KAUNO TECHNOLOGIJOS UNIVERSITETO SOCIALINĖS PEDAGOGIKOS PROGRAMOS (612X10002, 61207S116) VERTINIMO IŠVADOS

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EVALUATION REPORT OF *SOCIAL PEDAGOGY* (612X10002, 61207S116) STUDY PROGRAMME at KAUNAS UNIVERSITY OF TECHNOLOGY

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November 2010

Core Information in relation to Programme Profile

Title of Study Programme	Social Pedagogy
State Code	612X10002
Type of Study Programme	University studies
Study Cycle	First cycle
Mode of Study (duration in years)	Full-time (4), extra-mural (6)
Volume of Study Programme in Credits	160
Final Degree and/or Professional Qualification to be awarded	Bachelor of Pedagogy, Social Pedagogue
Programme Registration Date, Order No.	May 19, 1997, the order of the Minister of the Ministry of Science and Education of the Republic of Lithuania No. 565 'On the Registration of Higher Education Study Programmes' (Žin., 1997, Nr. 49-1188). August 2, 2001, the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. 1187 'On Registration of Higher Education Study Programmes' (Žin., 2001, Nr. 69-2485) August 31, 2009; No.1-73, accredited pro tempore, July 15, 2011 March 8, 2010; re-registration (under the new title of Social Pedagogy)

Additional Data on the Study Programme

Initial Date of Implementation	
Language of Implementation	
Peculiarities of conducting the Study Programme	
Institutions (countries) implementing the Study Programme	

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A. Introduction

The European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area sets out the following standard:

> *Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities. (ESG: Part 1: 1.6 Information systems)*

In accordance with the Lithuanian law on Higher Education and Research, dated 30 April 2009 (No XI-242), and in compliance with Order No. 1-94 of 30 October 2009, an External Evaluation Team (EET) appointed by the Centre for Quality Assessment in Higher Education has conducted an Evaluation of the study programme in Social Education (state code 61207S116), which was re-registered on March 8, 2010 under a new title as the study programme of *Social Pedagogy* (new state code 612X100002). It is implemented at Kaunas University of Technology (*Kauno technologijos universitetas*, here after: KTU).

In conducting the evaluation of the Study Programme, the EET have applied the methodological guidelines developed by the Centre for Quality Assessment in Higher Education to implement provisions of the Order No. ISAK-1652 of 24 July 2009 of the Minister of Education and Science "On the approval of the description of the procedure for the external assessment and accreditation of study programmes" (Official Gazette, 2009, No. 96-4083), following the Law on Science and Studies of the Republic of Lithuania (Official Gazette, 2009, No. 54-2140).

EET would like to pay tribute to the Centre for Quality Assessment in Higher Education in Lithuania and, most especially to the Director of the Centre and to the Head of the Quality Assessment Division, for the support given to EET before and throughout the visit to Lithuania.

The External Evaluation was conducted in the period September 2010 to November 2010 with in-country evaluation taking place during the period of November 21st to November 27th, 2010. The Evaluation included a one-day field visit to Kaunas University of Technology on 24th of November, 2010.

The self-assessment report of the first-level study programme of Social Education was prepared on October 28, 2008 and presented to the Centre for Quality Assessment in Higher Education, but external evaluation has not taken place. The new report produced by KTU Self-Assessment Group is constructed according to the new format and guidelines (Order No. ISAK-1652 of 24 July 2009).

This report does not paraphrase or re-present the range of information presented in the Report of the Self-Assessment Group (SAG). Instead, it focuses on issues raised in the Self-Assessment Report (SAR) as well as raising some issues not addressed in the Self-Assessment Report, but which came to the attention of EET during the course of the Team's time in Lithuania, and, specifically, during the course of the field visit.

We would like to express our appreciation to the authorities of Kaunas University of Technology for the manner in which we were made welcome and for the manner in which our queries and our exploration of various key issues were addressed in a professional and positive way by those with whom we came in contact at the Kaunas University of Technology.

The Self-assessment group (SAG) is to be complimented on the quality of the language of the report which it prepared in advance of the visit and which presents, in considerable detail, the nature, structure, aims and content of the programme being evaluated, the methods of study, delivery and assessment, issues in regard to quality, resourcing, student support and participation. The frequency of meeting of the Self-assessment Group during the period when they were conducting their work is noted. The EET would suggest that future reports might be more analytical and critically reflective, showing, for the various key areas under evaluation, a deeper consideration both of the strengths and weaknesses of the programme for which approval is being sought.

In addition to the examination of the self-assessment report (SAR), the EET collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and other means:
- Meeting with administrative staff of **Kaunas University of Technology** and the **Faculty of Social Sciences**
- Meeting with the staff responsible for the preparation of the Self-Assessment Report
- Meeting with teaching staff
- Meeting with students
- Meeting with graduates
- Meeting with employers of those who have graduated from the programme
- Visiting and observing various support services (classrooms, library,computer services, staff developments, laboratories, etc.)
- Examination and familiarization with students' final works, examination material.

At the end of the field visit, the initial impressions of the team were conveyed to the teaching staff of the programme.

B. Programme Analysis

We have assessed the first-cycle (Full-time, 4 years, 160 credits) study programme 'Social Education' (state code 61207S116) implemented by the Department of Educational Systems at Kaunas University of Technology since May 19, 1997. The university consists of 13 faculties, 11 institutes, 5 centres, and the library. The University has study programmes awarding a bachelor and master degrees in a technological science field, as well as social, physical and humanitarian sciences. In addition it organizes specialized professional studies aimed at acquiring teacher's professional qualification.

First cycle study programmes awarding Bachelor of Education have been implemented in KTU since 1998. Graduates of the programme 'Social Education' acquire a bachelor's degree in educational science (after the re-registration- Bachelor of Pedagogy) and qualification of social pedagogue. There are full-time and extra-mural forms of studies.

During the period of preparing the SAR the changes in the legal system regulating studies in higher education have taken place. Several very important documents of higher education of Lithuania have been confirmed: *the Resolution of the Government of Lithuania No. 1749 'On Enactment of the List of Study Fields and Branches, According to Which the Studies at Higher Education Institutions Take Place, and the List of Qualification Degrees*, December 23, 2009 (Žin., 2009, Nr. 158-7135); *The regulation of Teacher Training*, confirmed by the Law of the Minister of Education and Science of the Lithuanian Republic No. V-54 on January 8, 2010 (Žin., 2010, Nr. 9-425), the Order of the Minister of Education and Science of the Republic of Lithuania No. V-501 *'On Enactment of the Inventory of General Requirements for Programmes of First-Level and Continuous Studies Granting a Degree'*, April 9, 2010 (Žin., 2010, Nr. 44-2139).

These changes brought some confusion into the Self-Assessment Report. As the SAG states, in order to meet the requirements formulated in these documents on March 8, 2010, the study programme 'Social Education' was re-registered under a new title of 'Social Pedagogy'. This study programme now belongs to a Pedagogy Study Branch and upon graduation students of this programme will be awarded the Bachelor of Pedagogy (not Bachelor of Education as in the programme Social Education). The awarded professional qualification remains the same, namely, social pedagogue. In the next four months till June 1, 2010, the programme aims, objectives, structure, etc. were reviewed. As the self-assessment has to be made based on the data of the last five academic years (namely till September 1, 2009), the SAG has decided to use in their SAR the primary title of the programme – 'Social Education'.

In order to perform the self-assessment of the first-level study programme 'Social Education' in the study field of educational science (07S) and to get ready for external assessment, the self-assessment group was appointed by the order of the Dean of the Faculty of Social Sciences on February 9, 2010, No. D 183 and the order of KTU Rector, No. A-129 on March 20, 2010 confirmed the work loads and responsibility of each self-assessment group member.

1. Programme aims and learning outcomes

The programme of *Social Education* (state code 61207S116), which was re-registered on March 8, 2010) under a new title as the study programme of *Social Pedagogy* (new state code 612X100002) is a first cycle programme which is offered by the Faculty of Social Sciences at Kaunas University of Technology (*Kauno technologijos universitetas*, here after: KTU).

For clarity in relation to the comments which follow, the evaluative tool which is to be used by the External Evaluation Team (EET) in regard to programme aims and learning outcomes is reproduced here (see Table 1).

