



**LIETUVOS KŪNO KULTŪROS AKADEMIJOS  
SOCIALINĖS PEDAGOGIKOS PROGRAMOS (612X10003,  
61207S137)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *SOCIAL PEDAGOGY* (612X10003, 61207S137)  
STUDY PROGRAMME  
at LITHUANIAN ACADEMY of PHYSICAL EDUCATION**

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Vilnius  
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### Core information in relation to Programme Profile

#### Data of Educology Study Programme, as presented in self-analysis research (2008)

<b>Name of study programme</b>	Social pedagogy
<b>State code</b>	612X10003
<b>Type of Study Programme</b>	UP*
<b>Study Cycle</b>	First cycle
<b>Mode of Study (duration in years)</b>	Full time D** (4), Part time N*** (5)
<b>Volume of Study programme in Credits</b>	160 credits
<b>Final Degree and/or Professional Qualification to be awarded</b>	Bachelor degree of Educology, social pedagogue****
<b>Programme Registration Date, Order no.</b>	May 19, 1997, No.565

\*- UP-undergraduate academic studies;

\*\* - D-full time studies.

\*\*\* - N-part-time studies.

\*\*\*\*- Order No. 219; February 17, 2004 of the Minister of Education of the Republic of Lithuania „Regarding Data Changes of the High Education University Studies Programme in the Register”.

#### Data of Educology Study Programme, as presented in self-analysis research (2010)

<b>Title of Study Programme</b>	Social pedagogy
<b>State Code</b>	612X10003
<b>Type of Study Programme</b>	UP*
<b>Study Cycle</b>	First Cycle
<b>Mode of Study (duration in years)</b>	Full time N** (4), Part time I*** (6);
<b>Volume of Study Programme in Credits</b>	160 credits
<b>Final Degree and/or Professional Qualification to be awarded</b>	Bachelor degree of Pedagogy, social pedagogue****
<b>Programme Registration Date, Order No.</b>	May 19, 1997, No.565

\* UP-undergraduate academic studies;

\*\* N-full time studies.

\*\*\* I-part-time studies.

\*\*\*\* Order No. V-635; May 3, 2010 of the Minister of Education of the Republic of Lithuania „Regarding Data on New Codes of the Higher Education Study Programmes”.

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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, analyze 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 Pedagogy* (state code: 612X10003) which is offered by the Lithuanian Academy of Physical Education (here after LAPE) in Kaunas.

In conducting their 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).

The 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 Deputy Head of the Quality Assessment Division, for the support given to the EET before and throughout the visit to Lithuania.

The External Evaluation was conducted in the period September 2010 through to April 2011 with in-country evaluation taking place during the period of November 21<sup>st</sup> to November 27<sup>th</sup>, 2010. The Evaluation included a one-day field visit to LAPE on 22<sup>nd</sup> of November, 2010.

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

We would like to express appreciation to the authorities of LAPE for the manner in which we were received during our visit and for the manner in which our queries and our exploration of various key issues were addressed in a professional way by those with whom we came in contact at LAPE.

In addition to its examination of the SAR, the EET collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and looking into the study materials and other means. The EET had meetings with:

- The administrative staff of LAPE
- The SAG responsible for the preparation of the SAR
- The teaching staff
- The students
- The graduates
- The employers of those who have graduated from the programme

The EET visited the study facilities of LAPE (classrooms, library, computer services, laboratories, etc.) and examined and familiarized itself the students’ final works, examination material, etc.

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

### **EET Comments regarding the SARS and additional information**

The SAR presented by LAPE is dated 2008 While the SAR states that the SAG was composed of administrative staff, lecturers from the faculty, social partners and students of the faculty, there is no statement as to how often the SAG met, nor is there any indication of how it went about its work.

It quickly became clear to EET that the SAR had been written in accordance with the older guidelines of 2008 and not in accordance with the official 2009 guidelines of the Centre for Quality Assessment in Higher Education (Lithuania) which EET was expected to apply. Initially, it was difficult for EET to understand why the prescribed model was not followed.

From the EET's discussions, it became clear that a delay in processing the SAR had created significant difficulties for the evaluation process. The failure to present information in accordance with the 2009 guidelines made the task of the EET extremely difficult. In particular, the fact that the structure of the SAR did not follow the structure proposed in the new guidelines. This made it difficult for the EET to find relevant information and in many instances the information sought was not presented at all or else was not presented in the manner required. As a consequence, the EET expressed its concerns to the Centre for Quality Assessment in Higher Education about the legitimacy of applying 2009 standards to a 2008 SAR.

When the EET convened in Vilnius in November 2010, it was clear that it would be impossible to evaluate the programme at LAPE using the 2009 guidelines, due to the absence of the necessary information in the SAR. If the EET were forced to make a judgement at the time, this judgement would, of necessity, have had to be negative, due to the absence of specific responses to issues raised in the official guidelines being followed by the EET. As a compromise, the EET agreed with the Centre for Quality Assessment in Higher Education that it should proceed with the field visits and that the Centre should invite the various institutions to rewrite their SARs in accordance with the official 2009 guidelines. The EET then assisted the Centre in devising a template for the institutions, so that they could supply the additional information which EET required in a well-structured manner. A revised SAR using this template was completed by LAPE by the end of January 2011. The EET appreciates that this has generated additional work for the Academy and expresses its appreciation to the staff of the Academy on this account.

The EET then reviewed and analysed this material and has incorporated its key points in this final evaluation report. On the basis of the totality of information supplied, the EET has made its recommendations in relation to the study programme to the Centre for Quality Assessment in Higher Education.

The EET, however, has to stress the fact now, that the new evidence seems very accurate and good, but it cannot be completely confirmed by an on-site investigation. So we do note a discrepancy between the evidence in the new SAR and the information and evidence we gathered during our field visit in November 2010.

For that reason this Final Evaluation Report may show this discrepancy.

LAPE notes that the following fundamental changes were brought forward in this SAR (February 2011):

- An updated programme structure of the year 2009 (Protocol No. 8 of the Senate Meeting of 10-APR-2009) was submitted;
- An updated programme structure of the year 2010 (Protocol No. 9 of the Senate Meeting of 10-MAY-2010) was submitted;
- The aims of the Programme were updated;
- The outcomes of the Programme were updated and corrected;
- Also, most of the information provided in other sections was updated with the aim to reveal the main ideas and current status of the section as well as to provide examples.

## **B. Programme Analysis**

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

The programme of Social Pedagogy (State Code 612X10003) is a Bachelor level programme which is offered by the Lithuanian Academy of Physical Education (LAPE).

#### **1.1. Programme demand, purpose and aims**

##### ***1.1.1. Uniqueness and rationale of the need for the programme***

###### **1.1.1.1. Demand for specialists in the labour market**

This demand is based upon the guidelines provided in the Lithuanian Single Programming Document (SPD) for the years 2004-2006 and it is indicated in the plan of the Minister of Science and Education put forward in the Law on Minimum and Medium Supervision of the Child (Order No. ĮSAK – 2244, 2007), which is focusing on the establishment of Children Socialization Centres in various Lithuanian regions.

Together with the Concept of Social Pedagogue Training (Order No. ĮSAK – 1441, 2004) and the Regulation of Teacher Training (Order No. ĮSAK – 3363, 2008) these regulating documents substantiate the need for this study programme. The demand for social pedagogues is highlighted by institutions of the education system: general education schools, early rehabilitation institutions, preschool education and children social education institutions, etc.

The demand for the Graduates of the Social Pedagogy study programme provided by LAPE is substantiated by the Law on Physical Education and Sports (No. I-1151, 1995) and by provisions of the Physical Education and Sports Strategy 2005-2015, where the following is stated: “The national physical education and sports policy encourages to organize favourable conditions for the formation of personalities of young people and their proper social attitudes. The contents of physical education programme and the physical education process itself helps students acquire personal, social, cognitive and cultural competence whilst integrating into the rapidly changing environment and closely relate to the health condition and experience of the educated people as well as their needs, self-expression and purposeful aim to succeed in training and avoid possible social isolation”.

###### **1.1.1.2. Demand for the programme among applicants**

The number of applicants and applicants of any priority to one place increased during 2006-2009, but decreased in 2010. The programme is on demand according to the feedback data from representatives of professional associations, graduates, teachers, students, social partners and employers.

###### **1.1.1.3. Position of the programme among other study programmes**

This programme is also offered by Vilnius Pedagogical University, Klaipėda University, Šiauliai University and Kaunas University of Technology.

The uniqueness of the programme LAPE is its focus on the development of social skills and on the solution of psychosocial and children free-time employment problems, utilizing sports and developing the values of Olympics (such as honour, honesty, proper relationships, tolerance and respect, skills of healthy lifestyle and positive attitude to life, etc.).

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

###### **1.1.2.1. Correlation of programme purpose with the mission and the development strategy of a higher education institution**

The study programme *Social Pedagogy* (NL, I) is related to the mission of LAPE: “to educate, teach and encourage people of Lithuania, by means of education, studies and active dialogue and by cooperating with different sports organizations of Lithuania, to choose different virtues of physical training and sports for health strengthening and quality of life improvement and thus complement to the overall education of the society, its social stability and integration into the European culture, science and economy”.

This is due to the reason that social pedagogues prepared here will contribute to the formation of a healthy society by taking care of the psychological health of its members, shaping a holistic attitude towards health, spreading ideas of a healthy lifestyle, trying to transfer the values of physical education and sports to everyday life and forming positive thinking and attitudes towards life. Socialization by means of sports is relevant.

###### **1.1.2.2. Purpose of the programmes intended for acquiring regulated professions**

The purpose of the first-cycle study programme *Social Pedagogy* (NL, I) is closely related to the requirements of a Bachelor degree in Educational Studies depicted in Lithuanian legal acts and in international directives, especially the so called *Dublin Descriptors* (2004).

The purpose of the LAPE programme *Social Pedagogy* (NL, I) is also based on the White Paper on Sport (2007) of the European Commission: “the development of sport activities by encouraging social inclusion and social integration of people from risk groups is the essential field of social education and social service provision”.

The SAR indicates a variety of aims here to prove the point that social skills will be required optimal through a programme with sports. In itself a structured and consistent theory, but it does not show how a regulated profession is acquired. During the field visit it did not become clear how the programme delivers a professional going from study aims to the competences of a professional. The coherence of the programme for this general aim of delivering a professional is not made clear.

