Klaipėdos universiteto

SOCIALINĖS PEDAGOGIKOS PROGRAMOS (61207S130, 612X16001)

VERTINIMO IŠVADOS

_____

EVALUATION REPORT

OF *SOCIAL EDUCATION* (61207S130, 612X16001)

STUDY PROGRAMME

at Klaipeda University

Expert team: Prof. Ilze Ivanova
                  Assoc. prof. Mare Leino
                  Ass. Prof. Mirela Duranovic
                  Prof. em. Friedrich Seibel
                            Audronė Vareikytė

Išvados parengtos anglų kalba
Report language - English

Klaipeda
2010

Basic data about study program

Title	*Social pedagogy*
State code	61207S130
Type of studies	university undergraduate
Level of studies	first
Format of studies (time-span/years)	full time (4); extramural (4,5)
Credits	160
Degree granted and/or vocational qualification awarded	bachelor of Education studies, vocational qualification: social pedagogue
Program registry date and order Nr.	July 4, 2003 Nr. ĮSAK-986

CONTENTS

I. INTRODUCTION

This evaluation report covers the two modes of studies ("full time" and "part -time") of the undergraduate study programme in **Social Pedagogy <SP>** which is implemented by the **Department of Social Pedagogy <DSP>** as one of the nine undergraduate study programmes offered within the **Pedagogical Faculty <PF>** of **Klaipeda University <KU>.**

This evaluation report has been prepared and structured according to the rules defined in the "Extracts from the description of the evaluation process for study programmes and methodological guidelines" developed by the Centre for Quality Assessment in Higher Education.

It has been produced in the following way:

All members of the international expert group have got access to the very well prepared and informative **Self-Assessment Report <SAR>** on 14.09. 2010.

Prior to the visit to the KU all members of the international expert group were reading the self-assessment report and preparing draft notes for a report individually.

During the visit (09.11.2010) the members of the expert team were able to comment on different aspects of the very concrete and detailed SAR prepared by self assessment group representing teaching staff, employers and students. During the visit the detailed questions were asked to these various groups, who were present in great numbers during the respective sessions.

These meetings with all groups during the day took place in an open and friendly atmosphere.

In addition to the meetings the "tour of the department" gave a broad inside into the facilities and learning (material) resources available to the study programme.

After the visit the expert group held a meeting in which the contents of the evaluation report – based on the information provided in the SAR combined with the information collected during the visit made to KU were discussed and assessed.

The chapters **Recommendations** (III.) and the **General assessment** (IV.) of the report were decided upon unanimously in order to represent the opinion of the IPAT.

II. PROGRAMME ANALYSIS

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

According to the SAR and discussions with stake holders the study programme meets the demand for practitioners in the labour market in the western region of Lithuania. In addition the broad spectrum (areas of SP) in the programme is worth while mentioning as really exceptional, because it prepares students for all spheres of social pedagogue's professional activity ,that is :for work at school, in different institutions , in fostering community.

It is important to stress the fact that the programme is exceeding the "normal" areas of professional social pedagogy by encompassing the "socio-cultural work in the community".

In the meeting with the employers this was underlined and summarised by the sentence: "we can not imagine work without the social pedagogues from KU."

It is worth mentioning that KU is the only university in western region of Lithuania and this fact is important for those planning to study close to their residence. It provides with good opportunities for local persons to gain desirable education. SP program is one of most attractive among other programs of PF and University.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The programme purpose fits well with KU mission and strategy in so far as it "corresponds to strategic aims of KU– to train practitioners, whose vocational competence would correspond to demands of labour market in western Lithuania ,secures continuous resettlement of social pedagogues among other pedagogues of western region and stimulates employment of innovations in the practice of upbringing and education. It corresponds to KU mission*,* which emphasizes that KU implements the mission of upbringing among humans and intellectual society, protecting cultural and historical heritage of Western Lithuania, integrity of science and studies, their integration into Lithuanian and European scientific space (SAR, p. 6).

The SAR shows that the PF of the KU is very well aware of and respecting the developments in the field of Higher Education and the regulations for the professional qualification requirements both at the National as well as the International level (namely within the European Union (EU) and in the wider Europe - especially the Bologna process, Dublin descriptors etc.). Even if the Bologna process is not fully implemented within Lithuania (the introduction of the ECTS system will be introduced starting from September 1, 2011) the study programme has already adopted the "competences approach" as introduced within this process.