Table 1. Evaluation tool

Sub-areas	Criteria	Indicators
1. Programme aims and learning outcomes		
1.1. Programme demand, purpose and aims	1.1.1. Uniqueness and rationale of the need for the programme	o Demand for the specialists in the labour market o Demand for the programme among applicants o The position of the programme among other study programmes
	1.1.2. Conformity of the programme purpose with the institutional, state and international directives	o Correlation of programme purpose with the mission and the development strategy of a higher education institution o Purpose of the programme intended for acquiring regulated professions
	1.1.3. Relevance of the programme aims	o Correlation of the aims with the purpose of the programme o Compliance of the aims with the type and the cycle of the studies
1.2. Learning outcomes of the programme	1.2.1. The comprehensibility and attainability of the learning outcomes	o Content of learning outcomes o Level of complexity of the learning outcomes
	1.2.2. Consistency of the learning outcomes	o Learning outcomes at the programme level o Correlation of learning outcomes of the programme with those of the subject level.
	1.2.3. Transformation of the learning outcomes	o Continuous assessment of learning outcomes o Reasonable renewal of learning outcomes

Table 1 clearly sets out the sub-areas, the criteria and the indicators that need to be covered as part of the assessment. It seems reasonable to assume that these are the areas which should be addressed in the SAR.

1.1. Programme demand, purpose and aims

1.1.1 The uniqueness and rationale of the need for the programme
The SAR states that the need for social pedagogues trained for preventive socio-educational activity development is expressed in the Regulation of State Education Strategies for 2003-2012, confirmed by the Seimas of the Republic of Lithuania (Žin. 2003, Nr. 71 – 3216) and the data provided by the Ministry of Education and Science in 2008 which show that 20 per cent of schools in Lithuania suffer from shortage of social pedagogues. Schools and other educational institutions emphasize the need of specialists who are able to render social pedagogical assistance, to carry out different preventive programmes at school, to work in a team, to collaborate with other institutions or people and helping members of a school community to successfully implement objectives of educational process. There is no information provided about the uniqueness of the programme provided.

1.1.1.1 Paragraphs 13-15 of the SAR address the **demand for specialists in the labour market**. The SAG group informs of the Law of the Republic of Lithuania on Child's Minimal and Medium Care (Žin., 2007, Nr. 80-3214), which states that the number of children, who have not reached the age set in the Criminal Code but already made some crimes or acts possessing criminal features of crimes and the acts possessing violations of administrative law, increases; thus the demand for specialists (social pedagogues) able to work with such children increases. In order to guarantee children's minimal and medium care referring to the Law of the Republic of Lithuania on Child's Minimal and Medium Care (Žin., 2007, Nr. 80-3214), new social care institutions are being established (for example, socialization centres – in Kaunas, Panevėžys, Klaipėda, Šiauliai), preventive work coordination groups are formed in counties, municipalities.

The demand for specialists is also based on the requirement to acquire the qualification of social pedagogue set for children mentors working at children care institution by the Law of the Minister of Social Care and Work of the Republic of Lithuania No. A1-291 'On Means for Improvement of the Organization of Children's Care Home Work', November 24, 2005.

In the course of the field visit, the EET had an opportunity to speak to employers about the demand of social pedagogues. In the meeting with employers EET has found out, that students of this programme are welcome in many different working places in Kaunas (general schools, NGO, governmental social care institutions, prison) and other towns of Lithuania. However the group of employers underlined to the EET the need for an increasing number of social pedagogues in their organisations due to the changing nature of Lithuanian society, for example, the numbers of parents who leave the country to work abroad leaving their children behind. This often causes emotional trauma and the need for more support for young people from schools and other organisations. From the meeting with the graduates it became clear that practically all of graduates have a job corresponding to their speciality. That proves the real need of this programme.

1.1.1.2 In relation to the **demand for the programme among applicants**, the SAR (paragragh 16) states that the popularity of the study programme in social education among entrants is obvious, for during the self-assessment period the competition to this study programme fluctuated from 12 to 34 points. Referring to the report 'Shortly on General Admission to Main and Full-time Studies of Lithuanian Higher Education Institutions in 2008' (http://www.lamabpo.lt/2008_priemimas.pdf), the competition point to enter the study programme of 'Social Education', KTU, was 11.96 points whereas in the same year the competition point to enter the study programme of 'Social Pedagogy' at Šiauliai University was 10. 91 points.

1.1.1.3 In regard to the **position of the programme among other study programmes**, SAR Paragraph 17 notes that social pedagogues are also trained at other universities of Lithuania (Vilnius Pedagogical University, Klaipeda University, Šiauliai University) and Lithuanian Academy of Physical Education. However the KTU bachelors of Social Education (Social Pedagogy) acquire training in the field of educational science oriented to the entire education of a human being that is related to life-long learning implementation, creation of learning society, understanding of knowledge in research methodology as well as ability to apply quantitative and / or qualitative researches when implementing projects, developing the practice of socio-educational work not only in educational but also in other social institutions in order to strive for sustainable development of a human being, organizations and entire society. It is also stated that graduates of this study programme have greater possibilities for career development, are able to perform research, consult, coordinate project work at schools, other educational institutions and different non-governmental organizations, the activity of which is implemented by means of projects.

1.1.2 In regard to the **conformity of the programme purpose with state and international directives,** SAR Paragraph 18, 22 and 23 relate to compliance with the following documents:

  (a) Document that regulates the field of studies and Social pedagogue professional qualification:

  the Decree of the Minister of Education and Science of the Republic of Lithuania and the Minister of Social Care and Work of the Republic of Lithuania No. ISAK-1635/A1-180, November 19, 2003 (Žin., 2004, Nr. 56-1955)

  'General Regulations of Social Pedagogical Assistance Rendering' confirmed by the Law of the Minister of Education and Science of the Republic of Lithuania No. ISAK-941, June 15, 2004 (Žin., 2004, Nr. 100-3729).

(b) Documents that regulate State and region development:

the Law of the Education (Žin., 2009, Nr. 89-3802 [new edit, NR. IX-1630, 2003-06-17, Žin., 2003, Nr. 63-2853 (2003-06-28)]

the Decree of the Government of the Republic of Lithuania No. 670 'On Implementation and Coordination of Lisbon Strategy in Lithuania', June 20, 2005 (Žin., 2005, Nr. 78-2823).

the Decree of Local Self-Government of the Republic of Lithuania No. IX-839 – Article 6, Item 5 – on April 9, 2002 (Žin., 2002, Nr. 43-1604).

(c) compliance with the EU and the Bologna Process documents:

Dublin Descriptors (2004)

The SAR states that the aims of this programme are also related to the aims of Kaunas city. Kaunas University of Technology develops the idea of a learning city. For this purpose KTU and Kaunas City Municipality have signed a cooperation agreement. Since 2001 the research group of the Institute of Educational Studies has been the initiator of this process. The compatibility of study programme aims to *Dublin Discriptors (2004)* is shown in Table 2 (Paragraph 23).

1.1.2.1 In regard to the **correlation of programme purpose with the mission and the development strategy of a higher education institution** Paragraph 19 of the SAR states that the aims of the study programme ‚Social Education' correlate with the KTU mission and aims based on principles of higher education modernisation. The programme aims are in harmony with the vision and the aim of the Faculty of Social Sciences, KTU as well as the aims and objectives of the Department of Educational Systems which emphasizes production and spread of multidisciplinary knowledge, development of multi-disciplinarity of social sciences; thus the purpose of study programme corresponds to the strategic aims of the *Institute of Educational Sciences* and *Educational Competence Centre* which is to create and to spread modern teaching means and educational technologies.

1.1.2.2 The **purpose of the programmes intended for acquiring regulated professions** is not very clearly defined, though it is mentioned that it meets the requirements of 'General Regulations of Social Pedagogical Assistance Rendering' confirmed by the Law of the Minister of Education and Science of the Republic of Lithuania No. ISAK-941, June 15, 2004 (Žin., 2004, Nr. 100-3729) and the Law of the Education (Žin., 2009, Nr. 89-3802 [new edit, NR. IX-1630, 2003-06-17, Žin., 2003, Nr. 63-2853 (2003-06-28)]

1.1.3 In regard to the **relevance of the programme aims**, Paragraph18 of the SAR says that the aim of the study programme ‚Social Education' is to prepare bachelors of educational science, who possess basic knowledge of educational science necessary to understand the principles and methods of social education and their relevance to the studies of philosophy, history, anthropology, psychology, sociology, management, economics, and law; bachelors can apply the acquired knowledge, understanding and skills to various situations of social education, their analysis, evaluation and solution on the basis of critical thinking; they also apply the following transferable skills: of meta-learning, information, as well as numerical, analytical, communication, problem-solving and teamwork, work and time planning skills.

During the meetings the EET was impressed by the holistic view of the programme held by staff, all of the students that we talked to and also social partners. All involved have a very clear view of the programme, its purpose and progression and All staff, students and

social partners appear to be really engaged in the process and are working together towards a common aim The EET have noticed that the study programme aims presented in Paragraph 18 and Paragraph 23 (Table 2) of SAR do not quite coincide so the experts of EET think that the programme aims might be further refined and clarified.