### **1.1.3. Relevance of the programme aims**

#### **1.1.3.1. Correlation of the aims with the purpose of the programme**

The aim of the study programme is to ensure that a graduate of the Social Pedagogy study programme (NL, I) would have acquired enough professional knowledge and skills, developed a proper set of values, have vast knowledge about pedagogical issues and educational activities and could apply the afore mentioned knowledge and skills in professional activities of a social pedagogue as well as acquire other competence levels depicted in the Description of Teacher Competences (Order No. ISAK-54, 2007)

The purpose of the programme is closely related to the principle aim of Social Pedagogy, which is to prepare highly qualified social pedagogues for social work, having sufficiently good professional competence, capable to work out difficult tasks while communicating with clients (students, parents, pedagogues, various institutions, etc.) and having a set of values that helps to shape the holistic approach of the society towards health and thus to improve overall social education and stability of society, its integration into the European culture, science, studies and the entire social welfare of the country.

The EET wasn't able to confirm these overall aims to their effect in the programmes, since these aims were not presented in the former SAR. We wish to express that these aims are important, but seem very wide in their ambitions. We doubt the far spreading influence as stated in the aims. We advise LAPE to keep to clear, reachable aims that can be verified through the results of students. It is of equal importance that LAPE consults with other universities offering the same programme to compare the programmes and to validate the content.

#### **1.1.3.2. Compliance of the aims with the type and the cycle of the studies**

The principal objectives of the programme:

1. Provide general undergraduate education.
2. Provide basic knowledge of humanitarian and social education.
3. Provide basic knowledge of education studies and specific knowledge of social pedagogy, as well as special skills to determine and solve the problems of the social environment in Lithuania.
4. Shape student skills, competences and sets of values related to the values of physical education, sports and Olympics, focusing on the problems of children of risk groups.
5. Form permanent needs of learning.

The aims 1, 2 and 5 connect to the requirements of the first-cycle of university studies because the aims indicate the provision of general undergraduate education.

## **1.2. Learning outcomes of the programme**

### **1.2.1. Comprehensibility and attainability of the learning outcomes**

#### **1.2.1.1. Content of learning outcomes**

The competences of the graduates to be acquired in the programme *Social Pedagogy* (NL, I) are expressed by learning outcomes (updated in 2009). They are listed in a logical sequence: students first acquire knowledge, then cognitive and practical abilities and finally transferable abilities (Table 1):

Table 1. Learning outcomes

Code	Knowledge	Code	Practical abilities <sup>1</sup>
A1	General knowledge of humanitarian and social	C1	Ability to creatively apply knowledge of various

	education, which help evaluate political, social and economic environment		subjects in practice
A2	Basic theories and concepts of philosophy and social pedagogy	C2	Ability to act independently and work in a team to solve social problems of other people; organize and manage social integration of people through sport
A3	Knowledge of contemporary pedagogy, psychology, management and law	C3	Ability to keep to professional ethics and professional language culture
A4	Knowledge that helps employ holistic attitude in learner's activities, problems and acting environment (according to the educational contents of the corresponding subject programme)	C4	Ability to recognize, determine and critically interpret social problems using modern education and social education information technologies as well as make proper decisions regarding their solutions.
A5	Knowledge of applying the most recent education and information technologies in professional activities	C5	Ability to initiate and organize the creation of social projects and their implementation as well as organize sport and cultural activities.
A6	Knowledge about the methods of social research	C6	Ability to gather and interpret data (of corresponding study field); ability to make the needed decisions and to properly inform both specialists and non-specialists about them.
<b>Code</b>	<b>Cognitive abilities<sup>2</sup></b>	<b>Code</b>	<b>Transferable abilities<sup>3</sup></b>
B1	Ability to find knowledge relevant to professional activities	D1	Ability to plan one's own activities and ability to organize the activities of learners, which would help develop their social adaptation.
B2	Ability to generate ideas, recognize and analyze new problems as well as plan strategies for their solution (according to the educational contents of the corresponding subject programme)	D2	Ability to communicate and cooperate with learners, their family members, educational institutions and other organizations
B3	Ability to employ knowledge in context of professional activities (according to the educational contents of the corresponding subject programme)	D3	Ability to utilize various information technologies and skills in foreign languages
B4	Ability to constantly develop professional skills of a social pedagogue	D4	Ability to organize sports activities whilst solving problems of children occupation
B5	Ability to identify the needs and problems of children as well as find optimal ways of solving them	D5	Ability to critically evaluate political, economic and social situation and apply theoretic and practical knowledge in professional activities.
B6	Ability to carry out a social research: select adequate research methods, adequate methods of mathematical statistics for data processing, analyze and interpret the results received, formulate conclusions and document results of social research.	D6	Ability to constantly broaden knowledge and convey it to others spreading the acquired experience.

<sup>1</sup> these skills are necessary for successful professional performance as well as in the application of theoretical knowledge when pursuing practical aims.

<sup>2</sup> these abilities are important in order to understand the structure and characteristics of various objects and to comprehend the reasons and consistent patterns of various phenomena.

<sup>3</sup> these abilities have broader scope of application, they are not limited to the area of activity defined by the studied subject.

### 1.2.1.2. Level of complexity of the learning outcomes

The complexity level of the learning outcomes is adequate considering the kind of studies, their field and being a first cycle study. Students can obtain the learning outcomes during the set period of learning. This conclusion was made based on the data acquired from questionnaires given to students and graduates. According to students, the duration of the part-time studies (six years) could possibly be too long.

The complexity level of the learning outcomes correspond with the qualification requirements set forth in the European and National Qualifications Framework. However the EET finds this statement not proven by the reasoning in the SAR, where the statement is based on official regulations. This is no guarantee that learning outcomes have the right sequence of complexity. The EET recommends that this is done by connecting the rise complexity in the learning outcomes to the earlier mentioned Dublin Descriptors.

### 1.2.2. Consistency of the intended learning outcomes



### 1.2.2.1. Learning outcomes at the programme level

The learning outcomes of the programme show no overlap and add up to all the required abilities. The learning outcomes comply with the requirements in a first-cycle study.

Table 2 presents the correlations between the competences\* and the learning outcomes within the programme *Social Pedagogy* (NL, I):

Table 2. Correlations

No.	Activity fields of a social pedagogue	Competences acquired by a social pedagogue	Learning outcomes**
1.	Organization of preventive work	assess the environment of a learner and the need for prevention	A4; A6; B2; B5; B6; C4
		organize and implement preventive and social projects and programmes	A5; B6; C5; D1; D2; D4
		analyze the effectiveness of preventive work	B6; C6;
2.	Work with learner groups	assess the needs of a learner and his/ her social problems	A4; A6; B1; B2; B5; C4; C1; D5
		solve problems related to the integration of socio cultural differences	A1; A5; B2; C2; C3; C4; C5; D2;
		organize the activities of children of risk groups through sport and health improvement	A5; C2; C5; D2; D4
		assess the effectiveness of social pedagogical impact on a learner	A5; C4;
3.	Work with families of the learners	evaluate the social environment of the learner family	A6; B2; C4; D1; D2
		organize social support with learner families	B3; C5; D1; D2; D5; D6
		promote positive lifestyle in families	A2; A3; A4; C1; C2; D2; D6
4.	Cooperation with teachers and institutions that hold influence over the education of a child	coordinate the provision of social pedagogical assistance by communicating and cooperating with institutions	B3; C2; C3; C4; D3; D4
		communicate and cooperate with learners and other participants of the educational process	A1; A2; A3; A5; B4; C2; D2; D5; D6;
5.	Development of professional activities of a social pedagogue	carry out the applied activity researches	A6; B1; B5; B6; D3;
		evaluate one's own professional activity	B4; D1; D5;

\* - Order No. 1687, 2002, Minister of Education, *Regarding Training Standard Ratification of a Social Pedagogue*

\*\* - study programme content (Table of Subsection 1.2.1.1.)

### 1.2.2.2. Correlation of the learning outcomes at the programme level with those at the subject level

The learning outcomes at the subject level are adjusted according to the programme learning outcomes. The connection is provided in the tables on the next pages.

The learning outcomes are logically linked to the subjects of general education, basic education and special education, as well as the system of compulsory and free-choice subjects. They are also linked with independent work of students, practical assignments and preparation of the bachelor thesis.

The SAR states that after an analysis of the learning outcomes at the various subject levels it can be stated that they constitute sufficient assumptions for the students to implement the general learning outcomes at the programme level. Some examples are given in the SAR to underpin this conclusion.

The EET had no possibility to confirm this conclusion because the former SAR did not present these correlations and links. So we could not investigate the correlation between programme aims, competences and learning outcomes at the programme or at the subject level.



**Connection between of the compulsory subjects of the study programme *Social pedagogy* (NL, I) updated on April 10, 2009 (Protocol No. 8 of Senate Meeting) and the learning outcomes of the study programme (continuation)**

Year of studies	Study subject	Learning outcomes*																							
		Knowledge						Cognitive abilities						Practical abilities						Transferable abilities					
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
II	Social Pedagogy	x	x		x	x		x	x	x	x	x		x	x	x			x		x				x
II	Developmental Psychology			x	x		x		x	x		x				x	x		x						x
II	Delinquent and Preventive Pedagogy				x	x	x		x		x						x	x			x				
III	Family Pedagogy and Psychology				x	x						x	x				x		x		x		x		x
III	Psychological Consulting		x	x	x				x	x		x				x	x				x				x
III	Recreational Physical Activity				x			x	x	x		x		x	x			x			x			x	x
III	Psychology of Asocial Behaviour	x	x		x	x			x	x	x	x		x	x		x		x	x	x				x
III	Management of Social Work	x		x	x	x		x	x	x	x	x			x	x	x		x	x	x			x	x
IV	Lithuanian Education and Social Security Systems	x		x				x		x			x			x		x	x			x			x
IV	Educational Psychology			x	x		x		x	x		x			x	x	x		x	x					x
IV	Organization of Free-Time Activities				x					x		x						x		x	x				
IV	Social Education of a Community			x		x			x	x				x				x	x			x			x
III-IV	Internship		x	x	x	x	x	x	x		x	x	x	x	x	x		x	x	x	x	x		x	x

\* - marked with an x

**Connection between of the free-choice subjects of the study programme *Social pedagogy* (NL, I) updated on April 10, 2009 (Protocol No. 8 of Senate Meeting) and the learning outcomes of the study programme**

Year of studies	Study subject	Learning outcomes*																							
		Knowledge						Cognitive abilities						Practical abilities						Transferable abilities					
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
II	History of Culture	x			x			x	x					x			x			x	x				
II	Foreign Language	x	x		x	x		x	x	x				x	x	x					x	x	x	x	x
II	Ecology				x	x		x	x					x	x				x			x		x	x
II	Society Health				x			x	x		x	x		x	x				x	x		x		x	x
II	Foreign Language	x	x		x	x		x	x	x				x	x	x					x	x	x	x	x
III	Physical Activity and Health	x				x	x	x	x					x	x	x	x	x	x	x	x	x		x	x
III	History of Physical Education and Sport	x			x			x	x					x			x			x	x				
III	Philosophy of Kin	x	x	x	x			x	x							x	x							x	x



### 1.2.3. Transformation of the learning outcomes

#### 1.2.3.1. Continuous assessment of learning outcomes (results)

LAPE uses four assessment systems intended for the continuous assessment of the learning outcomes.