1.1.3. Relevance of the programme aims

The purpose of the programme is described as follows:

"to provide academic education in the trend of social pedagogy corresponding to European standards, training practitioners for independent work with children, their groups, their parents and other educators from different institutions in continuously changing social environment and attempting to secure positive socialization among children "(SAR, p. 6/7).

The aim of the programme is: "the development of general expertise, introduction of theoretical basics and formation of vocational skills in the trend of studies, which is necessary for independent activity. Programs of academic studies are mostly focused on universal general education, theoretical readiness and highest vocational abilities" (SAR, p. 6/7).

It is assigned in accordance with the Higher Education Act of Lithuania (1st. level) and the Dublin descriptors (6th level).

The description of the purpose and the aims of the programme has been appreciated by the expert group and proved positively during the visit to the DSP.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

The learning outcomes are described in a detailed way- in three groups of competences: cognitive, functional and general (cf. Table 1; SAR, p. 7/8). These outcomes correlate with the purpose of the programme and are geared with the type and the cycle of the studies.

The orientation towards "outcomes" and "competencies" is well in line with current discussions and recommendations (e.g. in the Bologna-process) on how to structure a study programme in **Higher Education Institutions <HEIs>**

1.2.2. Consistency of the learning outcomes

The three groups of learning outcomes are dived into four subgroups which are consistent and do avoid duplication. They are oriented towards the functions a social pedagogue is expected to fulfil within the different institutions: education institutions, foster homes, children's right related institutions as well as the broader community (cf. SAR, p.8).

1.2.3. Transformation of the learning outcomes

The learning outcomes are continuously evaluated and updated if necessary, thus adjusting them to the demands of vocational activity in a changing market and to documents regulating academic studies. In the nearest future corrections are planned based on (annual) inquiries among students, executors and graduates especially in the light of the Bologna process (cf. SAR, p. 8).

Studijų kokybės vertinimo centras

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The study programme in Social Pedagogy lasts 4 years (8 terms) in the full-time version and 4.5 years (9 terms) in the part time studies. Both modes are fixed at 160 (national) credits (only the distribution over time varies).

The programme is designed on the basis of international (European) recommendations and complies with the national legal acts regulating the organisation of undergraduate studies.

The SP study programme consists of three major groups of subjects: "general academic subjects", "subjects in the basics of studies" and "subjects of specialised education".

These subject groups are accompanied by "social pedagogical practice" and completed by so called "elective subjects" and the "preparation and defence of the final project" (SAR, p. 9)

The expert group reacted positively to this structure, because it avoids the arbitrariness of teaching subjects (like in a cafeteria) and facilitates an ongoing relationship of and an exchange between "theory" and "practice" in a reflective way.

The "reflective study model" implemented in the DSP gives the PF a unique position amongst other HEIs in Lithuania.

An analysis of the figures given for the distribution of credits allocated to these groups in the two modes of study ("full-time" and "part time") does not reveal significant differences for the respective study groups but when it comes to the distributions of hours for the different types of activities important differences are to be noted.

Due to peculiarities of part time studies the number of contact hours is smaller . Increase of hours for independent activity and organization of individual activities are exceptionally important in the program, as this leads to achievement of planned objectives. Term papers, as elements of scientific research activity take as much hours as in full time studies- 280 hours (term IV- 3 credits, term VI- 4 credits); 320 hours- for bachelor's final project (term IX- 8 credits) (SAR, p. 31).

In doing so the programme takes care of the situation of these students by recognising their abilities gained during their practice in the field and at the same time by taking into account their time restrictions with regard to reduced numbers of hours for attending lecturers, classes and contact hours and at the same time increasing the number of independent and individual activities (cf. APEL <http://www.qualityresearchinternational.com/glossary/apel.htm>).

Within the programme of SP special attention is paid to gaining primary skills in (action) research activity as well as developing research competences through teaching these methods (with practical classes) and application in term papers cf. SAR, p. 10).

A special chapter of the SAR is devoted to "Students in scientific researches" (SAR, p.21). The research orientation was assessed by the expert group as a positive characteristic of the programme.