1.1.3.1 In regard to the relevance of the programme aims and, specifically, in regard to the **correlation of the aims with the purpose of the programme**, the SAR does not provide information.

1.1.3.2 In regard to the **compliance of the aims with the type and the cycle of the studies**, SAR Paragraph 23 notes that, the aim of the study programme meets the requirements defined for the first-level studies and bachelor degree of educational science in standard documents of Lithuania, the Bologna Process, especially in Dublin's Descriptors. The compliance of the aims with the requirements of both the European and Lithuanian Qualification Frameworks (2005, 2007) is not mentioned in the SAR.

1.2. Learning outcomes of the study programme

The following criteria (see Table 2) will be used by EET to evaluate learning outcomes of the study programme.

Table 2. Evaluation areas, sub-areas, criteria and indicators.

1.2. Learning outcomes of the programme	1.2.1. The comprehensibility and attainability of the learning outcomes	o Content of learning outcomes o Level of complexity of the learning outcomes
	1.2.2. Consistency of the learning outcomes	o Learning outcomes at the programme level o Correlation of learning outcomes of the programme with those of the subject level.
	1.2.3. Transformation of the learning outcomes	o Continuous assessment of learning outcomes o Reasonable renewal of learning outcomes

The expected learning outcomes of the study programme are presented in SAR Paragraphs 24 and 25 (Table 3) as elements of competences to be developed: knowledge and understanding, intellectual abilities, practical abilities and skills, transferable abilities and skills.

1.2.1 In relation to **the comprehensibility and attainability of the learning outcomes**, experts of EET think that the list is overlong and it is doubtful if all of them will be successfully attained in the study programme.
Problems of economics and to model solutions are not relevant to the purpose and aims of the study programme.

1.2.1.1 With regard to the **content of learning outcomes**, experts think that some of them (A10: to understand methods of mathematical description and calculation of economical models as well as special regularities in economics; C10 etc. lack relevance to the programme.

1.2.1.2 In regard to the **level of complexity of the learning outcomes**, it has become obvious to EET that the list of learning outcomes is too long, they present different levels of complexity: some are too general (C3: to plan and to correctly organize work and free time;), some are very specific (C6: to analyse basic philosophical problems and to independently model their solutions), some are too complex and actually comprise a few learning outcomes in one formulation (B1: to define, to analyse and to evaluate the process of individual's socialization; B5: to identify, to analyse, to classify and to evaluate social and educational phenomena and problems; C15: to research and to develop the corporate culture of social education and social work institutions; to implement innovations; to prepare, to implement and to assess projects of institution's development; to perform the audit of organization's activity).

1.2.2 In regard to the **consistency of the learning outcomes**, it should be noted that some of learning outcomes included in the list (see Table 3) overlap and have very similar formulations.

1.2.2.1 In relation to the **learning outcomes at the programme level**, it is noted by the experts of EET that the particular attention should be given to revision of the list of learning outcomes. The list needs to be discussed by the staff so as to slim it down and bring a sharper focus on those which are really necessary for this programme.

1.2.2.2 In regard to the **correlation of the learning outcomes at the programme level with those at the subject level**, it is obvious from the SAR (Table 5) that the attempt was made to develop the matrix of relations of learning outcomes of study programme level with study subjects. Learning outcomes are attained through the subjects/courses, which are mostly relevant. EET thinks that the correlation of the learning outcomes at the programme with those at the subject level need staff discussion. The consideration should be given and agreement achieved about which learning outcomes should be taught in which subjects and how they should be assessed. It is not necessary that learning outcomes should be included in some modules where their influence or effect is only small. It is better to place the learning outcomes and their assessment in modules where they are prominent in the study content.

1.2.3 In regard to the **transformation of learning outcomes**, SAR Paragraphs 28-34 are dedicated to the issue of the **continuous assessment of learning outcomes** and also to the **reasonable renewal of learning outcomes.** During the meetings with the staff, students, graduates and social partners the EET was informed that learning outcomes, the issues of improvement of the programme are discussed, that this is done regularly and is part of the quality assurance system.

Since 1994 the KTU Study Service has been performing the students' survey, during which the content of study subjects as well as the delivery quality in each semester, through Dean's offices of faculties and students' organizations. Students evaluate the quality of delivered subjects, their content, methods of delivery, and teacher competence in a five-point system and they present their suggestions which are considered by the Study Programme Committee. The tendency of rating growth is evident – thus this assessment improves the quality of teachers' work. The results of students' surveys (the coordinator of the study programme and teachers have a possibility to get acquainted with

them on the University website) are discussed and analysed at the meeting of the Department and Dean's office. The Department of Educational Systems supports relations with the graduates of the study programme in Social Education and evaluates specific issues of the programme structure.

2. Curriculum design

Table 3. Evaluation Tool

2. Curriculum design			
2.1. Programme structure	2.1.1. Sufficiency of the study volume	o Compliance of the study volume with the requirements of legal acts o Compliance of the study volume with learning outcomes	
	2.1.2. Consistency of the study subjects	o Relations and sequence of the study subjects o Compulsory, elective or free-choice subjects	
2.2. Programme content	2.2.1. Compliance of the contents of the studies with legal acts	o Compliance of the programme content with regulations for study field o Compliance of the programme content with general requirements for the study programmes	
	2.2.2. Comprehensiveness and rationality of programme content	o Themes delivered in the subjects o Forms and methods used in classes	

As noted earlier, the EET has no option but to employ the evaluation tool with which it has been provided.

In the SAR, there is no overall presentation of the curriculum design and the sub-themes of programme structure and programme content are not explicitly addressed.

2.1 Programme structure

2.1.1. Having regard to the **sufficiency of the study volume**, it is clear that the total duration of the first cycle study programme *Social (Education) Pedagogy* is four years of full time form, the volume – 160 credits, 6400 hours (one credit – 40 arbitrary hours of student's work (in auditoriums, laboratories, self-study, etc.), i.e. one week of his / her work).

2.1.1.1 Based on the material presented in the SAR it is clear that the programme is in **compliance with the legal requirements in relation to the study volume** and meets the requirements of legal acts. Total study plan (of studies, separate subjects and their groups – theoretical issues, course projects, practices and final degree projects), volume of student self-study and contact hours)) correspond to the law acts regulating studies.

2.1.1.2 In regard to the **compliance of the study volume with the learning outcomes**, SAR Paragraph 35 states that General university education subjects in the programme make 12 credits – 480 hours (7.5 % of total volume of the studies), fundamental courses of branch studies 56 credits – 2240 hours (35 % of total volume of the studies), subjects of the special subject of the study field 84 credits – 3360 hours (52.5 % of total volume of the studies), electives 8 credits – 320 hours (5 % of total volume of the studies). The programme is implemented in 8 semesters, duration of each semester is 16 weeks, and an examination session takes place in the 17th-20th week. Students study 5 subjects per semester. The load of one semester is 20 credits. SAR paragraph 37 informs that the constructed matrix of LOs related to programme subjects is referred to when checking the compliance and attainability.

2.1.2 In regard to the **consistency of the study subjects**, the general programme design has a clear logical structure. The study programme consists of the following programme elements which are taught in this succession: *General Education Subjects, Fundamental Courses of Branch Studies (*i.e. subjects of social sciences), *Main Subjects of Professional Qualification* (subjects of social pedagogy). Then for the student choice there are three study programme branches offered: Management of Socio-Educational Work, Socio-Educational Work in the Community and Socio-Educational Work with Risk groups.

2.1.2.1 In regard to the **relations and sequence of the study subjects**, it is stated in the SAR Paragraph 37, that the study programme is designed so that every subsequent subject refers to the knowledge and abilities of previous subjects. SAR members stress that the chosen system of teaching, learning and assessment guarantees the acquisition of knowledge and understanding, intellectual abilities, practical abilities and skills and transferable abilities and skills and allows the attainment of the intended learning outcomes of the programme. The practice and final thesis are related to the main subjects of professional qualification.

The EET meetings with the employers and graduates have shown that students have sufficient practice and graduates are employed in a variety of different fields. That shows that students of this study programme are welcome in all types of institutions. In the meetings with students and employers EET has found that the programme appears to have a good balance between theory and practice.

2.1.2.2 In regard to the availability of **compulsory, elective or free-choice subjects**, SAR Paragraph 39 states that the proportion of obligatory, alternative and elective study subjects as well as student work load correspond to the requirements of the KTU Academic Regulation.and allows successful attainment of the learning outcomes

2.2. Programme content

Comment on programme content

2.2.1 Compliance of the contents of the studies with legal acts. SAR Paragraph 41 notes that the content of the study programme was developed and reviewed in accordance with the following law acts: Order of the Minister of Education and Science of the Republic of Lithuania No 1326 'On Enactment of Regulations of Full-time Study

Programmes' on October 26, 2000, Inventories of Full-time Study Forms (Žin., 2001, Nr. 22-747), the Order No. ISAK-1551 'On General Requirements for Study Programmes' on June 22, 2005; the Order No. ISAK-1152 'On the Change of General Requirements for Study Programmes' on June 12, 2007.