1. *Regular reports on the implementation of the learning outcomes (since 2009)*. The report summarizes what study results have been achieved and what needs to be improved. It presents data of direct and indirect assessments as well as data on student admission and the numbers of expelled and graduated students. The report is submitted to the Study Committee (from 2011, Study Quality Monitoring Committee) so that the Board of the Academy could receive recommendations regarding the improvement of the programme.
2. *The academic programme review (internal self-assessment of the programme)*. This is performed every two-three years. It assesses study quality, the learning outcomes, staff recruitment, student support and the material resources. Self-assessments were carried out in 2008 and 2010. It was submitted to the Board of the Academy, the members of the Study Committee and the teachers, students and social partners. Using their feedback, recommendations regarding the improvement of the programme were presented.
3. *Systematic subject (course) evaluations*. The evaluation of the subject is carried out by the Study Department. After the course is finished the students are asked to evaluate the teaching, the content, supply of support, learning materials and feedback. This information can be accessed by the Dean of the Faculty, the programme Coordinator and the Head of Department. This creates opportunities to constantly improve the content of the studied courses. A certification of study courses is performed every four years.
4. *LAPE surveys*. There are yearly surveys for teachers, students, graduates and social partners. The questions are about the programme plan and content, internships, acquisition of competences and the preparation of the final thesis. Students and graduates are also asked if their obtained skills comply with the aims and learning outcomes of the programme and how they have understood the mission of LAPE. The information gathered in these surveys is presented to the Study Committee, the Board of the Faculty and the staff of the Department. The students, graduates and social partners are informed about scheduled changes to improve the quality of the programme.

The SAR clearly indicates some other data sets that are used to assess the quality of the programme as well. The collection of data seems quite impressive. The EET finds it most important how the cycle of Plan, Do, Check, Act (PDCA) is closed, so the quality assurance can work effectively. The above mentioned instruments assure the collection of data. It is not clear enough about the analysis of the data, the actions that follow these analyses and how that is monitored. The system appears to be in place, the outcomes of the system: analyses and actions are important too.

The EET finds it important to remark that this kind of follow up is essential and we are pleased to see that for the first time now every chapter of the SAR is closing with an analysis of strengths and weaknesses and the actions to be taken to improve. However we were not able to establish the reality of these actions, since these points were provided after the field visit.

#### 1.2.3.2. The reasonable renewal of the learning outcomes

The above mentioned instruments deliver data for the improvement and renewal of the learning outcomes. These amendments and updates are then done pursuant to the order established in the Academy.

E.g.: in 2010 as a result of a social partner survey two specializations were formed according to their suggestion: Organization of Social Work and Family Socialization (Protocol No. 6 of 8 April 2010).

The SAR ends chapter 1 with a summary, strengths, weaknesses and actions for improvement:

#### Summary

The purpose of the first-cycle study programme Social Pedagogy (NL, I) is closely related to the requirements of a Bachelor degree in Educational Studies, depicted in the Lithuanian legal acts and international directives, especially the *Dublin Descriptors* (2004). The learning outcomes are coordinated according to the graduate competences, the mission of the Academy and its aims. The reasonable renewal of the learning outcomes is carried out by analyzing the results of the four assessment systems designed for the constant renewal of the learning outcomes.

#### Strengths

1. The unique sports and physical education characteristic of the LAPE programme *Social Pedagogy* (NL, I) compared to the same kind of programme offered by other Lithuanian universities.
2. Students are also introduced to various forms of physical activity and active free-time activities.
3. A reasonable renewal of the learning outcomes is carried out constantly.

## **Weaknesses**

1. There is a lack of connection between the programme and the learning outcomes of some of the subjects. E.g.: the subjects that help shape the values of Olympics.
2. The learning outcomes are not renewed sufficiently pursuant to the specializations distinguished in the study plan of 2010.
3. The logical functioning of the renewal system (1.2.3.1) of the learning outcomes reached yet: the sequences of it, who gives recommendations to whom and who is responsible for their implementation.

## **Actions for improvement**

1. Seek for the quality of the implementation of the programme aims in order for the students to gain knowledge and skills as well as form firm values and approaches towards physical education, sport and healthy lifestyle, which would allow them to successfully solve social problems of society.
2. The learning outcomes of the study programme *Social Pedagogy* (NL, I) will be renewed based on the distinguished specializations of Family Socialization and Organization of Social Work.
3. Determine the principles and rules for the logical functioning of the learning outcome renewal system (1.2.3.1).

## **EET Conclusions**

The programme of Social Pedagogy (NL, I) of LAPE is a programme that delivers Bachelors that are professionals in the field of Social Pedagogy. The programme is suited for this education, but lacks coherence, there are too many loose subject modules and the coordination of learning outcomes at the level of subjects and themes is not guaranteed. The programme is a good example of a first cycle programme in the European framework. It is argued that the Dublin descriptors are used for this, but the EET could not establish the basis of the Dublin Descriptors to the programme. Anyway it is not connected to the Bachelor thesis, where it can serve good purposes. The Bachelor thesis is important in the programme, but the EET has some doubts about the quality of this part of the programme (see chapter 5). The demand for the programme is proven by the fact that students are employed and employers are very satisfied with the graduates from LAPE. Some parts of the programme could be more relevant to the practice of a professional social pedagogue. The EET suggests that LAPE starts to put the professional competences at the head of the programme. This means an effective change of the curriculum if this is taken serious and if this leads to the right use of learning outcomes. The programme can greatly be improved by the use of competences and an international reference framework like the Dublin Descriptors.

The programme is sufficient for its purposes, but it needs improvement. The EET strongly supports the newly described actions for improvement.

The EET concludes that the programme aims and learning outcomes are presented in a clear way in the 2011 SAR. They are consistent and show a good coherence. However, we could not establish the exact relation between learning outcomes and the themes or content of the specific subject modules. The reason for this was the fact that we did not have very clear information from the 2008 SAR and 2010 addition, so verifying the relation between learning outcomes and the modules was impossible.

The EET also thinks that the aims and learning outcomes are well presented on paper (like in the 2010 SAR), but are not talked through very well with the staff. In our meeting with the staff, we saw that each one is very concerned with his/her own subjects and modules, but that the big picture is not very clear and therefore not leading. We suggest that LAPE works on the coherence in the programme, certainly by talking it through with the staff and even students. Although coherence is presented by large lists of modules and ticked boxes, we cannot establish the real coherence. The ticking of boxes and prove of coherence seems to be afterwards, not when putting up the programme. The EET concludes that the programme is still too subject oriented and therefore fragmented. The learning outcomes might not be as leading as they appear to be on paper (SAR 2010) and we doubt if this is a competence based study programme, which the SAR argues it is. There is no testing towards competences. Through the SAR and even through the meetings with the management and the staff the EET did not get a clear picture of the profession you are educating students for: the Social Pedagogue. We do not get a clear picture of what this profession is and what the distinction is from a Social Teacher or a Social Worker. If you do not know it, this will be a cause of a lack of coherence in the programme. LAPE should be clear as to what the profession of a Social Pedagogue is, if they educate students for it.

The EET finds that there are quite many programmes for Social Pedagogy in Lithuania, maybe too many. We regret that they do not cooperate, so contents can be strengthened. Although we cannot really judge if the market for these programmes is big enough, we find that the LAPE programme indeed has some distinctive features that makes it valuable: the perspective of sports and physical education and its values in connection with the aims of the Social Pedagogy programme.

During the field visit the EET met with students, graduates and employers, which were all very pleased with the programme LAPE delivers. The programme is seen as valuable and important. The students are satisfied studying this programme and they are very motivated. The employers praise the programme and the staff of LAPE. The EET was not pleased with the fact that during the meeting with the students there were no part time students present. So we could not verify their opinions about the programme. The main conclusion is that the programme seems to be viable to deliver the desired professionals, but the programme is not validated through a thorough consultation with e.g. other universities that deliver the same kind of programme.

## **2. Curriculum Design**

### **2.1. Programme Structure**

#### **2.1.1. Sufficiency of the study volume (NL, I)**

##### **2.1.1.1. Compliance with the legal requirements in relation to the study volume.**

The first-cycle study programme of Social Pedagogy (NL, I) complies with the requirements in the Order regarding the Ratification of Descriptions of Full-Time and Part-Time Study Forms, issued by the Minister of Education of the Republic of Lithuania (Order No. ISAK-1023, 2009), the provisions of the Basic, Special Professional and Consecutive Study Programmes (Order No. 1551, 2005, Minister of Education and Science), the requirements of the Regulation of Teacher Training (Order No. V-54, 2010, Minister of Education and Science).

The volume of the programme is 160 credits: compulsory subjects 124 credits, selected subjects (relatively free and free-chosen subjects) 16 credits, specializations 20 credits. General university education subjects 14 credits, basic subjects 118 credits, subjects of the special study programme 28 credits, practice of social work 20 credits and the final thesis 8 credits.

In 2009 the volume of practice has been increased from 17 to 20 credits and it is performed starting from the first year of study. In 2010 as a result of a social partner survey the study structure was renewed and following two specializations were formed according to their suggestion: Organization of Social Work and Family Socialization (Protocol No. 6 of 8 April 2010 of the Study Programme Committee Meeting and Protocol No. 9 of 10 May 2010 of Senate Meeting).

The design and structure of the full-time (NL) and part-time (I) studies in Social Pedagogy have no essential differences (except for the fact that the volume of contact work is decreased to 20% in average and the independent work hours are increased accordingly for the students of part-time studies).

The structure of the programme Social Pedagogy (NL) is presented in the table on the next page.

