419 m² has a lending department and a reading room with 49 workplaces, including 3 computerized ones. The library has wireless Internet. Its funds consist of 45, 642 documents, and the e-catalogue reflects 96% of the total funds of the division.

Learning resources necessary for the programme is accumulated in the PFL. The staff of the Acquisitions Department regularly informs the teachers of the Department about the books published in Lithuania and the catalogues of specialized publishing houses abroad. The talks in the library lead to the conclusion that students have all necessary sources for the successful studies. The librarians were full of enthusiasm to widen and strengthen the support system for students. The lists of subscribed periodicals can be found on the KUL website: <http://www.ku.lt/libr/journals/index.php>.

The choice of national and international periodicals, Data basis recommended for the SP study programme is very wide and characterized in details (See in SAR).

To sum it up – the material basis, technologies, study resources completely corresponds to ensure the qualitative study process.

5. Study process and student assessment

Requirements for the admission to studies are expressed by the formula of the competitive score on completion of the university undergraduate studies and applying for graduate studies in the PF is the following: $KB = V \times 0,7 + B \times 0,3 + PB$, where KB is a competitive score, V is an average of the grades for the subjects in undergraduate studies diploma supplement (70 %), B is the grade for the Bachelor's final thesis (30 %), and PB are additional points. One point is added to the competitive score of the applicant who has publications. In case of equal competitive scores, the priority is given to the applicants who have a) scientific publications, or b) a higher grade for the Bachelor's final thesis. The applicants who have a "poor" grade for their Bachelor's thesis are not admitted to graduate studies. (SAR, 75)

The number of enrolled students is not stable, it slightly changes from year to year.

Students' drop-out is caused by different socio economic reasons.

The study programme is implemented as a study programme of the second cycle, based on the academic requirements.

Starting with 2011, the programme is implemented in the part time mode.

Students are motivated to participate in research activities by writing Master's final theses. Their themes are related to the teachers' research and project activities. It is said in SAR that students are involved in the Department-implemented projects but in conversations the students could not tell about it.

At the beginning of the study year students are introduced to the programme, the structure of the Faculty and the University. During this meeting the students get information booklets with the addresses and Internet addresses of the key divisions of the Faculty and the

University. The same information about the study programme can be found in the book of KU Study Programmes (updated every two years) and on the KU website.

During the place visit the staff informed the evaluators that subject teachers during the first lecture introduce students with the subject acquisition requirements (aims, tasks, learning outcomes, study forms, assessment) Students requests are taking in consideration when organizing lectures, seminars, exams. During first weeks students get information about their possibilities to be an exchange student. It means that students receive all necessary information to start their study process.

There is a well developed system of consultations for students. The schedules of the teachers' consulting hours are made for a semester and made public on the KU website or an electronic board in the Faculty lounge the consulting happens also through e mailing.

The studies are organized as blended studies, divided in semesters. Individual study plans are practiced if the student has health disorders or exclusive motivation and high academic achievements. During the visit the experts 'group discovered that there are possibilities for Distance Education and on line courses, but they are neglected.

As told by students the PF has a Psychological Help Centre, free medical help in all health care institutions of Klaipeda. Master students may attend the events of the KU Botanical Gardens and the clubs and circles of sports. They may also make use of all the rights and discounts provided by the Lithuanian Student Certificate and have the right to establish science, sport, or other organizations. All these social guarantees are given to students to make their life more comfortable, to improve their life quality.

The University supports students by reducing the tuition fees for Master students from socially supported families. Presently, students may get state support from the state in the form of a loan to cover the tuition fee. Master students who go to international events (conferences or seminars) are supported by the KU International Relations Development Fund. Students may get dormitories.

According to talks with students and SAR the system of student achievements' assessment is well elaborated. The students confirm that the assessment criteria are clear and understandable. During the study process the students learn to assess themselves.

The criteria of assessment are also laid out in the book of KU Study Programmes (updated every two years) which is accessed in the library of KU Internet website.