2.2.1.1 Compliance of the programme content with regulations for the study field
SAR Paragraph 41 states that some changes in programme content took place due to new documents and laws confirmed by the Government, namely, the Decree of the Government of the Republic of Lithuania No. 1749 'On Enactment of the List of Study Fields and Branches, According to Which Studies at Higher Education Institutions Take Place and the List of Qualification Degrees', December 23, 2009, Regulation of Teachers Training, confirmed by the order of the Minister of Education and Science of the Republic of Lithuania on January 8, 2010.

2.2.1.2 To achieve the **compliance of the programme content with general requirements for the study programmes,** defined in the Order of the Minister of Education and Science of the Republic of Lithuania No. ISAK-1551 'On General requirements for Study Programme', July 22, 2005 , the volume of practice was increased to 12 credits and it is implemented in the 8th semester. Also it was requested to incorporate the subject 'Career Education (S280B105, coordinating lecturer Doc. V. Stanišauskienė) instead of the subject 'Foreign Language Alternatives' (Levels B1-B2) in order for graduates of the programme to acquire skills necessary for career planning and further studies.
This year the necessary changes were made in the programme content to meet the requirements of the Order of the Minister of Education and Science of the Republic of Lithuania No. V-501 'On Enactment of the Inventory of General Requirements First-Level and Continuous Studies Granting Degree' April 9, 2010.

SAR Paragraph 42 informs that in order to respond to changing social and economic conditions, students' needs, and guarantee graduate employment in the period of 2004–2009 the study programme was constantly reviewed and renewed. Since September 1, 2004 specialisations have been established in the study programme (the Decree of the KTU Rector No. 4-3 'On New Specialisations of the Undergraduate Study Programme 'Social Education'', January 5, 2004.

2.2.2 Comprehensiveness and rationality of programme content

There is no overarching discussion of the **comprehensiveness and rationality of programme content** presented in SAR. Paragraph 43 notes that changes of the study programme were also determined by the following reasons:
- the changing needs of employers and students;
o the emergence of specializations determined by the impact of globalization and appearance of new social problems (migration, addiction diseases, weakening of family functions, violence, aggression, concentration of communities, lack of learning motivation, social exclusion, delinquency, lack of social responsibility, refugees).
o changing viewpoint to training of specialists of socio-educational work at the level of the state: the aims set for specialisations correspond to the regulations of the Ministry of Social Care and Work urging universities to prepare not general-

profile specialists of socio-educational work but with certain specialisation marketable in the labour market;

o changed political and social situation in post EU accession Lithuania: for this purpose the subject of professional qualification 'Fundamentals of European Integration' (S189S154) was changed by the subject 'Evolution of European Integration' (Jean Monnet Subject, S170B006).

2.2.2.1 In relation to **themes delivered in the subjects**, SAR Paragraph 45 distinguishes between lecture themes and class/seminar themes.

2.2.2.2 SAR Paragraph 45 addresses the **forms and methods used in classes**, noting that the most frequently used study forms and methods are those emphasizing the development of activity abilities, competences. The following forms are applied: lectures, practical classes, seminars, laboratory work, and self-study assignments. The following methods and ways: search for scientific and practical literature and other data and their analysis, course papers, projects, final degree projects and their defence, group work (home works, course papers, group assignments during practical classes, reports and their presentations), reflection on own activity, business games, simulations, practical trainings, discussions and seminars, visits to institutions, observation. This variety of the forms and methods creates flexible conditions for students to achieve the learning outcomes.

The self-assessment report states that much attention is given to research skills, they are developed during all study years. Students present the results of research at different conferences both in Lithuania (e.g., at students' scientific conferences), and abroad (in 2006 and 2008 at University of Applied Sciences FH Campus Wien, in 2007 – at Debrecen University, etc.). Since 2002 the annual scientific conference of students 'Social Sciences: Challenges in Globalisation Process' is taking place at the Faculty of Social Sciences, KTU.

SAR Paragraph 47 notes that the increasing number of scientific publications of the students on the topics of their performed research is the indication of the increasing wish of young people to implement the acquired knowledge in practical activity and show the motivation to continue studies at Master level.

3. Staff

3.1 Staff composition and turnover

The Department of Educational Systems, which is at the Faculty of Social Sciences of Kaunas University of Technology, is responsible for the implementation of the Social Pedagogy study programme. This Department has a full-time academic staff comprising 7 professors, 10 associate professors, 2 lecturers as well as 4 doctoral students. As the SAR states all of them work full-time at the Department.

3.1.1 Rationality of the staff composition

There is no specific commentary on this issue in the SAR.

3.1.1.1 Under the heading of **qualification of teachers**, SAR Paragraph 53 notes that all the teachers teaching on this programme have the qualification which meets the requirements of Teacher Training Regulation (2010).

3.1.1.2 In regard to the **ratio of teachers and students**, The SAR does not provide exact figures, but paragraph 50 notes that the proper ratio of the number of the teachers working for the Programme and the students is guaranteed by referring to the Regulation of Pedagogical Work Accounting, confirmed by the KTU Rector's Law No. A478, August 31, 2009, which regulates the composition, loads and the order of accounting of pedagogical work.

3.1.1.3 In regard to the **ratio of full-time and visiting teachers**, the SAR in Paragraph 51 there is reference to the 3 visiting professors from outside of Lithuania, 4 social partners, practical work experts and alumnae, who delivered lectures to students on different issues within the evaluation period.

3.1.1.4 In regard to the **distribution of teachers' workload**, the SAR at Paragraph 54 (table 7) provides information about the distribution of the academic load of the teachers. The data presented in table 7 does not provide a clear picture what the work load of an average teacher is. It is said that the work load is regulated by the above-mentioned Regulation of Pedagogical Load Accounting. The annual volume of pedagogical work of a full-time teacher makes almost 800 hours.

EET thinks that a clearer picture about the workload were if the data were provided as is recommended in Sample Table 3.

Sample Table 3: University Teacher's Workload

	Activity	Hours
(a)	Academic activity (lectures, seminars, classes, lab works, practices, and exams)	14-10 hours
(b)	Methodological activity (preparation for contact hours, organization and monitoring of students' independent work):;	12-10 hours
(c)	Research and / or artistic activity	16-10 hours

3.1.1.5 In regard to the **number of technical staff** employed on the programme, the SAR does not provide any information

3.1.2 Turnover of Teachers

SAR Paragraph 55 notes that in the period of 2004-2009 being analysed regular teachers of the programme did not change much. Two teachers went to work to other universities, two took maternity leave. Three new teachers came when new subjects were introduced

in the study programme. Two teachers defended their doctoral theses. The average age of the teachers working for the Programme was 46.1 years in 2008.

3.2 Staff competence

There is a detailed account about staff competence presented in the SAR paragraphs 56-64.

3.2.1 Compliance of staff experience with the study programme

The SAR Paragraph 61 notes, that teachers working for the Programme are accredited every five years. The accreditation takes place by referring to the Inventory of the Accreditation of Teachers, Researchers and Other Research Workers as well as the Order of the Contest to Take Positions, confirmed by the KTU Senate's Decree No. 267 (January 18, 2006). The teachers have a possibility to develop their qualification at the E-Learning Technology Centre, functioning at KTU.

3.2.1.1 In regard to the **teaching experience of teachers** SAR provides no information on this aspect.

3.2.1.2 Paragraph 64 of the SAR deals with the areas of the **scope of teachers' research activities and correlations with the study programme**. It notes that every year the teachers take part and make reports at international scientific conferences held in Lithuania and abroad, which correlate with the study programme.

3.2.1.3 In examining the compliance of staff experience with the study programme from the perspective of the **experience of teachers' practical work**, it is stated in Paragraph 57 that there are two teachers who possess practical work experience at school work for the Programme, and four teachers have experience of in consultative and expert activity at social, educational institutions and enterprises.

3.2.1.4 Having regard to the **scope of teachers' other activities (expertise, organizational, etc.) and correlations with the study programme**, the SAR, at Paragraph 56 and 58, offers a very impressive summary of the collective activities and expertise of those teaching on the programme.

3.2.1.5 In relation to the level of **compliance of practice and practical training supervisors' professional activities with the nature of practice**, SAR paragraph 57 states that 5 teachers supervising students' practice have practical experience of school work and have the diploma of a supervisor. The EET thinks that this is to be applauded.