Field of study	Subject	Volume of study per semester										Department									
		I		II		III		IV		V			VI		VII		VIII		Total		
		v	k	v	k	v	k	v	k	v	k		v	k	v	k	v	k	v	k	
<b>I. General university education subjects (no less than 24 credits) - Compulsory subjects</b>																					
H	Introduction to Philosophy	32	2															32	2	Social and Humanities	
H	Foreign Language	48	2	48	2													96	4	Computer Science and Language	
P	Information Technologies	48	2	48	2													96	4	Computer Science and Language	
S/B	Science Philosophy			64	4													64	4	Social and Humanities	
S	Eurointegration and Globalization	32	2															32	2	Social and Humanities	
H	Language Culture and Language for Specific Purpose							32	2									32	2	Computer Science and Language	
S	Quality Management and Business																32	2	32	2	Recr. Tourism and Sport Management
<b>Elective subjects</b>																					
H	Alternative 1					32	2											32	2		
B	Alternative 2: 1 subject							32	2									32	2		
P	Alternative 2: 2 subject							32	2									32	2		
<b>Total subjects</b>		128	6	192	10	32	2	64	4	32	2	0	0	0	0	0	0	32	2	480	26
<b>II. Main subjects of the study programme (no less than 40 credits) - Compulsory subjects</b>																					
S	Psychology	64	4															64	4	Social and Humanities	
S	Pedagogy	64	4															64	4	Social and Humanities	
S	Sociology	64	4															64	4	Social and Humanities	
S	Fundamentals of Law	48	2															48	2	Recr. Tourism and Sport Management	
S	Professional Ethics			48	2													48	2	Social and Humanities	
S	Social Programmes and Projects					48	2											48	2	Social and Humanities	
S	Theory of Sport and Physical Education			80	4													80	4	Physical Education/Sport Games	
S	Special Pedagogy and Psychology					64	4											64	4	Applied Physical Activity	
P	Statistics and Test Theory							72	3									72	3	Computer Science and Language	
S	Social Integration of People with Disabilities and Applications					48	3											48	3	Applied Physical Activity	
S	Methodology and Methods of Social Sciences									64	4							64	4	Social and Humanities	
B	Sport Medicine and First Aid											48	3					48	3	Applied Physiol. and Kinesiology	
<b>Elective subjects</b>																					
	Alternative 3							48	3									48	3		
	Alternative 4											48	3					48	3		
<b>Total subjects</b>		240	14	48	2	192	10	120	6	112	7	96	6	0	0	0	0	0	0	808	45
<b>III. Special subjects of the study programme (no less than 64 credits) - Compulsory subjects</b>																					
S	Social Security and Family Law	64	4															64	4	Recr. Tourism and Sport Management	
S	Psychology of Personality and Communication	64	4															64	4	Social and Humanities	
S	Social Psychology					60	3											60	3	Social and Humanities	
S	Swimming					48	2											48	2	Individual Sport Branches	
S	Social Pedagogy					60	3	60	3									120	6	Social and Humanities	
S	Developmental Psychology							48	3									48	3	Social and Humanities	
S	Delinquent and Preventive Pedagogy							64	4									64	4	Social and Humanities	
S	Family Pedagogy and Psychology									48	3							48	3	Social and Humanities	
S	Psychologic Consulting									48	3							48	3	Social and Humanities	
S	Recreational Physical Activity											72	3					72	3	Health and Physical Activity	
S	Asocial Behavior Psychology											48	3					48	3	Social and Humanities	
S	Management of Social Work											48	3					48	3	Social and Humanities	
S	Lithuanian Educational and Social Security Systems													32	2			32	2	Social and Humanities	
S	Educational Psychology													40	2			40	2	Social and Humanities	
S	Organization of Leisure													60	3			60	3	Recr. Tourism and Sport Management	
S	Social Education of Community															40	2	40	2	Social and Humanities	
S	Practice									5					5		7	0	17	Social and Humanities	
S	Course Paper																	0	2	Social and Humanities	
S	Final exam. and/or Thesis																	4	0	4	Social and Humanities
<b>Elective subjects</b>																					
	Alternative 5													64	4			64	4		
	Alternative 6																48	3	48	3	
<b>Total subjects</b>		0	0	128	8	168	8	172	10	96	11	168	11	196	16	88	16	1016	80		
<b>Time of free chosen subjects</b>												72	3	80	4	32	2	184	9		
<b>Total in the programme</b>		368	20	368	20	392	20	356	20	240	20	336	20	276	20	152	20	2488	160	45.4%	
<b>Subject number</b>		7		7		7		7		6		7		6		6		53			
<b>Average auditorium hours per week:</b>		23		23		24.5		22.3		15		21		17.3		9.5					



**ALTERNATIVES**

Study Subject	Study volume per semester												Department				
	I		II		III		IV		V		VI			VII		VIII	
	v	k	v	k	v	k	v	k	v	k	v	k		v	k	v	k
<b>Alternative 1 (2 cr., 1 subject to select)</b>																	
History of Culture					32	2											Social and Humanities
Foreign Language					48	2											Computer Science and Language
<b>Alternative 2 (4 cr., 2 subjects to select)</b>																	
Ecology								32	2								Applied Physiol. and Kinesiother.
Public Health								32	2								Health and Physical Activity
Foreign Language								48	2								Computer Science and Language
<b>Alternative 3 (3 cr., 1 subject to select)</b>																	
Physical Activity and Health									48	3							Health and Physical Activity/PE
History of Physical Education and Sport									48	3							Social and Humanities
Philosophy of Kinanthropology									48	3							Social and Humanities
Organization of Sport Events									48	3							Recr. Tourism and Sport Manage
Modern Dance									48	3							Physical Education and Gymnas
<b>Alternative 4 (3 cr., 1 subject to select)</b>																	
Sport Management										48	3						Recr. Tourism and Sport Manage
Theory and Practice of Organizing Cultural Events										48	3						Social and Humanities
Branches of Combat Sport										48	3						Individual Sport Branches
<b>Alternative 5 (4 cr., 1 subject to select)</b>																	
Classic and Jazz Dance												64	4				Physical Education and Gymnas
Lithuanian Folk and Everyday Dance												64	4				Physical Education and Gymnas
Games												64	4				Sport Games
Gymnastics and Aerobics												64	4				Physical Education and Gymnas
<b>Alternative 6 (3 cr., 1 subject to select)</b>																	
Dance and Choreography														48	3		Physical Education and Gymnas
Contemporary Dance														48	3		Physical Education and Gymnas
Track and Field														48	3		Individual Sport Branches
Sport Tourism														48	3		Individual Sport Branches
Winter Sports														48	3		Individual Sport Branches

**FREE-CHOICE STUDY SUBJECTS**

Study Subject	Study volume per semester												Department					
	I		II		III		IV		V		VI			VII		VIII		
	v	k	v	k	v	k	v	k	v	k	v	k		v	k	v	k	
Foreign Language												96	4	72	3	48	2	Computer Science and Language
Comparative Theory of Social Education																32	2	Social and Humanities
Organization and Management Psychology																32	2	Social and Humanities
Social Politics																32	2	Social and Humanities
Introduction to Education Management																32	2	Social and Humanities
History of Culture																32	2	Social and Humanities
Ecology																32	2	Applied Physiol. and Kinesiother.
Public Health																32	2	Health and Physical Activity
Physical Activity and Health										48	3							Health and Physical Activity/ PE
History of Physical Education and Sports										48	3							Social and Humanities
Philosophy of Kinanthropology										48	3							Social and Humanities
Sport Management										48	3							Recr. Tourism and Sport Manage
Sport Sociology										48	3							Social and Humanities
Foreign Professional Jargon										48	3							Computer Science and Language
Communication Behavior										48	3							Social and Humanities
Organization of Social Services										48	3							Social and Humanities
Psychopathology										48	3							Social and Humanities
Social Medicine												64	4					Health and Physical Activity
Social Care and Welfare												64	4					Social and Humanities
Organization of Sport Events										48	3							Recr. Tourism and Sport Manage
Modern Dance										48	3							Physical Education and Gymnas
Theory and Practice of Organizing Cultural Events										48	3							Social and Humanities
Branches of Combat Sport										48	3							Individual Sport Branches
Classic and Jazz Dance												64	4					Physical Education and Gymnas
Lithuanian Folk and Everyday Dance												64	4					Physical Education and Gymnas
Games												64	4					Sport Games
Gymnastics and Aerobics												64	4					Physical Education and Gymnas
Dance and Choreography														48	3			Physical Education and Gymnas
Contemporary Dance														48	3			Physical Education and Gymnas
Track and Field														48	3			Individual Sport Branches
Sport Tourism														48	3			Individual Sport Branches
Winter Sports														48	3			Individual Sport Branches
Other Programmes/ Universities											3		4		2			