Overall the both modes of the study programme ("full-time" and "part-time") are excellently designed and their implementation is accomplished on a high level.

2.1.2. Consistency of the study subjects

Following the SAR and talks with the programme coordinator , the study programme is structured according to the activity of social pedagogues in their different fields of practice - terms 1- 4 provide with general academic education and concept of social pedagogy, term 5 is focused on social pedagogical activity with family, on fostering institutions and protection of children rights, term 6– on social pedagogical work in school and community, term 7– on social pedagogical technologies, upbringing children at risk, on management of social pedagogical activity, term 8– on social pedagogical practice

The respective subjects from the different study blocks are attributed to the areas of professional practice, and the elective subjects (from any study program, implemented in any faculty of the university) should help the students to deepen their knowledge and improve their abilities.

2.2. Programme content
2.2.1. Compliance of the contents of the studies with legal acts

In Lithuania no specific regulations for the education and training of Social pedagogues there do exist therefore - in constructing the study programme - the DSP has made use of regulations for the training of (general) pedagogue and documents regulating the activities of the Social pedagogue (cf. SAR, p. 11). "When planning and developing the content, lecturers follow requirements of major legal acts for study programs: Higher Education Act of Lithuania (2009); Regulations for undergraduate, specialized vocational and regular (integrated) study programs (2005). The content of studies is related to general requirements for study programs and helps to develop planned objectives, i.e. e. helps future social pedagogue to gain subject related knowledge and abilities, to develop proper value system, to realize social pedagogical phenomena and socio-educational activity, to employ acquired knowledge and abilities in vocational activity" (SAR, p. 11).

Studijų kokybės vertinimo centras

2.2.2. Comprehensiveness and rationality of programme content

The topics of lectured subjects are divided into two groups: topics of lecturers and topics of practical classes and are focused on subject objectives. They are constantly revised.

The example presented in the SAR (p.11) – from "Social Pedagogy" to "Social pedagogical work" or "Social education" in the respective areas of practice - gives a good insight into the comprehensiveness and rationality of the programme content.

Study methods depend on the objectives of the programme in "Social Pedagogy", in which all modern didactics are employed in order to stimulate critical thinking among students as well as developing their cognitive, functional and general competences. According to the talks with teachers new ways of assessment of the outcomes – rather than tests – have been developed and are in operation.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

All of the teaching staff has a proper professional qualification and a higher academic degree. Most of the lecturers hold a doctor's degree in the corresponding subjects, associate professors have - in addition to a PhD - at least five years of experience in lecturing of subjects in the study programme.

All in all this shows, that the objectives of the SP programme are implemented by a staff of high academic competence.

Following the SAR the staff-student ratio (in the academic year 2009/10) varies in the different student groups per year as well as per study mode, but an average of approximately 1 : 25 offers very good possibilities to realise the modern didactics.

The ratio between regular and invited lecturers is in accordance with the respective regulations, actually 86% of the study programme is lectured by regular lecturers of KU.

In order to run the SP programme the DSP employs 14% from outside KU. They come from other Universities or working in fields outside SP but they are specialists in the subject. In order to improve the practical training experts from the practice field of Social Pedagogy are invited to teach parts of the programme within DSP.

Additionally the DSP employs a sufficient number of technical and administrative staff for the implementation of the programme. The lecturer's work load is regulated by a "Resolution of KU Senate".

According to this the regular load is 36 hours in a week consisting of various activities.

During the talks students assessed positively the contribution of teaching staff including guest lecturers to the programme and its development.

3.1.2. Turnover of teachers

Following SAR the fluctuation of programme lecturers is insignificant , the number of regular   lecturers is stable from the very beginning of the SP study programme. A career structure is built into the DSP (lecturer, associate professor, professor), so there is no reason for "migration" in order to reach higher positions.

The DSP "creates assumptions for the development of lecturer's competences and their employment in qualitative realization of study programs" (SAR, p.5), among others through participation in European organisations (e.g. FESET) and programmes (e.g. SOCRATES /ERASMUS (cf. SAR, p. 21).

It is stressed in the SAR that the teaching staff give lectures and familiarize themselves with study programs of other countries, participate in classes of lecturers from other countries. This budding cooperation is implemented in joint researches and conference reports (SAR, p. 22).