3.2.1.6 In examining the compliance of staff experience with the study programme from the perspective of the **experience of the** Professor Irena Leliūgienė is the Doctor of Social Sciences; she is the first researcher who defended a dissertation in social pedagogy. Active scientific activity of the professor and her experience contributed to the formation of a strong group of the researchers, who work in the field of socio-educational researches, at the Department of Educational Systems. It is obvious that she has the necessary experience to coordinate the study programme.

3.2.2 Consistency of teachers' professional development. SAR Paragraphs 59-61 state that teachers of the programme improve their qualification according to the order set at the University. Professional development is organised on a regular basis

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

From the SAR information (paragraphs 65-69) and the visit to the premises EET thinks that KTU has sufficient number of suitable premises having appropriate technical and hygienic conditions for conducting the studies. Students have at their disposition good working conditions in computerised classes, libraries and reading rooms having access to the Internet and Intranet.

4.1.2. Suitability and sufficiency of equipment for studies

In the course of the field visit, it became clear for EET that students of the study programme have good conditions for learning and self-study. They can use computers present in the library, the Laboratory of Educational Innovations and the reading room of the Central Library having 174 work places (among them 32 are computerised). The Department of Educational Systems possesses portable computers, digital video projectors, and a video camera; so teachers have all necessary technical media to work effectively and successfully.

4.1.3. In regards to s**uitability and accessibility of the resources for practical training**

The SAR paragraphs 70-71 provide information on how practical training of students is being organised. The university have signed 25 long-term agreements with different educational institutions and organizations, the social educational activity of which suits the aims and the objectives of the study programme. This ensures that students have a wide variety of organisations in which to undertake placements and is to be applauded.
Students have their practical training at schools and also at THE Refugees Day Centre (Kaunas), which was established in 2003 after having signed the international collaboration contract among the KTU, Lithuanian Red Cross Society and the Board of UN High Commissioner for Refugee Affairs.

Table 4. Evaluation tool.

4.2. Learning resources	4.2.1. Suitability and accessibility of books, textbooks and periodical publications	o Provision with printed publications required for the study programme o Access to electronic databases
	4.2.2. Suitability and accessibility of learning materials	o Provision with methodological publications o Access to methodological publications o Provision with learning aids

4.2 Learning Resources

4.2.1 The **suitability and accessibility of books, textbooks and periodical publications** is examined from the perspectives of the "provision with printed publications required for the study programme" and of "access to electronic databases". The Central Library and its branches possess the Internet link with departments; it facilitates the search for and the order of literature. The library has a good supply of literature in Lithuanian and other languages (English, German) and subscription to 44 E-data bases. Students have good access to special literature and methodological publications.

4.2.2. Suitability and accessibility of learning materials

In the course of the field visit EET had the possibility to see that the University library is well supplied with learning materials suitable for student learning. All printed materials are accumulated in open funds. In the valuable fund of the literature on social sciences there are a lot of monographs, textbooks, reference books and other printings in different languages. The students of the Programme can also use the Central Library.

As to the **accessibility of learning materials** SAR Paragraph 73 states that all the students are taught how to search for information according to a chosen topic by using traditional and modern means of information search at the library, on the Internet and databases. The Library provides to students and teachers the access to the subscribed and tested E-databases. The computers of the University have access to the following foreign electronic databases: Emerald Fulltext; ScienceDirect; EBSCO Publishing, ERIC, Oxford Journals Online, SAGE, Wiley InterScience, SAGE, Oxford English Dictionary, e-books of the DB EBRARY, etc. The teachers are also taught how to use these databases. The services of the Library constantly cooperate with the teachers and inform them about the newest literature.

In relation to **access to methodological publications and provision with learning aids**, the SAR (Paragraphs 74-75) states that the Faculty of Social Sciences has a methodical consulting-room, where the students can use the methodical material prepared by the programme teachers: slides, compendiums of their lectures, descriptors of course or home works. Students have access to printed editions or electronic methodological publications.

5. Study process and student assessment

5.1. Student admission

SAR Paragraph 76 informs that the admission to the first cycle study programme 'Social Pedagogy' implemented at the Faculty of Social Sciences is performed according to General Regulations for General Admission to the First-Level and Continuous Studies at Lithuanian Higher Education Institutions: Rules for 2009, which were confirmed by the President of the Association of Lithuanian Higher Education Institutions – General Admission Organization (further – LAMA BPO). According to the Law of Science and Studies of the Republic of Lithuania (2009), young people possessing not less than secondary education are admitted to state funded and self-paid places by contest. The admission of entrants is organized in two stages: the main admission and additional

admission to the remaining not filled-in state funded and self-paid places.

The SAR (paragraphs 78-84) members admit that the number of entrants in recent year is decreasing. This tendency of contest decrease is observed in all higher education institutions in Lithuania. This study programme is no exception. The average contest ratio was 4.46 candidates per place in 2006, which dropped to 3.24 in 2008. The SAR members think that this tendency is related to the decrease of school-leavers in this country and the emerging possibility to study abroad. In 2008, 6.6 per cent less school-leavers took part in the contest compared to the year of 2006. The results of analysis and competition points of the admitted students to the study programme (full-time study form) in 2005–2009 are provided. SAR members speak of some other reasons causing the decrease in motivation to enter this study programme, namely entrants have a possibility to indicate several study programmes, so they frequently are admitted to the study programme not of their first choice; the mechanism of selection of entrants to this rather specific speciality is not created; low salaries of social pedagogues.

The numbers of applicants and numbers of those accepted on the programme in 2005-2009 are not provided in SAR. The matter of the **rationality of requirements for admission to the studies** and the issue of **efficiency of enhancing the motivation of applicants and new students** are not dealt with in the SAR. The information about actions of a higher education institution in attracting students capable to study and student motivation enhancement is not provided.

5.2. Study process

SAR Paragraph 87 states that study process lasts 16 weeks both in autumn and spring semesters according to an academic calendar considering individual plans and the timetable, which is announced on the University website and the book of study programmes.

5.2.1. The question of the **rationality of the programme schedule** is addressed in SAR (paragraph 88), which informs that not later than five days before the beginning of a semester the Dean's office designs the timetable that is publicized on the Faculty's notice board and on the website of the Students' Representative Organization, as is required by the order of the Rector No. A-306 'On the Order Regulating Lecture Conduct' (2003) and by Regulations of Pedagogical Load Accounting (2009).

The Dean's office of the faculty assures an even distribution of classes of study subjects (lectures, seminars, practical trainings, laboratory works, etc.) during a semester. Students are involved in the studies planning process. When they plan their further studies for the next academic year, they are consulted by the Study Programme Committee, the Dean's Office and teachers of the Department that supervise the Programme. SAR members think that work load in individual study plans per week and semester is rationally distributed, that the duration does not exceed 8 hours per day and 36 academic contact hours per week.

5.2.1.1 With regard to the **schedule of the study classes**, the SAR, in Paragraph 89 informs that the layout of the facilities used for the implementation of the study programme in the University subdivisions determines time gaps in the schedule,

necessary for students to reach some premises on time by public transport. This is relevant in planning classes of the study subjects for the first- and second-year students.

In the course of field visits the EET could see that there are a sufficient number of the facilities for rational organisation of the study process. Most classes take place in the central part of town.

5.2.1.2 In relation to the matter of the **schedule of the examination session**, Paragraph 90 of the SAR indicates that Vice-deans of the Faculty design the timetable of the examination session, which assures a proper academic load for students during the examination session, the Dean confirms it and it is announced two weeks before the beginning of the session. Students are allowed to take examinations only after they have accounted for all self-study assignments of the semester.

5.2.2. In relation to the study process from the perspective of the **student academic performance**, the SAR paragraph 90 also reports that an examination not passed during the session can be re-passed till the beginning of a new semester, if the credit debt does not exceed 8 credits. If relevant reasons occur, the Dean by her order can prolong the examination session schedule for a student, but not longer than till the end of the first month of a new semester.

5.2.2.1 In relation to the **monitoring of student progress and drop-out rate**, such monitoring is conducted by tutors of academic groups, and are discussed in Department staff meetings. This leads to timely identification of problematic moments of the study process, which the students face and to the elimination of the reasons causing the wastage. Together with representatives of the Students' Representative Organization that participates in the activity of the Board of the Faculty the effectiveness of the System of Student Advancement and Wastage Observation is analysed; during the analysed period, the means to decrease the wastage are considered: corrections in the study plan by transferring more complicated subjects to later semesters, the duration of mathematics learning was shortened to one semester, now the mathematics is of more applied character, the course of informatics was shortened, it was changed by the subject 'Innovative Information Technologies', teachers inform the Dean's office about students' work during the semester (on the ninth week). SAR paragraph 91 notes that all these means gave positive results and as analysis shows, the wastage in the period of 2005–2009 is small. This careful monitoring of student progress and changes made to the programme clearly contribute to its success in retaining students

5.2.2.2 The issues discussing **students' participation in research** are presented in 2.2.2.2 of this report. It is obvious that these issues are given a lot of attention and EET gives them a positive evaluation.