**PROGRAMME STRUCTURE AND CONTENT**  
**Plan of the study programme Social Pedagogy**

APPROVED

By Protocol No. 8 of 10 may 2010  
of Senate Meeting

Field Of study	Subject	Study volume per semester																Department			
		I		II		III		IV		V		VI		VII		VIII			Is viso		
		v	k	v	k	v	k	v	k	v	k	v	k	v	k	v	k		v	k	
<b>I. General university study subjects (no less than 10 credits)</b>																					
<i>Compulsory subjects</i>																					
H	Education Philosophy			32	2													32	2	Social and Humanities	
P	Information Technology	48	2															48	2	Computer Science and Lang	
H	Language Culture and Language for Specific Purpose																	32	2	Computer Science and Lang	
<i>Elective Subjects</i>																					
H	Alternative 1	48	2	48	2													96	4		
H	Alternative 2					48	2	48	2									96	4		
<b>Total general education subjects</b>		96	4	80	4	48	2	48	2	0	0	0	0	32	2	0	0	304	14		
<b>II. Subjects of the main study field (no less than 110 credits)</b>																					
<i>Compulsory subjects</i>																					
S	Psychology	64	4															64	4	Social and Humanities	
S	Pedagogy	64	4															64	4	Social and Humanities	
S	Special Pedagogy and Psychology			64	4													64	4	Applied Physical Activity	
S	Family Pedagogy and Psychology									64	4							64	4	Social and Humanities	
S	Social Pedagogy					64	4	48	2									112	6	Social and Humanities	
S	Practice			64	4	64	4	32	2			32	2	32	2	96	6	320	20	Social and Humanities	
S	Final Thesis in Pedagogical Studies																2	0	2	Social and Humanities	
S	Sociology	64	4															64	4	Social and Humanities	
S	Methods of Scientific Research							60	4									60	4	Social and Humanities	
S	Soc.Integr.and Applied Phys. Act. of People with Disabilities							60	4									60	4	Applied Physical Activity	
P	Statistical Analysis of Scientif. Research Data									64	4							64	4	Computer Science and Lang	
S	Fundamentals of Law	48	2															48	2	Recr. Tourism and Sport Manag	
S	Professional Ethics			48	2													48	2	Social and Humanities	
S	Personality and Communication Psychology			64	4													64	4	Social and Humanities	
S	Organizational and Management Psychology											32	2					32	2	Social and Humanities	
S	Social Psychology					60	4											60	4	Social and Humanities	
S	Developmental Psychology														60	4		60	4	Social and Humanities	
S	Deliquent and Preventive Pedagogy									64	4							64	4	Social and Humanities	
S	Psychologic Consulting									60	4							60	4	Social and Humanities	
S	Lithuanian and European Education and Soc. Security Systems									32	2							32	2	Social and Humanities	
S	Recreational Physical Activities											32	2					32	2	Health and Phys. Activ.	
S	Asocial Behavior Psychology											60	4					60	4	Social and Humanities	
S	Social Politics, Soc. Programmes and Projects									32	2	32	2					64	4	Social and Humanities	
S	Educational Psychology													32	2			32	2	Social and Humanities	
S	Social Education of Communities													32	2			32	2	Social and Humanities	
S	Social Care and Welfare													64	4			64	4	Social and Humanities	
S	Social Security and Family Right					64	4											64	4	Recr. Tourism and Sport Manag	
S	Bachelor Thesis																4	4	0	8	Social and Humanities
<b>Total subjects</b>		240	14	240	14	316	16	200	12	252	16	252	16	160	14	156	16	1752	118		
<b>III. Special education subjects of the programme (no more than 40 credits)</b>																					
<i>Selected specializations</i>																					
S	<b>SPECIALIZATION – Family Socialization</b>																				
S	Family Pedagogical Consulting							64	4									64	4	Social and Humanities	
S	Strategies of Child and Family Wellbeing									64	4							64	4	Social and Humanities	
S	Socioeducational Work with Non-Standard Families											64	4					64	4	Social and Humanities	
S	Childhood Pedagogy													64	4			64	4	Social and Humanities	
S	Family Psychological Consulting																64	4	64	4	Social and Humanities
<b>Total subjects</b>		0	0	0	0	0	0	64	4	64	4	64	4	64	4	64	4	320	20		
S	<b>SPECIALIZATION – Organization of Social Work</b>																				
S	Theory of Social Work							64	4									64	4	Social and Humanities	
S	Management of Social Work									64	4							64	4	Social and Humanities	
S	Social Work with Children of Risk Groups											64	4					64	4	Social and Humanities	
S	Social Work with Migrants and Refugees													64	4			64	4	Social and Humanities	
S	Volunteering in Social Work																64	4	64	4	Social and Humanities
<b>Total subjects</b>		0	0	0	0	0	0	64	4	64	4	64	4	64	4	64	4	320	20		
<i>Volume of select. Subjects</i>		32	2	32	2	32	2	32	2									128	8		
<b>Total in the programme</b>		304	20	352	20	396	20	344	20	316	20	316	20	256	20	220	20	2504	160		
<b>Number of subjects</b>		7		7		6		7		6		7		7		5		52			
<b>Average audit. Hours per week:</b>		23		22		25		22		20		20		16		14			48.2%		

## ALTERNATIVES

field Of study	Study subject	Study volumn per semester																Department
		I		II		III		IV		V		VI		VII		VIII		
		v	k	v	k	v	k	v	k	v	k	v	k	v	k	v	k	
<b>Alternative 1 (4 cr., 1 subject to select)</b>																		
H	English Language	48	2	48	2													Computer Science and Languages
H	Professional English Language	48	2	48	2													Computer Science and Languages
<b>Alternative 2 (4 cr., 1 subject to select)</b>																		
H	Professional English Language			48	2	48	2											Computer Science and Languages
H	Foreign Language			48	2	48	2											Computer Science and Languages

## FREE-CHOICE SUBJECTS (recommended list of study subjects)

field Of study	Study Subject	Study semesters																Department
		I		II		III		IV		V		VI		VII		VIII		
		v	k	v	k	v	k	v	k	v	k	v	k	v	k	v	k	
S	Swimming	32	2	32	2													Individual Sport Branches
S	Sport Tourism	32	2	32	2													Individual Sport Branches
S	Track and Field	32	2	32	2													Individual Sport Branches
S	Games					32	2	32	2									Sport Games
S	Branches of Combat Sport					32	2	32	2									Individual Sport Branches
S	Gymnastics and Aerobics					32	2	32	2									Physical Educ. and Gymnastics
S	Theory of Physical Education					32	2	32	2									Physical Educ. and Gymnastics
	Other study programmes /university subjects		2		2		2		2									

### 2.1.1.2. Compliance of the study volume with the learning outcomes

According to LAPE regulations (2008) the number of auditorium hours in full-time studies (NL) has to amount to an average of 40% and in part-time studies to an average of 20% of study time. Volume of independent work of the study programme for full-time students concludes 64.5% and for part-time students it equals to 82.5% of the entire studying time.

Since 2010 the part-time studies are structured in four sessions per year. One session lasts two weeks. The examinations are held during the winter and spring sessions. 28 credits are allocated for one year. Since 2009 the duration of part-time studies has increased from 5 years to 6 years, which has caused dissatisfaction among the students, however, this is regulated by the Lithuanian legal acts.

### 2.1.2. Consistency of the study (NL, I) subjects

#### 2.1.2.1. Logical relations and sequence of the study subjects

An attempt was made to structure the study programme Social Pedagogy (NL, I) in such a way that the later study subjects would be based on the knowledge acquired during earlier study subjects. In 2009 a matrix of connections between the study subjects and the learning outcomes was prepared (Section 1.2.2.2.), according to which the maintenance of the connection and continuity of the studies is checked.

The study programme of Social Pedagogy (NL, I) was renewed in 2009 and 2010. It has a particular list of basic subjects, which cover the classic sciences of education studies and psychology and include: Pedagogy, Psychology, Sociology, Special Pedagogy and Psychology, and Social Pedagogy. Supplementary subjects required for the studies (i.e., related to the mission of LAPE – promotion of health, development of personality through sport) are presented for selection as alternative subjects.

The SAR states that the qualitative changes (subject grouping into three blocks, logical distribution of subjects in semesters) in the renewed programme improves the quality of the studies. The philosophy of the programme is based on transition from general basic subjects to specific subjects and is ended in subjects that summarize the course. This means that the studied subjects are based on previously acquired knowledge and competences, and create favourable conditions for further studies of the subjects. The competences obtained in previously studied subjects are broadened and developed by passing onto specialization and alternative study subjects.

#### 2.1.2.2. Compulsory, elective or free-choice subjects

The compulsory subjects constitute the basis of general university education, the educational nucleus of the selected study field (Pedagogy studies) and specialization subjects.

The compulsory subjects amount to 82.5% of the study programme. The elective (relatively free and free choice subjects) constitute 17.5%. The elective subjects purposefully complement the general university and social pedagogical education and make it complete.

The 9 credit volume (8 credits since 2010) of free-choice subjects creates certain conditions for the students to structure the study content according to their relevant needs. These subjects are intended for the development of general erudition. The study programme complies with the requirement of allocating no less than 5% of the study programme volume to the free-choice subjects.

## **2.2. Programme Content**

### **2.2.1. Compliance of the contents of the studies (NL, I) with legal acts**

#### **2.2.1.1. Compliance of the programme content with regulations for the study field**

In 2009 the first-cycle study programme Social Pedagogy (NL, I) was renewed to comply with the requirements set forth in the Regulation of Teacher Training (Order No. ISAK-3363, 2008). In 2010 the study content was renewed according to the altered Regulation of Teacher Training (2010), regarding the volume of pedagogical studies (no less than 40 credits), the volume of theoretic part (no less than 18 credits) and content and practical part (no less than 20 credits).

The content of the programme is focused on competences, required for the professional activities of a social pedagogue and education in Order No.1687 (2002, Minister of Education) regarding Training Standard Ratification of a Social Pedagogue.

#### **2.2.1.2. Compliance of the programme content with general requirements for the study programmes**

The first-cycle study programme Social Pedagogy (NL, I) renewed in 2009 and 2010 complies with the requirements set for the university study programmes (the provisions of the Basic, Special Professional and Consecutive Study Programmes, Order No. 1551, 2005, Minister of Education and Science).

### **2.2.2. Comprehensiveness and rationality of the study (NL, I) content**

#### **2.2.2.1. Themes delivered in the subjects**

The subject content of the first-cycle programme Social Pedagogy (NL, I) creates conditions to acquire the learning outcomes indicated in the description of the study programme. Every four years the study subjects are recertified.

The SAR, apart from the theme of scientific research, does not underpin the choice of themes within the subjects. The EET cannot confirm the necessity of the themes, for it has not investigated this during the on-site visit. Therefore a check with students, graduates and employers has not been carried out. The former SAR also gives no evidence of the relevance of the themes within the subjects.

#### **2.2.2.1. Forms and methods used in classes**

The forms and methods applied in classes (lectures, practice in groups, seminars, laboratory assignments, etc.) constitute the conditions for students to achieve the given study aims. The teachers apply active teaching methods and coordinate auditorium studies with service learning studies as well as develop abilities to reflectively analyze, assess, interpret, systemize and simulate situations of professional activities of a social pedagogue.

The reflection method is growing more popular in the study process, however, both students and teachers should develop the ability to reflect just like any other critical thinking abilities.

The SAR ends chapter 2 with a summary, strengths, weaknesses and actions for improvement:

#### **Summary**

The total volume of the programme, its separate subjects (including theory subjects, course papers, practice and final thesis) as well as the volume of student independent assignments and auditorium work comply with the requirements of legal acts. The content of the programme is adequate to achieve the learning outcomes set forth in the Regulation of Teacher Training (2010). The grouping of subjects into three blocks (general education subjects, basic subjects of the study field and special education subjects) and the consecutive distribution of the subjects in semesters ensure the quality of the programme.

#### **Strengths**

1. The inclusion of subjects of organizing sport and cultural events into the alternatives (2009) create excellent conditions for the students to obtain competences and sets of values related to the values of physical education and sports that could assist in the successful solving of socialization problems.
2. In 2010 two specializations were formed (Organization of Social Work and Family Socialization), coinciding with the national provisions that encourage to train specialists with certain specializations instead of general social pedagogues.
3. The teachers apply active teaching methods and coordinate auditorium studies with service learning studies in the study process.
4. Elements of the scientific research work (learning outcome B6) are integrated into 11 compulsory study subjects and constitute the conditions for students to obtain the contemporary scientific level that is adequate to higher education.