These facts and the satisfaction with the working conditions expressed during experts visit may be the reason for the stability of the staff, which has a positive impact on the study programme and its outcomes.

3.2. Staff competence
3.2.1. Compliance of staff experience with the study programme

Most lecturers have long standing experience (from 4 to 39 years) in teaching and working with students. The students value highly the competence, "grading it as excellent, very and good" (SAR, p. 14) and this has been mentioned during the visit as well.

Following the SAR lecturers are active researchers, they perform scientific research and are engaged in applied research (namely action research) activities, they publish widely and participate in and organise conferences (e.g. TISSA, FESET). More than hundred articles prepared by the staff were published in national and international scientific journals as well as in conference proceedings.

In addition to this lecturers have rich practical experience in social pedagogical activities and are actively engaged in the management structures of non-governmental institutions.

The talks with teaching staff demonstrated the fact that some of them are members of national and international (professional) organisations and participate in various national and international projects (ESF, COMENIUS, INTEREG IIIA).

The IPAT joins to the statement of SAR(cf.14/15) that the scientific activities, the practical experience, the international orientation and the other activities of the teaching staff have a direct positive influence on their teaching in the study programme just introducing different new approaches to studies promoting students' learning ,directing to knowledge based society.

Internship supervision for the different types of practice phases: observational (shadowing), individual experience and independent practice, is offered by the DSP and carried out by professional members of the staff (graduates of bachelor's and master's studies in the DSP) with experience in reflective practice.

The coordinator of the study programme (head of the department) is academically a high qualified specialist (dissertation: "Volunteering in the system of social education"). She is experienced among others in management operations on different levels of the KU and has been actively involved in international activities with special regard to community education studies and social pedagogical support for children (cf. SAR, p. 16).

3.2.2. Consistency of teachers' professional development

The strategy of the DSP as far as the qualification of (new) members of staff is concerned starts with the selection of the most talented graduates, former students within the programme, who are motivated for scientific pedagogical work within the University. Besides working on their PhD degrees they become part of the teaching staff thus they enrich the potential of the programme and have changed the average age of the lecturers during the last five years (it has become younger), a new generation of researchers has arrived in the DSP, which is welcomed by both (old and young) groups (cf. SAR, p.13).

The talks with the academic staff confirmed that DSP, in accordance with the regulations of KU, is stimulating the "professional perfection" of its pedagogical and scientific staff by a regular assessment and by granting release from pedagogical activities (Sabbatical) for a maximum of one year in order to perform scientific researches (cf. SAR, p. 16). Staff members are encouraged to undertake research projects of various kinds, the list of publications on numerous research projects confirms this (cf. SAR, annex 3).

In this context it is important to mention the international orientation of the DSP e.g. membership in international professional organisations like FESET and its staff members (e.g. internships abroad), who on return share the acquired international experience with their colleagues within the department.

The IPAT came to the conclusion that a staff development is consistent, well planned and organized and supportive for younger academic staff.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

During the site visit the IPAT convinced that the study programme is provided in the (separate) building of the PF of KU. This building includes sufficient and suitable premises for the study process: around 50 classrooms (from 30 to 60 seats), 4 big lecture rooms (150 seats) and 2 sport halls as well as a classroom for choreography and a conference hall (50 seats). Close to the DSP there is a specialised classroom with stationary multimedia and computers. Another computer classroom is available as well.

Students and staff confirmed that they can make use of the well equipped central library of KU, but for the convenience of the users in the PF a subdivision of the central library is established .

4.1.2. Suitability and sufficiency of equipment for studies

Following the SAR and talks with the administration of the faculty, laboratory equipment and materials (modern audio and video systems) have been added in the last years which are sufficient for the learning process of the students in classes and for individual activities as well.

Sufficient hardware and software are available in the DSP (special classrooms, library) for the use of individual students (after classes) as well of the lecturers for the teaching of classes.

4.1.3. Suitability and accessibility of the resources for practical training

The three types of practical placement (observational, individual experience and independent practice) are offered during the studies, this should foster the relationship between subjects taught in classes and experience gaining during the placement. Supervision is carried out by graduates (most of them from DSP) who gained experience provided by the reflective study model. All tutors and mentors of the placement institutions work closely together with the lecturers of DSP (bi- and trilateral agreements). The majority of bases for placement are chosen by the person in the DSP responsible for the practice training. During the talks with students and graduates the practice was evaluated positively.