5.2.3 In relation to the **mobility of teachers and students**, the SAR Paragraphs 96-97 provide information on the following: i) the scope of teacher mobility and impact on the study programme and ii) the scope of student mobility and impact on studies. It is obvious that the scope of teacher mobility is really large and that makes positive impact on the study programme, whereas the scope of student mobility (27 students) compared to teacher mobility (94 teachers) is smaller.

During the meeting of the EET with the students it became obvious that students have high motivation to participate in mobility programs but they think that the main barrier to take part in them is poor foreign language competence. The EET recommends that more students should take part in exchange programmes and travel overseas. The staff travel is good but students are nervous about committing themselves to overseas study. The staff need to consider how they can encourage students to travel more.

5.3 Student support

5.3.1. In relation to the **usefulness of academic support**, the information provided by the SAR is presented in paragraphs 98-102.

The topic is explored through the following themes:
- Informing about the programme and its changes
- Student counselling on study issues
- Student counselling on career possibilities
- Possibilities to study according to individual programme
- Possibilities of students to repeat subjects and to retake examinations

5.3.1.1 In regard to **informing about the programme**, Paragraphs 98- 99 note that there is constant academic and other support provided to all the students of this study programme. Students receive consistent and timely information on forms of the study programme; its branches; its financing; aims of the studies, objectives of the studies, the assessment of achievements, electives, timetables, mobility possibilities and so on. This information can be found on the KTU Internet website. In addition, study programmes are presented in the books 'Study Programmes' and 'On Studies and Free Time for a KTU Student' published at KTU every year. These books are freely available for all students and teachers at the library of the Faculty and the Department.

The head of the Department of Educational Systems acquaints students with the department and its subdivisions (*Education Competence Centre, Laboratory of Educational Innovations, Gender Study Centre)* during the first lecture; she in detail talks over the aims of the study programme, competences to be acquired and career perspectives. Afterwards all teachers of the department (not only working for this study programme) introduce themselves and present their research areas. At the beginning of a semester teachers of the subjects acquaint students with the programme of a subject, discuss its requirements, self-study assignments, and criteria for their evaluation, recommend literature for self-study, etc.

5.3.1.2 With regard to **student counselling on study issues**, Paragraphs 100-102 inform that teachers consult students at office (consultation) hours in the Department of Educational Systems (the timetables of teachers' consultations are publicly announced in

the premises of the Department of Educational Systems, so students can come to consult at the convenient time. There are possibilities to have e-consultations.

The students consult with the teachers of the programme at the second-year of studies when they have to choose their specialization; they discuss peculiarities and possibilities of specializations at the meetings arranged by the coordinator of the Programme. At the beginning of each semester the students are acquainted with the aims and objectives of delivered subjects and they find out about the programme of a study subject, methods of assessment, methodical literature, the time and place of consultations as well as the information relevant for their studies is presented. An academic group curator acquaints the students with the University order, helps them to adapt within the academic community, consults on relevant study, learning and social issues and helps to solve personal problems.

5.3.1.3 In regard to **student counselling on career possibilities**, it is noted that Education Competence Centre, keeping relations with most educational institutions of the city and the region, provides student counselling on career possibilities. When collaborating with employers, every year the teachers of the Department acquaint the students with the representatives of the organizations providing work suggestions at the 'Career Days', which is organized by the University Career Centre. The programme teachers inform students about work suggestions, which are obtained from social partner institutions where students have practice placements.

5.3.1.4 The issue of the **possibilities to study according to individual programme** is addressed in SAR Paragraph 117. Referring to Article 11 of the KTU Academic Regulation and the Regulation of Continuous Learning (the Decree of the KTU Rector No. A-139, (2001) every student has a possibility to study according to an individual study programme.

5.3.1.5 Finally, in relation to the **possibilities of students to repeat subjects and to retake examinations**, the SAR, in Paragraph 105 states that students have possibilities to repeat subjects and to re-pass examinations as is defined in KTU Regulations of Accounting for Study Modules (2009). A student does not pay for a first-time repeatedly passed examination till a new semester; for the second repeatedly taken examination the tax of a fixed size is paid. The examination that was not passed during a session is allowed to repeatedly be passed not later than to the end of the first week of a new semester. If after repetition or prolongation of deadlines students fail to pass more that half of the credits set by the programme, they can be registered to the next semester, unless they cope with the individual study plan set for the subjects to be repeated.

5.3.2. From the perspective of the **efficiency of social support**, the SAR informs about psychological, sports, health and cultural support, grants and benefits, provisions of dormitory.

5.3.2.1 In relation to the efficiency of the **psychological, sports, health and cultural support,** SAR paragraph 108 informs that students have a possibility to participate in the activity of 20 teams in 20 sport branches and 15 art collectives functioning at the University. The Department of Psychology, KTU provides psychological support. A

psychologist consultant provides free of charge anonymous individual and group consultations.

5.3.2.2 The SAR, in Paragraph 109-112, which relate to the efficiency of **grants and benefits**, notes that the incentive (Rector's incentive, one-shot incentive) scholarships are irreclaimable financial support for the programme students; they are appointed by referring to the Regulation of Scholarships of the Kaunas University of Technology, confirmed by the Decree of the KTU Senate No. 35, (2009) and the Descriptor of Scholarship Appointment that was confirmed by the KTU Rector's order No. A-98 (2010), and scholarships of supporters – according to the order of scholarship appointment set in the contracts of Supporters' Scholarship Foundations. Incentive scholarships are appointed to the students studying at state funded places, and from 2009 – also to the students admitted to the places not financed by the state, to those who do not have academic debts.

The SAR points out that social scholarship is appointed by referring to the Decree of the Government of the Republic of Lithuania No. 1801 'On Enactment of the Descriptor of the Order for Appointment of Social Scholarships for Students of Higher Education Institutions and Its Administration', December 23, 2009. A social scholarship is appointed for one semester, its size – 3 basic social allowances (390 Lt) per month.

Scholarships for good study results are appointed for students on the order of the contest according to the weighing average of the grades of the last session (at the first semester – according to the competition point of the entrants). The students who get the social grant can also get an incentive grant, also one-shot incentive grant as well as sponsors' scholarships.

The SAR informs that during the analysed period, the financial state support for scholarships increased. On University authority's decision larger financial support is given to students who achieve very good study results and participate in research. During the preparation of the self-assessment 24 percent of the study programme students have received the above-mentioned scholarships. Every student who presents the documents proving the status of a socially supported person gets a social scholarship.

5.3.2.3 One of the indicators listed in the Evaluation Form relates to the efficiency of the **provision with dormitories**. Paragraphs 113-114 state that the programme students (not residents of Kaunas city) have a possibility to reside at University hostels. The order of hostel accommodation, management and living in them is regulated by the Rector's law No. A-720 'On the Order of Hostel Provision' (2008). 114. The needs of the programme students to live in a hostel are met, because senior students prefer renting private flats.

Table 5. Evaluation Tool

5.4. Student achievement assessment	5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-	o Assessment demand o Assessment procedures and results

	formal and self-education.	

5.4. Student achievement assessment

5.4.1. The question of the **suitability of assessment criteria and their publicity** is addressed through Paragraphs 115-118 of the SAR, under the following headings:

- Correlations of criteria with the intended learning outcomes
- Composition of the assessment grade
- Publicity of assessment criteria

5.4.1.1 In regard to the **correlations of criteria with the intended learning outcomes**, the SAR (Paragraph 115) asserts that according to the Academic Regulation of KTU (Resolution No. 43, October 30, 2002) the criterion based grading system of ten-point scale is used to assess knowledge, abilities and skills at the University. The order of the assessment of students' knowledge and skills is presented in the programmes of study subjects available on the KTU Internet website.

5.4.1.2 In relation to the **composition of the assessment grade**, SAR Paragraph 116 points out that assignments of self-study (colloquiums, seminars, group home works, individual home works, etc.) possessing weighted coefficients, are used for cumulative assessment of learning results (knowledge and skills) of each subject. The assessment assignments are formulated so that all intended learning outcomes expected in a subject would be accessed.

5.4.1.3 In regard to the **publicity of assessment criteria**, the SAR Paragraph 118 makes it clear that the description of each subject, which is also presented on the university website, indicates the order of the assessment of knowledge and abilities. A coordinating teacher acquaints the students with it by presenting requirements of a subject in the first week of a semester.