The themes of the Master's final theses of the SP graduate study programme comply with the goals and the learning outcomes of the programme. The students have to defend orally their Master Thesis. Acquainting with Master final thesis the evaluation team noticed that the foreign language reviews are poor, the list of used sources do not contain foreign language sources.

The mobility of SP Master students takes place in the framework of the ES Erasmus/Socrates exchange programme. One student went to study in China, three Gorges University, on the national Confucius grant. Over the assessed period, the faculty did not have any students coming to the SP graduate programme from abroad.

It is necessary to mention that the possibilities of Erasmus mobilities are not used sufficiently. The students seemed not interested in these activities at all. The faculty has worked out the measures to promote the mobilities, but they are not used. Students in general looked very passive, without a special interest to participate in University's activities.

Students being passive could be explained with the facts that they are already busy at their work. They are not so much interested in faculty life. At the same time it means that students have no problems with a job after graduating University. Faculty regularly collects information about the graduate career.

The demand for specialists is presented in a very detailed way in section 14 SAR. The social pedagogues with Master degree are of great need in schools and different centres, public organizations. It was confirmed by stakeholders. The stakeholders consider that the students are well prepared to communicate, collaborate, project writing, conflict solution, problem assessment, etc.

Summing up - The admission requirements are clear, the organization of the study process guarantees the individual approach in achieving aims and learning outcomes. Students have opportunities to participate in student mobility programmes, but they do not use this possibility in a proper way. University and the faculty of Education ensures an adequate level of academic and social support. The assessment system of students' performance is clear, adequate and publicly available. Professional activities of the majority of graduates meet the programme providers' expectations.

6. Programme management

The responsibilities are shared in the frame of the Programme management. The programme is implemented in the department of SP, that is a unit of Faculty of Pedagogy. Due to that the implementation, the quality assurance is a subject of discussion of DSP and faculty Council. The implementation of the study programme is coordinated according to the requirements of Departments of other Lithuanian Universities that implement SP study programmes.

Different information and data on the implementation of the programme are regularly collected and analyzed. The information in SAR discusses the programme management in details. According to the talks with the staff, evaluations of the programme are used for the improvement of the programme.

The evaluation and improvement processes involve stakeholders.

The faculty has worked out the internal quality assurance measures that are developing already in a certain system. It is characterized in details in SAR.

While analyzing this area it became obvious that students' opinion about the quality of study programme and its' implementation is not analyzed systematically.

In Sum: The adequate management of the study programme is ensured to achieve the aims and learning outcomes. There is a need to activate students and teachers for participation in the processes of quality management system development.

III. RECOMMENDATIONS

1. The use of Distance Education and on line courses would be of great importance and practical use for students. The virtual learning environment has to be developed in the nearest future to attract more students from rural parts of the country.

2. It is reasonable to develop learning materials not only in the Lithuanian language, but also in foreign languages to promote the development of the internationalization of the studies.

3. It is a great necessity to think about the second specialization (management of social institutions, inclusive education, e.t.c) to attract more students to the programme.

4. It is advisable to work out a strategy plan how to improve the foreign language skills for staff and students.

5. It is necessary to improve subject descriptions including foreign sources for the acquisition of the courses.

6. The Master thesis requires the improvements as to the use of foreign language sources and reviews English summaries.

IV. SUMMARY

That programme is well developed according to all Regulations and Laws of Lithuania, Europa, Klaipeda University. It lies on competence and student based approaches.

According to the SAR, talks with staff, students, stakeholders and administration of the faculty the programme fits in the fulfillment of the mission of the University of Klaipeda. It supports the development of the region, corresponds the needs of the students. It means that the programme is needed.

The title of the programme corresponds to the aim and learning outcomes.

The aims of the study programme and learning outcomes are justified by professional and academic requirements and the needs of the society and the labour market.

The structure of the study programme complies with the requirements of legal acts.

The academic subjects are arranged in a consistent order to reach the aims and learning outcomes of the programme.

The content of the academic subjects are regularly revised and assessed.