5. The 8 credits of free-choice subjects create certain conditions for students to structure the study content according to their relevant needs.

### **Weaknesses**

1. The results of the student and graduate surveys (2008/2009) on their satisfaction with the studies show the negative aspects of a large number of alternative blocks (in our case, 6 blocks).
2. The programme has too many subjects of a 2 credit volume, which increases the probability of topic repetition.

### **Action for improvement**

1. In 2011 the Study Programme Committee will decide how to join certain study subjects into larger blocks of modules in order to eliminate the small scale subjects of a 2 credit volume, to optimize the programme.
2. After joining subjects into larger modules their distribution in the semesters will be reviewed and amended.
3. In 2011 the Study Programme Committee will analyze how the topics of the subjects that have been joined will coordinate with the learning outcomes. It will also reveal how relevant the content currently is.

### **EET Conclusions**

The structure and content of the programme are logical in perspective of the programme aims. But the EET has some criticism on the programme aims and learning outcomes, which are confirmed by the structure and content of the curriculum. The structure is fragmented in the sense that it seems logical from the point of view that basic knowledge comes first and then some more depth and specialization. But this holds true for a subject/module oriented curriculum, it needs to be adjusted if LAPE really wants to work with learning outcomes and a competence based programme. In that sense the same conclusions can be drawn by the EET as in chapter 1. For its purpose now we can conclude that the structure and content favour the education of a social pedagogue. Students and graduates are satisfied with the content and the way in which the programme is structured. They do find the programme accessible and they are able to study according to the planned programme. The programme is built up according to the rules and regulations of LAPE and the orders of the Ministry of Education and Science. The programme structure and content is sufficient for its purposes, but once real competence based studies are introduced it needs restructuring. The EET strongly supports the described actions for improvement.

## **3. Staff**

### **3.1. Staff composition and changes**

#### **3.1.1. Rationality of the staff composition**

##### **3.1.1.1. Qualification of teachers**

The qualifications of the teachers of the programme of Social Pedagogy (NL, I) comply with the requirements in legal acts: the Regulation of Teacher Training (Order No. V-54, 2010, Minister of Education and Science) indicates that no less than half the volume of the programme is to be taught by full-time teachers of a higher education institution that have a scientific degree.

LAPE, with regard to staff composition and staff qualifications, pays attention to the staff's scientific activity in the field of Special Pedagogy (NL, I) and the subjects they teach. Appointment to the main positions is done by a public job competition and the employment agreement is concluded for five years. Since 2010 the scientific and academic work of all the teachers in the Department is reviewed once per year.

The programme of Social Pedagogy (NL, I) has employed 34 teachers (3 professors and 24 associate professors, 7 lecturers or assistants). The majority has a degree in Social Sciences (Educational Studies). Six persons have prepared their Doctor Thesis in the field of Education Studies in LAPE in the area of Social Pedagogy.

The SAR states that the qualification of teachers is adequate for the achievement of the programme aims and learning outcomes, considering the number of teachers with scientific degrees/titles and their scientific activity field.

The EET during their on-site visit stated that it still thinks that the amount of teachers with a sound background and experience as Social Pedagogues (the programme object) is not enough. LAPE has to raise this amount or provide for possibilities to involve practice or social partners from the field of Social Pedagogy in the programme. Or encourage teachers to volunteer in this field, as some of the staff do.

##### **3.1.1.2. Ratio of teachers and students**

The ration data during the last four academic years was around 1:23. This is close to the intended LAPE ratio of 1:25. The ratio during the period of the final thesis is 1:5. These ratios comply with the requirements of LAPE, regulating provisions regarding the assurance of study quality.

#### **3.1.1.3. Ratio of full-time and visiting teachers**

In the past four years no visiting teachers were accepted in the programme of Social Pedagogy (NL, I). If LAPE had financial possibilities, foreign teachers would be invited for long-term visits due to their exceptional competences and aims to diversify teaching. The Academy tries to create opportunities for students to take lectures from visiting teachers coming for a short period of time (e.g. 20099, lecture *The Importance of Learning about and Determining the Cognitive Personality Style* of Dr. Assoc. Prof. Ž. Vazne from Riga University).

#### **3.1.1.4. Distribution of teachers' workload**

Currently 85.57% of professors and associate professors give lectures, 92.66% of professors and associate professors supervise practical work and 88.16% of professors and associate professors supervise self study of students. Other teachers implement 14.43% of lectures and 7.34% of seminars.

The workload of the teachers is regulated by the LAPE provisions regarding the pedagogical workload (Protocol No. 1, 2010). According to which an annual pedagogical workload of a teacher amounts to approximately 700 hours. The average weekly workload of a teacher is 36 hours and it is structured as follows: academic activity 12-14 hours, methodical activity 10-12 hours and scientific activity 12 hours. The SAR states that this is an optimum.

The EET has seen no evidence about what the teachers think about this. Although LAPE regularly puts forward questionnaires to the teachers, this important element of job satisfaction is not investigated. The EET advises strongly to do so.

#### **3.1.1.5. Number of technical staff**

A specialist in computer maintenance is appointed to each of the computer classrooms. Therefore, students can always refer to them for assistance. The students of the study programme of Social Pedagogy (NL, I) can work in four computer classrooms, each of which are supervised by an engineer. The number of technical staff members is adequate to provide technical assistance to the students and teachers.

### ***3.1.2. Changes in the teaching staff***

#### **3.1.2.1. Reasons for staff changes**

During the assessed period of this SAR there were only minor changes in the staff composition.

#### **3.1.2.2. Impact of changes in the teaching staff on the study programme**

These minor changes have had no important impact on the programme.

## **3.2. Staff competence**

### ***3.2.1. Compliance of staff experience with the study programme***

#### **3.2.1.1. Teaching experience of teachers**

25 teachers have over ten years experience in teaching in higher education.

#### **3.2.1.2. Scope of teachers' research activities and correlations with the study programme**

All the teachers are actively involved in scientific research in relation to the taught subjects. The teachers publish articles in Lithuanian and foreign magazines as well as ISI magazines. Recently an increase was noticed in works related to social pedagogy. Professors and associated professors of the Department review monographs and textbooks, perform examinations of the Doctor theses in the social pedagogy field.

#### **3.2.1.3. Experience of teachers' practical work**

Some teachers are employed in schools in an educational field (in positions of psychologists, PE teachers, etc.) However, the SAR shows that LAPE lacks teachers who are social pedagogues and have practical experience to assist students to better prepare for practical activities.

#### **3.2.1.4. Scope of teachers' other activities and correlations with the study programme.**

The teachers of the programme of Social Pedagogy (NL, I) carry out expertise, organizational and educational activities in higher education institution as well as other state and public institutions in Lithuania and abroad. The teachers are in possession of sufficient experience in international cooperation and give lectures in universities in foreign countries within the Erasmus programme.

#### **3.2.1.5. Compliance of practice and practical training supervisors' professional activities with the nature of practice**

Currently, the practice of the students of the study programme Social Pedagogy (NL, I) is supervised by two postgraduates.

#### **3.2.1.6. Pedagogical, scientific, management and other experience of Coordinator of the study programme Assoc. Prof. Dr. Š. Šniras**

Associate professor dr. Š. Šniras has 11 years of teaching experience in higher education. In 2005 he defended his Doctor Thesis on a topic of social pedagogy *Peculiarities of Social Skill Development in Pupils Playing Basketball*. In 2006 together with a co-author he published a study book *Social Skill Development of Pupils*. For the last five years he has been the Academic Advisor of final theses, course papers and Bachelor Theses prepared by the students of social pedagogy. The Coordinator held seminars (e.g., *Assistance to Children of Risk Groups*, 2005), raised his qualification in courses (ECDL courses, 2006) and participated in *Methodology of Research* courses in LAPE (2009). Also, he constantly takes part in the Theses Defending Committees in the field of Social Pedagogy in the area of Educational Studies in LAPE and Šiauliai University. He is a member of the Doctoral Degree in Education Studies Committee in the Academy, which is responsible for the quality of the theses prepared in the field of social pedagogy.

### **3.2.2. Consistency of teachers' professional development**

#### **3.2.2.1. Regulation and promotion of teachers' professional development**

The qualification raising and professional development of LAPE teachers in pedagogical, scientific and practical fields are regulated by *Description of Order of Organizing Teachers' and Teaching Employees' Assessment and Competitions for Position Taking* (2010). Qualification raising can be achieved by defending a thesis, publishing a monograph or a textbook, preparing a study subject in a virtual environment (e-teaching). The staff working with the study programme regularly raise their qualification.

Most attention is paid to scientific work of a teacher and a little less to methodical activities (publishing teaching tools, writing and publishing teaching articles). The teachers' salary coefficient is calculated based on scientific work. Therefore, it is believed that such an assessment might decrease the motivation of practicing teachers.

The Academy holds computer literacy competitions, e-teaching courses and various annual seminars for the development of pedagogical competence of teachers and spreading of good experience.

#### **3.2.2.2. Scope of the professional development and its impact on the study programme**

75% of the teachers raised their qualifications more than once in the last five years. This was done by taking part in international exchange programmes, in scientific conferences both in Lithuania and abroad, by giving reports (40 on average, half of them in Lithuania and the other half abroad) in international scientific conferences.

All of the teachers of study programme Social Pedagogy participate in the professional development courses held by the Academy. E.g., The Centre of Information Technologies holds annual courses for the teachers about the presentation of teaching material in a virtual environment of *Moodle*. Several of the teachers of the study programme have already been granted teaching quality certificates for distance education.

The SAR ends chapter 3 with a summary, strengths, weaknesses and actions for improvement:

#### **Summary**

The qualification of teachers is adequate for the achievement of the programme aims and learning outcomes, considering the number of teachers with scientific degrees and titles and their scientific activity field. The Academy lacks social pedagogues who have practical experience and are able to assist the students in their preparation for educational activities. Therefore, it is important for the teachers who teach social pedagogy subjects to develop practical experience and in this way to ensure the implementation of the learning outcomes related to practical teaching. Active teacher participation in qualification raising programmes provides them with knowledge and helps them learn new teaching methods.