The IPAT considers that the number of institutions suitable for practice placement in the Klaipeda area is adequate, in Klaipeda alone the number of educations institutions amounts to 32

(14 in comprehensive schools and 18 in institutions of social education and non-governmental organisations.

During the talks with students and graduates the practice was evaluated positively, but they expressed the same thought that was written in the SAR (p. 18) - more discussions about content and quality of practical assignments, paying attention to specific character of activity in those institutions, more attempts to intensify cooperation of all links (student– mentor– tutor), particularly in practice of full time studies are needed.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

In the library the IPAT convinced that the students have a good access to library resources directly (e.g. books and methodological publications etc.) and via internet (online catalogue, 39 licensed databases free of charge, references to major international publishing houses, dissertations etc.

Orders for books can be placed via the online catalogue 24 hours per day and students of the study programme make use of the "Ask your librarian via Skype".

A reading room (36 seats) and a separate room for group activities (13 seats) give enough. Space for individual study, and most of the students confirmed that the library completely satisfies their demands.

4.2.2. Suitability and accessibility of learning materials

CVs of the teaching staff demonstrate that academic staff has produced a huge amount of methodological literature, which is accessible in the University library. In the talks students confirmed that some lecturers provide them with materials via e-mail. In return the teaching staff stressed that they give students the access to their own slides and other material in order to facilitate student's learning.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

Based on regulations of the Council of PF and the senate of KU and the respective documents developed by the Ministry of science and Education of Lithuania students with secondary education are admitted to the study programme in SP on the basis of competition with an elaborated system of points attributed to the marks gained in the different relevant subjects. No other special requirements are needed.

5.1.2. Efficiency of enhancing the motivation of applicants and new students

According to SAR and talks with the self assessment group concrete measures to attract future students are undertaken by organizing open days and issuing special booklets.

The programme of SP is also presented on the website of the DSW.

The graduates during the discussions informed the IPAT that active and advanced students are encouraged to continue their studies with the aim of gaining second or third level degrees.

Especially this measure has helped the DSP to recruit and support new lectures, which in turn has been received very positively by the young members of teaching staff, as it was expressed by them during the visit.

The IPAT agrees to the SAR statement that this process of motivation is interactive, i.e. in cooperation of DSP and social partners, which held as an assumption for successful improvement of the quality of studies (SAR, p.20)

5.2. Study process

5.2.1. *Rationality of the programme schedule*

The timetable is constructed in such a way that is corresponds to the programme of the study subjects. Classes in the timetable are distributed on week days equally for each term and are held in premises of the PF. Timetables for examinations are negotiated and coordinated by both staff and students on the basis of mutually accepted time.

The concrete schedules for the final work (bachelors thesis- s,) are set in time .

5.2.2. Student academic performance

The study progress of the students is supervised by the study department, the study administrator and the deputy dean for studies of the DSP.

During the period 2005 - 2009 there were no significant de- or increase in student numbers, but the figures over time (cf. Table 3) prove that student numbers are subject to a slight increase for 2009-2010 caused by an enlarged intake (cf. SAR, Table 3, p. 21)

In order to keep the student number at its actual level special measures (i.e. academic, organisational and financial support) are taken by the DSP.

Students are actively participating in research projects within the department and they undertake their own pieces of research in the context of their final projects (cf. SAR, p. 21).

5.2.3. Mobility of teachers and students

Some of the lecturers of the DSP were taking part in mobility intra- and international projects like teaching in other Universities within Lithuania and abroad, mainly the Baltic states and other neighbouring countries. Some undertook individual internships abroad or spent time on teaching within the framework of the SOCRATES/ERASMUS programme and others (cf. SAR, Table 4, p. 21), but there were no incoming lecturers from abroad involved in academic activities of the DSP during the respective time. A small number of academic staff from abroad has visited the DSP for other reasons, namely for joint research.

The same situation is observed within the mobilities of students as well – a very small number of outgoing students and no incoming students at all.

The IPAT realizes the fact that the mobility of staff and students need to be improved. It is stressed also in the SAR (p.22), that allows to do the conclusion, that the faculty and department are aware of this problem.