The offered volume of the programme, as well as the content of the subjects and methods is sufficient to obtain the planned learning outcomes.

The academic staff in the SP Master study programme complies to the requirements of the legal acts, according to their professional and scientific qualifications, they are in a proper place to ensure the learning outcomes. The University provides the necessary conditions for their systematic development and growth. Ph.D. students of the Department reinforce the scientific potential of the Department.

The material basis, technologies, study resources completely corresponds to ensure the qualitative study process.

The admission requirements are clear, the organization of the study process guarantees the individual approach in achieving aims and learning outcomes. Students have opportunities to participate in student mobility programmes, but they do not use this possibility in a proper way. University and the faculty of Education ensure an adequate level of academic and social support. The assessment system of students' performance is clear, adequate and publicly available. Professional activities of the majority of graduates meet the programme providers' expectations.

The adequate management of the study programme is ensured to achieve the aims and learning outcomes. There is a need to activate students and teachers for participation in the processes of quality management system development.

The stakeholders are satisfied with the graduates they receive from Klaipeda University. They stress their knowledge and skills to work in different situations and places, they are flexible, creative.

In nearest future it is necessary to think about the development of virtual learning environment. The use of Distance Education and on line courses would be of great importance and practical use for students. This study form could attract more students from rural parts of the country. It is reasonable to develop learning materials not only in the Lithuanian language, but also in foreign languages to promote the development of the internationalization of the studies. It is a great necessity to think about the second specialization (management of social institutions,

inclusive education, e.t.c.) to involve more students in the programme. Foreign language skills are a weak point in the implementation of the programme for staff and students. Due to that course descriptions include a small number of foreign language sources for reading and enriching the knowledge. The Master thesis requires the improvements as to the use of foreign language sources and reviews English summaries.

In general the programme is well designed, students' centred, competence based, thinking about the specialists that are needed for the region and Lithuania.

V. GENERAL ASSESSMENT

The study programme Social Pedagogy (state code – 621X16001, 62607S112) at Klaipėda University 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 | 3 |
| 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: | 18 |

*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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Grupės nariai:
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APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Socialinė pedagogika* (valstybinis kodas – 621X16001, 62607S112) vertinama teigiamai.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|-------------|--|------------------------------------|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 3 |
| 2. | Programos sandara | 3 |
| 3. | Personalas | 3 |
| 4. | Materialieji ištekliai | 3 |
| 5. | Studijų eiga ir jos vertinimas | 3 |
| 6. | Programos vadyba | 3 |
| | Iš viso: | 18 |

* 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 yra tinkamai parengta, vadovaujantis Lietuvos Respublikos ir Europos Sąjungos teisės aktais, Klaipėdos universiteto taisyklėmis. Ji paremta kompetencijomis ir į studentus orientuotu mokymu.

Pagal savianalizės suvestinę, pokalbius su dėstytojais, studentais, dalininkais ir fakulteto administracija, programa atitinka Klaipėdos universiteto misiją. Ji palaiko regiono plėtrą, patenkina studentų poreikius. Tai reiškia, kad ši programa reikalinga.

Programos pavadinimas atitinka tikslą ir studijų rezultatus.

Studijų programos tikslai ir mokymosi rezultatai atitinka profesinius ir akademinius reikalavimus, visuomenės ir darbo rinkos poreikius.

Studijų programos struktūra atitinka teisės aktų reikalavimus.

Mokomieji dalykai paskirstyti nuosekliai, kad būtų galima pasiekti programos tikslus ir studijų rezultatus.

Mokomųjų dalykų turinys yra periodiškai peržiūrimas ir vertinamas.

Siūloma programos apimtis, mokomųjų dalykų turinys ir metodai yra tinkami, kad būtų pasiekti suplanuoti studijų rezultatai.