5.4.2 Feedback efficiency

There is no substantive response to this item in general. Methods of feedback and effect of feedback on student achievements are not addressed in the SAR. It only indicates that teachers give their students the feedback on their achievements by acquainting them with their evaluations of self-study assignments and examinations in written form, as well as they present oral comments. Criteria for evaluation are presented for students in the beginning of a semester by explaining subject's aims, objectives, as well as content and assessment system.

In the course of the field visit, and arising in particular from its meetings with students and former students, the EET came to the view that that they satisfied with the efficiency of assessment, methods of assessment and the feedback given. They have mentioned round table discussions organised at the end of each semester. Students think that the additional midterm round discussions would add to better student results.

5.4.3 In relation to the **efficiency of final thesis assessment**, the SAR provides a detailed account.

This issue is addressed in the SAR under the following headings:

- Requirements for final thesis
- Procedure of final thesis assessment
- Results of final thesis assessment

5.4.3.1 The **requirements for final thesis** of the first cycle studies are determined by the General Inventory of Requirements for Final Degree Projects of First- and Second-Level Studies (the Decree of KTU Rector No. A-879, December 29, 2006) and the Order of Preparation and Assessment of Bachelor's Final Degree Projects determined by the Board of the Faculty of Social Sciences (Protocol No. 2 of the meeting of the Board of the Faculty of Social Sciences, October 25, 2006) (Paragraph 121).

Whereas, as noted earlier, the Final thesis seems to carry a relatively small weighting of competencies, though as SAR Paragraph 122 notes, 8 credits are given to work on it.

5.4.3.2 In regard to the **procedure of final thesis assessment**, the SAR Paragraph 123 states that the final thesis is defended in public. In order to guarantee reliability and validity of the assessment of the final theses, the defence qualification commission consists of seven members; the chairperson of the qualification commission is the person, who does not working for KTU, is a professor of the field in educational science. Six members of the commission possess the academic title of a professor or docent. One member as expert-practitioner is invited to participate in the commission. A supervisor of the thesis and a reviewer appointed by the head of the Department decide on suitability of the project for its public defence. Final degree projects are assessed considering the General Inventory of Requirements for Final Degree Projects at First- and Second-Level Studies and the Order of Preparation and Assessment of Bachelor's Final Degree Projects determined by the Board of the Faculty of Social Sciences (2006).

5.4.3.3 In relation to the **results of final thesis assessment**, the SAR Paragraph 125 states that the procedures of reviewing and defence of the final degree projects of the first-level studies, their assessment, remarks and requirements, their strengths and weaknesses are annually discussed at the meeting of the Department of Educational Systems and the open meeting of the Board of the Faculty of Social Sciences; results of the defence are analysed referring to the reports of the chair of the qualification commission. Chair-heads, secretaries and members of the commissions present their remarks and suggestions. These meetings induce constant improvement of the quality of final degree projects. It should also be pointed out that very high methodical and scientific quality of final degree projects is stressed in the conclusions of the report of the chair of the qualification commission every year.

Members of the qualification commission assess the compatibility of project's topic, objectives as well as the methods applied in the project; the reliability, relevance and originality of obtained results; the implementation of the requirements formulated in the objective; clearness, consistency of material presentation and its relation to known works;

clearness and validity of conclusions; the quality of oral presentation; the ability to substantiate conclusions and to answer presented questions.

In the course of the field visit the EET had the possibility to familiarise with the student final theses. The EET came to conclusion that the topics chosen are relevant to study programme aims. It is recommended that consideration be given to the following issues aimed at improving a final thesis:

- When studying Research methodology the attention should be given to Research Ethics. For students of this study programme are researching sensitive issues with young people who need to be protected and the results of the questioning need to be considered before undertaking the research.
- More triangulation of data collection methods is required, more qualitative research methods should be used.

- More discussion needed on the field work findings in relation to what was found in the literature is it the same or does the data from the field disagree with the literature? Have any new issues arisen not mentioned in literature? This section should comprise about one third of the final presented work.

Table 6. Evaluation Tool.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education.	o Assessment demand o Assessment procedures and results

5.4.4 The **functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education** is addressed in Paragraph 128. The system of assessment and recognition of the achievements acquired in non-formal way and by self-education is not created. It has not been confirmed at the University.

5.5 Graduate placement

5.5.1 The issue of the **expediency of graduate placement** is addressed in Paragraphs 129-130. According to the interview results during the self-assessment period, graduates' employment is sufficient to substantiate the need for the study programme. Out of 85 per cent of the graduates 65 per cent have continued their studies at the Master level, 20 per cent were employed soon after their graduation in the sphere of education and social services, the activity character of which corresponds to the aim of the programme. This was confirmed by graduates, who came to the meeting with EET experts. They confirmed that the programme has a good theory and practice balance, that it provides a good background for Master studies. This gives proof of the existing correlation of graduate professional activity with the study programme.

6. Programme management

6.1. Programme administration

The management of the programme is based on the KTU Statute, which is confirmed by the Decree of the Speaker of the Seimas of the Republic of Lithuania No. IX-511, September 18 2001 [22] and the University Academic Regulation confirmed by the Decree of the KTU Senate No. 43 (2002): the vice-rector for studies, as well as Departments of Study Quality and Observation and Studies at the Study Service administrate and coordinate the activity of the programme administration and internal guarantee of the study programme quality.

6.1.1 The **efficiency of the programme management activities** is discussed in

Programme administration and the efficiency of programme management activities are discussed in the SAR, Paragraph 133-138, under the following headings:

- Composition and functions of the programme management
- Coordination of collegiality with personal responsibility in decision making
- Information about programme monitoring

6.1.1.1 From the perspective of the **composition and functions of the programme management**, it is obvious that there are different level agents performing the functions of programme management. As Paragraph 132 states the main role is given to the Study Programme Committee (confirmed by the law of the Rector No. A-139 on March 1, 2006 and renewed by the law of the Rector No. A-665 on November 27, 2008), which is an organizational formation responsible for supervision, renewal and improvement of the programme implemented in the Faculty of Social Sciences.

6.1.1.2 In regard to the **coordination of collegiality with personal responsibility in decision making**, SAR, Paragraph 133-134 state that responsibility of the Study Programme Committee in decision making on the programme implementation and its quality is shared with the Senate Study Commission, the Board of the Faculty and the Department of Educational Systems which coordinates the Programme. It presents projects for renewal of the performed study programmes and suggestions for improvement of its subjects and preparation of new subjects which are approved by the Board of the Faculty.

Members of the Study Programme Committee take their decisions by taking their personal responsibility and voting. The SPC present the suggestions coordinated with the Board of the Faculty to the Study Service, which present its generalised suggestions for approbation by the Rectorate and affirmation by the Senate.

Social partners are also involved in decision making process. This was confirmed to EET by social partners who took part in the meeting.

6.1.1.3 Information about programme monitoring is obtained through Paragraph 135-137. The Study Programme Committee orders and assesses the subjects of the study field coordinated by the Department, plans and orders to prepare as well as assesses

methodological literature. It appoints reviewers for the prepared teaching and methodological material to be assessed; as well as considering their evaluations and recommendations, the Committee calls it a manuscript, a study book or presents it to the Senate Study Commission to name it as a textbook.

Prof. Habil. Dr. Palmira Jucevičienė, the head of the Department of Educational Systems, and Doc. Dr. Edita Štuopytė, the coordinator of the Programme guarantee proper implementation and improvement of the study programme. The process of the administration of the study programme and quality guarantee is reflected in the academic university system created in the University, which guarantees accordant regulation of study issues; since 2003 it has worked in the ORACLE environment. The regularly renewed information Livelink base presents standard documents, which define the thorough sequence of decision-making and the process of discussion and affirmation of the programme quality guarantee, - decrees of the Senate, Rector's laws and others.

The Institute of Information Technology Development and E-Learning Technology Centre function at KTU. These subdivisions create the conditions to use virtual learning environments, video conferences and distant learning. A lot of information on studies is presented on the KTU Internet website. The data on study subjects are presented on the Internet website www.ktu.lt .

6.2. Internal quality assurance

6.2.1 The question of the **suitability of the programme quality evaluation** is addressed under the following three headings:
- Evaluation as a regular process
- Preparation of evaluation parameters, methods and aids
- Publicity of evaluation process and results

6.2.1.1 In regard to **evaluation as a regular process**, in Paragraphs 139-140 it is stated that constant assessment of the programme quality is performed by referring to the structure of the Internal Study Quality Guarantee System enacted by the law of the University Senate Chairperson No 148 on April 28, 2004, according to which the processes influencing the study quality at the University, as well as activities and the applied documents defining, regulating and directing these activities.