5.3. Student support

5.3.1. Usefulness of academic support

In talks the students recognized that an effective system for information and communication between students and the DSP and its teaching staff has been established, both on-site as well as online.

Consulting students is part of the pedagogical workload of lecturers. These consultations are oriented to the individual student or a small group both takes place in direct contact as well as via e-mail .Other types of consultation are offered by lecturers in the context of the final project and they are complemented by social pedagogues (supervising students on placement) in the discussions about practice.

The international department of KU and the library offer regular information sessions about their services.

KU has established in 2003 a career (guidance) centre, its information is available online to all students and additionally lecturers of the SP programme cooperate with employers, recommending them their students.

Students are offered the possibility to prepare their individual study plans, in which all compulsory and elective subjects are included. All individual study plans have to be approved by the DSP.

 During the visit students and graduates reported positively about the information given and offered consultations during their time of study. In talks the students stressed that the system of information and communication between students and the DSP and its teaching staff has been established , both on-site as well as on line and it is functioning.

Studijų kokybės vertinimo centras

Students who have failed in the exams may repeat them according to the regulations of KU.

During the visit students and graduates reported positively about the information given and offered consultations during their time of study. In talks the students stressed that the system of information and communication between students and the DSP and its teaching staff has been established, both on-site as well as on line and it is functioning.

5.3.2. Efficiency of social support

The PF hosts a centre for psychological support, students have access to all medical institutions of Klaipeda both services are free of charge. Social and cultural support is offered as well to the students, who have their own autonomous body with representation in KU Senate, rector's office and different councils.

Differentiated grants (e.g. according to successful progress of study) and allowances (e.g. reduced tuition fess or financial support for participating in international activities) are on offer to students of the DSP.

Students from remote areas of Lithuania are provided with dormitories.

In talks the students evaluated social support as effective especially now during economical crisis.

5.4. Student achievement assessment
5.4.1. Suitability of assessment criteria and their publicity

The criteria for the assessment of the achievements of the students correspond to the objectives defined for the three areas of competences (cognitive, functional and general). Adequate means, measures and instruments are employed in order to get a clear picture of the student's progress and achievements. Independent studies have become more and more complex and important therefore special attention is paid to the measures for the improvement of independent activities for students.

Based on the regulations of KU for all study programmes two forms of assessment are introduced: namely examinations and differentiated credits; a ten point scale is employed in grading. The assessment (evaluation and self-evaluation) is carried throughout the whole programme concurrently. These above mentioned statements are pointed out in the SAR (p.25).

The assessment forms are mentioned in subject descriptions , that are available on KU Web page. According to talks with the staff every lecturer during the first lecture introduces the students with the requirements of the course, including assessment forms**.**

There were no objections as to assessment forms from the students.

5.4.2. Feedback efficiency

Lecturers present sufficient feedback (both in writing or orally) to the students about his/her progress and achievements. Results of individual independent activity are discussed in seminars and colloquia. Additionally to these forms employed "peer-review" amongst fellow students and self evaluation secure feedback in an interactive way (cf. SAR, p. 25).

Information about progress and achievements is given by lecturers and others involved in the education and training of students throughout the entire programme, the "consecutive measures significantly influence development of student's learning competences and further improvement of achievements" (SAR, p.25).

5.4.3. *Efficiency of final thesis assessment*

The DSP and the Council of PF have defined the general requirements for the final thesis.

The criteria for the assessment of the final thesis and the procedure esp. the defence in a special committee are properly described, they are very clear and detailed, and therefore they support the impartial evaluation of student's achievements adequately.

Final thesis (s. list in SAR, annex 4) have been presented during the meeting and (randomly chosen by members of the evaluation team) examples of them show the quality of the outcome of this part of the study programme . Some of them were outstanding , but there is a tendency that students use mainly local sources, little is used of the possible literature the library offer in foreign languages.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

Procedures for "Accreditation of prior (experimental) learning – AP(E)L" or for the "recognition" of prior learning (in formal, in-formal and non-formal settings) are getting more and more recognised in the context of LLL and are invading the University setting. The DSP does already employ various measures not only for the students of part time studies to assess and recognise achievements gained outside the formal learning settings. The KU Senate has approved in 2009 "Regulations for assessment and recognition of achievements, gained in non-formal and informal ways" (SAR, p. 26) The resolution of KU Senate in 2008 on „Measures for improvement of students' independent activity" demonstrate an important role in this field.