Socialinė pedagogikos magistro studijų programos dėstytojai atitinka teisės aktų reikalavimus dėl profesinės ir mokslinės kvalifikacijos, tai užtikrina studijų rezultatų pasiekiamumą. Universitete yra sąlygos jiems sistemingai tobulėti ir augti. Katedros doktorantūros studentai stiprina katedros mokslinį potencialą.

Priemonių bazės, technologijų, mokymo išteklių visiškai pakanka kokybiškam studijų procesui užtikrinti.

Išstojimo reikalavimai yra aiškūs, studijų proceso organizavimas skatina asmeninę iniciatyvą siekiant tikslų ir studijų rezultatų. Studentai turi galimybių dalyvauti studentų mobilumo programose, tačiau jie šia galimybe nepasinaudoja tinkamai. Universitetas ir Pedagogikos fakultetas užtikrina tinkamą akademinės ir socialinės paramos lygį. Studentų mokymosi vertinimo sistema yra aiški, tinkama ir viešai pasiekiamą. Daugelio absolventų profesinė veikla atitinka programų teikėjų lūkesčius.

Užtikrinama tinkama studijų programos vadyba, kad būtų galima pasiekti tikslus ir studijų rezultatus. Būtina paskatinti studentus ir dėstytojus dalyvauti kokybės vadybos sistemos tobulinimo procesuose.

Dalininkai yra patenkinti Klaipėdos universiteto absolventais. Jie pabrėžia pastarųjų žinias ir gebėjimus dirbti skirtingose situacijose ir vietose, teigia, kad jie yra lankstūs ir kūrybiški.

Artimiausioje ateityje būtina pagalvoti apie virtualios mokymo aplinkos sukūrimą. Būtų labai svarbu ir naudinga studentams naudoti nuotolinį švietimą ir paskaitas internete. Kuo greičiau reikia sukurti virtualią mokymo aplinką, kad būtų galima pritraukti daugiau studentų iš kaimo vietovių šalyje. Reikėtų sukurti mokymo priemonių ne tik lietuvių kalba, bet ir užsienio kalbomis, kad būtų didinama studijų reikšmė tarptautiniame lygyje. Tikrai būtina pagalvoti apie antrąją specializaciją (socialinių institucijų vadyba, platesnėje aplinkoje taikomas švietimas ir pan.), kad į programą būtų galima pritraukti daugiau studentų. Užsienio kalbos įgūdžiai yra silpnoji dėstytojų ir studentų vieta įgyvendinant programą. Todėl dalykų aprašuose yra mažai šaltinių užsienio kalba – juos skaitant būtų pagerintos žinios. Reikėtų patobulinti magistro baigiamuosius darbus – turėtų būti naudojami šaltiniai užsienio kaba, peržiūrėtos santraukos anglų kalba.

Apskritai programa yra gerai sukurta, orientuota į studentus, pagrįsta kompetencijomis, galvojama apie specialistus, kurių reikia regione ir Lietuvoje.

III. REKOMENDACIJOS

7. Būtų labai svarbu ir naudinga studentams naudoti nuotolinį švietimą ir paskaitas internete. Kuo greičiau reikia sukurti virtualią mokymo aplinką, kad būtų galima pritraukti daugiau studentų iš kaimo vietovių šalyje.

8. Reikėtų sukurti mokymo priemonių ne tik lietuvių kalba, bet ir užsienio kalbomis, kad būtų didinama studijų reikšmė tarptautiniame lygyje.

9. Tikrai būtina pagalvoti apie antrąją specializaciją (socialinių institucijų vadyba, platesnėje aplinkoje taikomas švietimas ir pan.), kad į programą būtų galima pritraukti daugiau studentų.

10. Rekomenduojama sukurti strateginį planą, skirtą patobulinti dėstytojų ir studentų užsienio kalbos įgūdžius.

11. Būtina patobulinti dalykų aprašus į paskaitų įsisavinimą įtraukiant šaltinius užsienio kalba.

12. Reikėtų patobulinti magistro baigiamuosius darbus – turėtų būti naudojami šaltiniai užsienio kaba, peržiūrėtos santraukos anglų kalba.

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