#### **Strengths**

1. The staff has long-term pedagogical experience. They are able to communicate and cooperate, to provide feedback to the students and to apply methods of active teaching.
2. The aim of the staff is to participate in Socrates-Erasmus international programmes and they wish to implement new methods of active teaching.
3. The scientific activity of the programme teachers is coordinated with the subjects they teach. The teachers publish articles in ISI magazines and their scientific activity is distinct and coordinated with the study programme of Social Pedagogy.

#### **Weaknesses**

1. The Academy lacks social pedagogues with practical experience.
2. The teacher change within the programme is too small scale.
3. Teachers from abroad are rarely invited to give lectures, except for the ones coming through the Socrates-Erasmus programme.

## **Actions for improvement**

1. Starting from January 2011 five employees of the Department will go to educational institutions to work as volunteer social pedagogues.
2. It is suggested to LAPE to conclude new agreements with universities in foreign countries and to invite teachers from abroad through the Erasmus and other international programmes because these teachers can help achieve European and international level of study.
3. The Department of Humanities and Social Sciences suggested to the Senate to supplement the assessment requirements with requirements to implement scientific projects and research of international level.

## **EET Conclusions**

The quantity and the qualification of teachers are adequate to deliver the programme of Social Pedagogy. The staff requirements meet the rules and regulations of LAPE and the Orders of the Ministry of Education and Science. In a sense the EET still has doubts about some of the expertise of the staff, the field of social pedagogy is relatively unknown, certainly not by experience. We noticed that there is a flavour of 'not knowing' among the staff. Some are putting in good efforts to get to know the field of social pedagogy (volunteering), but this needs to be a constant factor in the professionalization policy of LAPE. LAPE should also take care of this item in their policy with regard to appointing new members of staff. The staff works hard and is very motivated, which students and graduates clearly appreciate. New members of staff are taken in with caution and they are given the support they need. Further professionalization of staff is taken serious too, but the EET thinks that more general issues of teaching should be included in the professionalization policy of LAPE (ICT skills, general teaching skills, etc.). The quantity and quality of the staff is sufficient and efficient to deliver the programme. Modern teaching can become a more prominent issue in the professionalization of the staff. The EET strongly supports the described actions for improvement.

The EET has met with students and graduates that were very pleased with their teachers. They found them very supportive during their studies at LAPE. They are of the opinion that the teachers teach in a good and modern way. The EET, during the field visit, has asked various questions about the support for teachers and even more important for new teachers. LAPE provided evidence that teachers are supported well and that there are various structured manners in which further professionalization is possible and stimulated. The EET likes to stress the importance of this. The EET is also positive about the support for new teachers, which can and should be further developed and institutionalized.

The EET is very concerned about the issue of a Social Pedagogue (see our conclusion at the end of chapter 1). The profession is not very clear, but also the staff that teaches the programme for it, has no Social Pedagogues on board. So the experience with the profession is lacking. Which is a main problem in shaping a realistic and authentic programme to teach this profession. LAPE should do much about this. Therefore we are pleased with the fact that LAPE wants to give room for professionalization in this area. But it should also make serious work of appointing new staff with the experience of a Social Pedagogue.

LAPE gives room for teachers to go abroad for teaching and professionalization, the EET finds this important. LAPE states that they want their programme to be European and connecting to European standards. This is not yet the case. The standard of the Bachelor thesis is not yet at the level it should be. Going abroad can and will help to define these standards and to apply them to the programme. It is clear that LAPE teachers that go abroad bring back new ideas and that they share their new knowledge. And indeed it seems wise to stimulate students to go abroad as well, for those numbers are relatively low (even within Lithuania).

## **4. Facilities and Learning Resources**

### **4.1. Facilities**

#### **4.1.1. Sufficiency and suitability of premises for studies**

##### **4.1.1.1. Number and occupancy of premises for studies**

The number of classrooms: 11 premises, each with 30 seats, 3 premises with 80 seats and 2 premises with 120 seats. The Academy also has a laboratory with 30 seats.

The students of the programme of Social Pedagogy have the possibility to use the premises of other laboratories. They also have the possibility to use the Academy library and services of four computer classrooms. The students can also use the pool, the track and field training hall, gymnastics hall and two halls for playing games.

##### **4.1.1.2. Technical and hygienic condition of the premises for studies**



During the last five years many of the premises were renovated, their furniture was changed and the classrooms were equipped with slide projectors (graphic projectors) or such improvements were scheduled to be carried out by pre-ordering the equipment in the technical institutions of the Academy. Approximately 80% of the premises were supplied with computer terminals. Three multimedia projectors are portable and are pre-ordered in the Department of Information Technologies (ITS Department) for use in lectures, seminars and presentation of independent reports. If need arises, possibilities to show video material and connect to internet network are provided for.

#### **4.1.1.3. Working conditions in libraries and reading rooms**

Students can use the Academy library, which has 70 working places, eight of which are for teachers, six of which are equipped with computers and three more computers are designed for students to work with the electronic catalogue of publications with editions dating back to 1997. Publications that were published before 1997 are listed in a card catalogue and the publications of teachers can be found in the electronic catalogue. This way the students can get introduced to the publications related to their study programme and taught study subjects. The library is supplied with Internet connection and ALEPH 500 software for the automated library information system. The library constantly seeks to provide better conditions for its visitors to use the Lithuanian and foreign information sources by regularly updating the electronic catalogue of library publications, the database of the Academy staff scientific publications, car catalogues and card indexes and by testing and subscribing to the information databases.

Each year the library is supplied with new publications having considered the allocated funds and the publication lists prepared by the teachers and scientists. In 2008 the library electronic catalogue registered 699 new publications (a total of 3235 copies were received). The Academy library fund has accumulated 165,361 publications at the end of the year 2008.

Each room of the student boarding houses is equipped with wired and wireless Internet connection so that the students can use the electronic sources of the library in their own rooms. This method solves the issue of the lack of library premises.

### **4.1.2. Suitability and sufficiency of equipment for studies**

#### **4.1.2.1. Laboratory (art) equipment and appliances**

Usually the students and teachers of the study programme use the services of the Laboratory for the Physical Education and Sport Social Problems Research of the Centre of Sport and Movement Science, i.e. they utilize the database of research tools (questionnaires, psychological tests and monitoring protocols) accumulated by the laboratory scientists and receive advice regarding their research works. The laboratory has no other technical equipment except for the copy machines, computers and their software

#### **4.1.2.2. Computer hardware and software**

An assessment of the suitability of equipment for studying makes one note that in 2009 the Academy had 312 computers. Approximately half of the monitors used are more than five years old and should be replaced with LCD monitors. The Academy has four computer classrooms designed for student practical work and self-studies. Also, a distance learning classroom with a computer, multimedia projector, audio and video monitoring and transmitting systems was established.

In 2007 the older software was upgraded and new software was purchased. Approximately 162.2 thousand LTL was spent for acquisition of software. The following software is used in the Academy computers: operating system MS Windows XP 2003, Windows 7, SPSS for Windows 13.0 as well as Internet, e-mail and software for downloading large files.

### **4.1.3. Suitability and accessibility of the resources for practical training**

#### **4.1.3.1. Compliance of activities of the institutions for practical training with the aims of the studies**

The professional internship of students studying Social Pedagogy is carried out in various general education schools, kindergartens and children day care centres, socialization centres, juvenile reform schools and the Kaunas Branch of the Department of Protection of Children Rights.

The variety of institutions for practical experience grants that the students learn practical abilities related to the aims and learning outcomes of the programme. It should also be noted that the students are given possibilities to do volunteer work in day care centres in summer. We assess this positively because the students receive opportunities to acquire more practical skills and get immersed into development of a social network.

#### **4.1.3.2. Ratio of suitable practical training places with the number of students**

Every student has a place for practical internship. The (93) students do not all perform their practical training at the same time.

#### **4.1.3.3. Role of the higher education institution in selecting the sites for practical training**

A total of 53 contracts (40 of them with general education schools, 4 with kindergartens, 6 with children day care centres, 1 with a socialization centre, 1 with a juvenile reform school and 1 with the Kaunas Branch of the Department of Protection of Children Rights) are drawn up to ensure the practical training of students. At the beginning of their internship students are sent to general education schools to acquire experience in a direct working place while being supervised by experienced coordinators. Later on the students can select a practical training site from a list of institutions and organizations. The programme creates suitable and accessible conditions for the students to perform their practical training.

## **4.2. Learning Resources**

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

#### **4.2.1.1. Provision with printed publications required for the study programme**

Every year the library updates its publication list related to the study programme. The Academy library is subscribed to 43 Lithuanian and 38 foreign (34 of them in English and 4 in Russian) scientific periodical publications and magazines.

The number of Lithuanian publications in the library is sufficient. However, most of the foreign publications are only available in the reading-room of the library

#### **4.2.1.2. Access to electronic databases**

The Academy library is subscribed to the following information databases: Emerald Management eJournals Collection, Lippincott Williams & Wilkins Customs, Cochrane Library, EBSCO publishing, SPORTDiscuss, Education Research Complete, PsychARTICLES, SocINDEX, JSTOP, SAGE Journals Online and Oxford Journals Online. The website of the Academy library provides a list of 7 Lithuanian and 18 foreign free access databases. The subscribed databases can be accessed by the teachers and students through the Academy computers as well as by connecting from elsewhere.

### ***4.2.2. Suitability and accessibility of learning materials***

#### **4.2.2.1. Provision with methodological publications**

The teachers of the programme are constantly preparing new publications and publish their research data in scientific publications. Over the last three years the teachers have prepared one monograph, six books/textbooks, nine study books, one methodological tool and one information methodological publication. These publications are related to the taught study subjects. They are used in preparation of study subjects and are included in the lists of main or additional literature for students.

#### **4.2.2.2. Access to methodological publications**

The students can view methodological publications either in the reading-room of the Academy library or by taking them at the General Delivery Desk. According to the student request in September 2010 the Publication Committee made a resolution to place all of the LAPE publications in an e-teaching database so that the students could have a free of charge access to the teaching material.

#### **4.2.2.3. Provision with learning aids**

The study programme incorporates the usage of the above mentioned books, methodological publications and such other tools as cameras and the following video technologies: TVs, DVD players and computers.

The SAR ends chapter 4 with a summary, strengths, weaknesses and actions for improvement:

### **Summary**

The number of classrooms and supporting facilities for studying is sufficient. 53 agreements with various institutions were concluded regarding the practical training of students, the number of positions for internship is sufficient. The number of Lithuanian publications available in the Academy library is adequate and students can view foreign publications mostly in the reading-room of the library. The library subscribes to Lithuanian and foreign periodical publications and magazines that are useful to the study programme. The library provides access to the electronic databases. Every year the list of library publications required for the programme is updated. The teachers of the programme publish publications (monographs, textbooks and study books) required for the study programme.