In this respect the DSP is obviously a kind of a vanguard and a model for the other departments of KU as well as outside the University within Lithuania.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

In the western region of Lithuania obviously the graduates of the study programme have difficulties in gaining adequate professional jobs, only 50% are presently working as social pedagogues. In discussions the stake holders mentioned the fact there is a need for social pedagogues in schools, but there is not such a position and because of that the schools can not employ social pedagogues.

About 35% of the graduates work in other jobs making the use of the social competencies gained during their studies, 15% of the graduates continue their studies with the aim of getting as higher degree (master) in either SP, Social Work, Education Management, Public Administration in KU or any other University (cf. SAR, p. 27).

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

According to SAR and talks with the teaching staff the KU department of studies has introduced a functional and effective structure for quality assurance, this is true for the PF and on the level of the whole DSP as well. The DSP is responsible for the implementation and carrying out of the programme SP. A special committee composed of lecturers, research assistants, a representative of the students and stakeholders   is responsible for the supervision of this study programme. Efficiency of programme management is secured by clear distribution of responsibilities for programme quality among persons and subdivisions, involved in the process.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

A well designed system of continuous assessment of the study programme is established and consists of: students assessment of study programs and study process; lecturers self-assessment, plans; study subject assessment of the programme. Major responsibility for continuous assessment of the   programme   quality lies on the head of DSP (SAS, p. 28).

In order to secure the quality in the SP programme the following procedure has been established: identification of assessment aims and spheres of activity, selection of assessment methods, self-assessment, development of action plan for quality improvement, correction of DSP strategy. In the words of the SAS it is qualified as follows: "Above system of quality assessment and chosen methods of assessment enable to promptly solve issues, related to improvement of study program and organization of studies" (SAS, p. 29).

The results of the continuous evaluation are introduced to all members within the DSP and the PF, and further they are shared with other faculties within KU and spread through (academic) press and internet among social partners .

6.2.2. *Efficiency of the programme quality improvement*

Following the talks with the administration and SAR, on completion of the evaluation, the administration of faculty and self-assessment committee develop a plan for the improvement of the programme and present it to the faculty Council.

In the "action plan" the specific actions, executives, terms and presumptive impact are described in order to eliminate the shortcomings of the programmes.

In an ongoing process the results are shared with all stakeholders within the University: students, researchers, lecturers as well as from outside the University: social partners like graduates and employers.

6.2.3. *Efficiency of stakeholders participation.*

The active participation of the stakeholders inside and outside the University contributes to the continuous improvement of the study programme .It was noticed during the discussions that they are really interesting in the content of the programme for the development of necessary competences .The active participation of a great number of stakeholders and graduates   in the discussions during The IPAT' s site visit was perceived as a sign of serious concern about the programme and as a shared responsibility for the quality of the implementation of the study programme Social Pedagogy.

III. RECOMMENDATIONS

1. There is a need to develop the use of **the information technology** creating the possibilities for e-learning, distance education not only in the Lithuanian, but also in the English and Russian languages thus attracting foreign students and students from other parts of the country as well. There are chances to realise this through closer cooperation with the respective faculties within the KU.

2. It is recommended to think over the **description of practice aims and results**.

3. It is necessary to create a strategy for the development of foreign language policy in the department. It could increase the mobility not only of the students, but of the staff as well. Additionally this could improve the use of different foreign language sources that are available in the library.

4. It is necessary to make closer cooperation with other Universities of Lithuania implementing the same programme.

IV. GENERAL ASSESSMENT

The study programme *Social education* (state code – 61207S130, 612X16001) Klaipeda 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	4
2.	Curriculum design	4
3.	Staff	3
4.	Facilities and learning resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	**21**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (poor) - meets the established minimum requirements, need improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas:
Team Leader: Prof. Ilze Ivanova

Grupės nariai: Assoc. prof. Mare Leino
Team members: Ass. prof. Mirela Duranovic
                     Prof. em. Friedrich W. Seibel
                     Audronė Vareikytė

Studijų kokybės vertinimo centras