The programme structure and curriculum are annually reviewed according to the university academic calendar for the next academic year scheduled by the Vice-rector for studies and the Study Service; the Study Programme Committee accredits the study subjects that are obligatory renewed by coordinating teachers and departments every three years. The programmes after their revision and discussion at the Committee are presented to the Board of the Faculty to confirm them annually. The Study Programme Committee orders, selects and accredits subjects. The subjects are accredited for a limited period – from one to three years. When the accreditation period ends, the subjects are accredited anew. If any doubts for the subjects' content (the results of the performed students' survey show this) emerge, the subjects are reviewed, improved and re-accredited beforehand.

6.2.1.2 In relation to the **preparation of evaluation parameters, methods and aids**, the SAR Paragraph 141 state that the requests to renew the study programme, the subjects or

to change specializations after their primary discussion at the Study Programme Committee of the Faculty are presented in a written form to the University Study Service for further consideration. Later they are analysed in the Rectorate, the Senate Study Commission; the Senate takes decisions.

The activity involving sub-areas of the processes analysis and improvement of administration positions, student support, infrastructure and human resources, study management, research and applied activity as well as observation is performed by referring to confirmed Standard documents – the Senate's decrees, Rector's laws, regulations, rules, order descriptors. The periodicity of the activity of the Internal Study Quality Assurance System is based on the results indicating problematic moments of internal study quality assurance, which are obtained by the methods and means chosen for programme evaluation. First of all study subjects, study programmes are discussed at the Department of Educational Systems.

Accreditation and Contest Commissions of the University and the Faculty implement the management of human resources according to the Rector's law. The Commission referring to the Law of Science and Studies of the Republic of Lithuania (2009) and the Inventory of the Order of Accreditation of Teachers and Research Employees as well as the organization of Contests to Take Positions (2009) determine whether teachers correspond the qualification requirements formulated for the positions, once in five years the Commission accredits them and prosecute contests to take their positions.
Another way of the content evaluation – is the survey of the students of first-level studies, which is performed by the University Study Service. Every faculty is presented with summarised estimations of teachers' activity and subjects' quality.

6.2.1.3 The question of the **publicity of evaluation process and results** is presented in Paragraph 146 -148 of the SAR state and ETT meeting with staff made it clear that all the evaluation process and its results are made public they are open for public round table discussions.

6.2.2   the matter of the **efficiency of the programme quality improvement** addressed in The SAR makes it clear that there is a well functioning system of quality assurance which involves the application of evaluation results, which benefit and lead to the actions for quality improvement. There also exists the system of dissemination of quality improvement results used for further improvement of the programme

6.2.3. This issue of the **efficiency of stakeholders' participation** is explored under the following headings:

- Participation of students in quality evaluation and improvement
- Participation of teachers in quality evaluation and improvement
- Influence of external stakeholders on the study quality

6.2.3.1 The question of the **participation of students in quality evaluation and improvement** is raised and addressed in Paragraphs 146-149.At the end of every semester in order to get feedback students get a possibility to evaluate the content of the study subjects and the quality of their delivery according to the Order set by the University (2001). They fill in the electronic questionnaire of the evaluation in their personal virtual sites in the system of the University academic information.

This survey contributes to the evaluation of every study subject by all students who have chosen it; thus the students participate in the improvement of the subject. Long-term results of the surveys are used by the SPC when accrediting study subjects, as well as they are considered by the accreditation commission, administration of faculties, and students' representatives in evaluating teachers' work. General results of the survey are discussed at the meetings of the Dean's office and the Department. Only summarised statistics of the survey results is publicized. Thus students' opinions on their studies, their quality and the competences being acquired are constantly analysed. The results of these constant researches induce teachers to develop their qualifications and to renew the study subjects.

In the course of the field visit and through discussion with the students and graduates, it became clear that the evaluations of students disclosed positive aspects of the study programme: the teachers impart the curriculum by using contemporary scientific information (referring to research results), the students can relate their final degree project topics to their future professional activity, interdisciplinary relations are disclosed, excursions to the institutions implementing socio-educational work are organized for them, the time of contact hours is used productively. It is possible to state that the problems highlighted by the graduates of the programme are being eliminated and the study programme is constantly being improved.

6.2.3.2 The **participation of teachers in quality evaluation and improvement** has been discussed in the SAR, in Paragraphs 142-143.

The evaluation of the programme content (of each study subject) is performed by comparing the content of a subject to modern achievements of science branch as well as analogous study subjects at Lithuanian and foreign higher education institutions. The results of such research are used to renew subjects. A coordinating teacher is responsible for the renewal of the study subject. Having accumulated the information in a year, the study programmes and the re-accredited subjects are revised and discussed in October-November of every next academic year.

According to the data of the last five years survey results the students positively assess teachers' didactic system, communication and collaboration of teachers and students in the study process. Considering the students' opinion on the study quality, the subjects of the study programme are renewed; the grid of the study programme is corrected. The publicized information on the obtained results of the study programme quality assessment is used by the programme teachers to eliminate its weaknesses.

6.2.3.3 The **influence of external stakeholders on the study quality** is raised in SAR, in Paragraphs 150-151. During the period being analysed the Department of Educational Systems, which coordinates the Programme, initiated the signing of collaboration contracts between external social partners and the University. This induced positive changes of the improvement of the study quality. This creates conditions for the students to participate in their activity while studying.

External social partners – graduates and employers – participate in the assessment and quality improvement of the programme. Members of the qualification commission of bachelor's studies represent Klaipėda University; the Faculty of Social Sciences, KTU;

the Labour Exchange of Lithuania; and Kaunas schools. The chairperson of the first-level study qualification commission, when summarising the results of the public defence of the final theses of the study programme offers possible solutions for improvement.

C. Recommendations to the institution

Good points of the study programme of Social Pedagogy (KTU):

1. There appears to be a holistic view of the programme held by all of the staff involved who are very engaged in the process of working towards a common goal

2. Students are flexible and adaptable and cope well with change this appears to arise from the course and the tutors' philosophy as they model this approach

3. Students are prepared well for the a wide variety of employment opportunities evidence for this came from both graduates and employers

4. Links with social partners are very strong to mutual good effect

5. There is a clear understanding of the programme learning outcomes and these are embedded and assessed in the modules – staff have a very clear picture of this and so do the students

6. The work of the education competence centre is helping new university teachers to be supported in learning - how to settle into the organisation and how to improve their teaching

7. There is a comprehensive quality assurance system well understood by all and loops are well closed – that is communication between levels is good and circular.

8. Student learning demonstrates that transferrable skills are acquired which are useful for a wide variety of careers.

9. The quality of the final thesis in many cases is good, e.g. use of literature from foreign sources, qualitative research methods used – there could be more improvement however.

10. The coherent nature of the team is evident as has a 'can do' philosophy which concentrates on overcoming challenges.

11. Resources are good.

12. Staff has clear views about the kind of specialists they want to produce. KTU is a good place to study and to work.

Things to improve:

The EET recommends that consideration should be given to revision of the list of learning outcomes. Look again at the list of learning outcomes and where they are taught in the

modules the list is overlong and needs revision. Consider where a learning outcome is mostly addressed keeping it to small groups of modules not including every module where it possibly plays a minor role

The EET recommends that more students should take part in exchange programmes and travel overseas. The staff travel is good but students are nervous about committing themselves to overseas study. The staff need to consider how they can encourage students to travel more.

It is recommended that consideration be given to the following issues aimed at improving a final thesis:

- When studying Research methodology the attention should be given to Research Ethics. For students of this study programme are researching sensitive issues with young people who need to be protected and the results of the questioning need to be considered before undertaking the research.
- More triangulation of methods of data collection is required more qualitative research methods should be used.More discussion needed on the field work findings in relation to what was found in the literature is it the same or does the data from the field disagree with the literature? Have any new issues arisen not mentioned in literature? This should be about one third of the thesis.

The SAR is not perfect but the External Evaluation Team applaud the efforts made to re-write it to the new regulations. It is essential to provide evidence not to merely make a statement. EET recommends that the information about strengths and weaknesses should be discussed in the SAR and strengths and weaknesses areas need to be strengthened with examples of what changes will have been/will be made and examples given for claims of strengths not merely a statement.

D. Generalising assessment

The study programme *Social Pedagogy* (state code – 612X10002) is given **positive** evaluation.

No.	Evaluation area	Assessment in points
1	Programme aims and learning outcomes	3
2	Curriculum design	3
3	Staff	3
4	Facilities and learning resources	3
5	Study process and student assessment (student admission, student support, student achievement assessment)	3
6	Programme management (programme administration, internal quality assurance)	4
	Total:	19