### **Strengths**

1. The number of classrooms is sufficient.
2. The possibility to use free databases, internet access in the boarding houses, laboratories, free of charge teaching material, etc.

3. The constant update and renewal of the Academy teaching tools, computerization of classrooms, improvement of visual data presentation possibilities.
4. The use of databases of other study programmes.

**Weaknesses**

1. Insufficient workplaces for students in the library during examination sessions.
2. Not many of the subscribed foreign scientific periodical publications are related to the study subjects (e.g.: Asocial Behaviour Psychology, Delinquent and Preventive Pedagogy).
3. Some of the publications used in the study programme are available only in the reading room of the library.
4. The software in several Academy classrooms and Departments is outdated.

**Actions for improvement**

1. A reconstruction of the Academy library is underway to expand and improve the possibilities of using the library services (2010/2011).
2. In 2011 the Information Technologies Centre of the Academy has scheduled to upgrade the software of all the Academy computers.

**EET Conclusions**

LAPE facilities are very suitable to support the education and learning of the students in the programme of Social Pedagogy. The premises are a positive feature of the Academy. It is well equipped for the perspective of sports and physical education. The classrooms are in good order and mostly fit the standard, the library is up to date and grants access to the needed study materials. The ICT facilities are good: enough computers, access to Internet, access to data bases and the equipment to present is fine. Some refurbishing and redecorating is going on, which shows investment in the facilities of LAPE. A point of improvement is the accessibility of international literature. The study facilities for the programme delivery and the students study are good. The EET strongly supports the described actions for improvement.

The EET has met with the students and they were experiencing no problems with finding the needed information for the content of their study. They are positive about the study facilities, the access to computers, software and data bases. The EET thinks this is positive, but likes to stress the fact that international literature should be enclosed much better. And the use of foreign literature by the students certainly is an important point of attention. The use of international literature in the context of the Bachelor theses is not at the level that it should be. The students were not completely satisfied with the information given about their study, some noted that the information on the practice periods and the specializations is not clear.

## 5. Study Process and Student Assessment

### 5.1. Student admission

#### 5.1.1. *Rationality of requirements for admission to the studies*

The admission is organized in two stages: 1) general admission, 2) additional admission. General admission is carried out according to the calendar plan and the procedure set forth by the Association of Lithuanian Higher Education Institutions for Organization of General Admission. Additional admission is held in case of available free places after the general admission.

The calculation of the competition grade, its formula, allocation of additional points and priorities in case of an even amount of points is provided in Clauses 36–39 of the SAR 2008.

Since 2010 applicants of the programme of Social Pedagogy (NL, I) must take a motivation test. The content and procedure of this test is affirmed by the Minister of Science and Education.

The 2010 SAR provides clear information on the admission, it includes the competition procedure and the point system for admission.

Tables 3-5 present the data regarding the admission to this study programme and the admitted applicants over the last five years (Tables 3–5).

Table 3. Number of applicants during general admission

Year	A	B

	N	I	N	I
2010	17	10	129	55
2009	27	15	340	112
2008	18	17	266	174
2007	27		350	
2006	35		557	

A – first priority, B – any priority; N – full-time studies, I – part-time studies.

Table 4. Number of admitted students

Year	During general admission		During all admissions	
	N	I	N	I
2010	14	7	14	7
2009	31	21	34	21
2008	26	28	27	28
2007	24		24	
2006	23		23	

N – full-time studies, I – part-time studies.

Table 5. Competition during general admission and additional admission

Year	General admission				Additional admission			
	A		B		A		B	
	N	I	N	I	N	I	N	I
2010	0,7	0,3	5,8	1,83	0	0,03	0,6	0,26
2009	1,19	0,23	14,5	2,5	0,36	0,13	3,1	0,56
2008	0,95	0,56	15,7	5,8				
2007	1,4		17,5					
2006	1,6		25,3					

A – first priority, B – any priority; N – full-time studies, I – part-time studies.

The data provided in Tables 3-5 evidence the popularity of the study programme of Social Pedagogy during the years of 2006-2009. In 2010 the number of admitted students to both full-time and part-time studies decreased greatly. This is related to the admission motivation test introduced in 2010 and to the introduced passing grade or the increase of the tuition fee for studies.

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

#### 5.1.2.1. Actions of the higher education institution in attracting students capable to study

The programme of Social Pedagogy is presented to pupils of Grade 11 and 12 in high schools. The presentation includes discussion of possibilities to acquire new knowledge, skills and abilities, with the help of which social pedagogues can assist in solving contemporary and relevant problems of children and teenagers, society social problems and those of assurance of child's welfare as well as free-time occupation.

Applicants can also access this information on the LAPE webpage ([www.lkka.lt/priemimas/2010](http://www.lkka.lt/priemimas/2010)) and during the fairs for applicants held by the Association of Lithuanian Higher Education Institutions for Organization of General Admission (LAMA BPO).

#### 5.1.2.2. The effectiveness of new student motivation enhancement

The motivation of the admitted students for studies is strengthened by conducting classes in a creative and interesting way. The teachers, having considered students' attempts and abilities to study, objectively evaluate the student, which is also a big encouragement to strive for better results. The students are provided with possibilities to perform their practical training in various institutions and this influences their motivation adequately as well. The student motivation is also strengthened by inviting them to prepare for master studies, encouraging their participation in scientific conferences and writing of scientific research papers in scientific periodical magazines. The disposition to seek good results was also strengthened by the fact that in 2010 the students who showed good performance and whose grades average during the semester was higher than 8, did not have to pay for their studies. In 2010 students expressed their opinions that their motivation to study is especially enhanced by the general approach of the Academy towards a student, the conditions for studying, encouragement system, etc.

## 5.2. Study process

### 5.2.1. Rationality of the programme schedule

Every semester in the programme of Social Pedagogy (NL) on average no more than 7 subjects are studied (20 credits). For part time studies this is an average of 5 subjects (about 14 credits).

The study schedule starts with compulsory subjects and is structured in such a way that only later the study includes development of competences and an increase in selection possibilities.

The rationality of the programme schedule is also evident due to the fact that the students have sufficient time for self-studies (approximately 4 hours per day).

#### 5.2.1.1. Schedule of the study classes

The schedules are put together for one semester and are confirmed by the Rector. They remain unaltered during the entire semester, except for special cases about which the students are informed accordingly. This fixed schedule allows the students to plan their time better.

Each teacher has allocated certain visitation hours (2-4 hou per week) for consulting students and this timetable is publicly announced on the information board of the Academy. The students can also get replies to their questions by e-mail.

#### 5.2.1.2. Schedule of the examination session

The examination schedules are coordinated with both the teachers and the students and then they are confirmed by the Dean of the Faculty. There is only one examination per day and three days must be left between examinations to give the students time for proper preparation. The students whose learning results were assessed as insufficient (4-0 points) are granted the right to retake the examination once. Disagreement over the examination results, etc. is indicated in the LAPE study regulations.

### 5.2.2. Student academic performance

#### 5.2.2.1. Monitoring of student progress and drop-out rate

To change in the number of students over the last five years is presented in table 6. The data show only a slight drop in full-time studies (e.g. 13%), but a large scale drop (38%) in part-time studies. According to the students they were unable to fulfil their monetary obligations.

Table 6. Change in the number of students during the studies

Academic Year	Change in the number of students by academic year														
	N (D)	I (N)	V	N (D)	I (N)	V	N (D)	I (N)	N (D)	I (N)	N (D)	I (N)	N (D)	I (N)	V
	I			II			III			IV			V		
2010	14	7		25	21		22	20	21	23		27	82	98	
2009	34	21		23	20		21	22	20	28		18	98	127	
2008	27	28		25	20		20	28	22	17		22	94	115	
2007	23	24		20	32		24	18	27	22		0	94	96	
2006	23	33		25	23		28	22	18	0		0	94	78	

N – full-time studies, I – part-time studies.

The EET has established that the facts of drop out are only registered and there is some explanation for the reasons, but there is no evidence of a policy to retain students and to support them in trying to study on. LAPE should look into this and take action to put forward this policy and actions.

#### 5.2.2.2. Student participation in research

Skills of scientific research work are formed by passing the compulsory courses (11 credits). The students actively participate in scientific research by performing professional practical training, writing a course paper and a Bachelor thesis. They analyze the results of scientific researches and present it in reports during conferences and sometimes in articles that are published.

However students are active in research, the EET has quite some important criticism about the quality of the research that is conducted in the final thesis. For this reason we have some doubt about the quality of the other research activities by students. We were not able to establish the quality of this research.

### 5.2.3. Mobility of teachers and students

#### 5.2.3.1. Scope of teacher mobility and its impact on the study programme

Approximately 34.4% of the teachers went abroad during the period assessed in the SAR. They take an active part in Socrates-Erasmus exchange programmes giving lectures in foreign universities, acquiring up-to-date professional

knowledge and making contacts with foreign partners, who participate in joint research. During these visits to foreign universities teachers got introduced to social pedagogue programmes, quality assurance, teaching methods, organization of practical training, etc. The teachers share their experience with colleagues and it is incorporated in the programme. The data regarding the mobility of teachers is provided in the tables 7 and 8.

Table 7. Teachers gone abroad for academic work

Academic year	Number of teachers	Percentage in terms of the entire full-time academic staff of the study programme	Institution (country)*
2009-2010	13	38,2	Czech Republic, Latvia, Netherlands, Portugal, Spain, Bulgaria.
2009-2008	15	44,1	France, Czech Republic, Portugal, Germany, Bulgaria.
2008-2007	13	29,5	Czech Republic, Portugal, Germany, Latvia.
2007-2006	13	32,5	Greece, Germany, United Kingdom, Netherlands, Czech Republic.
2006-2005	11	27,5	Netherlands, Latvia, Portugal, United Kingdom, Germany.

\* Institutions (countries), to which the most teachers travelled to.

Table 8. Number of teachers who arrived for academic work to the core academic division

Academic year	Number of incoming teachers	Institution (country)*
2009-2010	11	Finland, Turkey, Poland, Czech Republic.
2009-2008	9	Finland, Turkey, Czech Republic, Spain.
2008-2007	10	Latvia, Portugal, Netherlands, Finland.
2007-2006	6	Czech Republic, Latvia, Portugal, Spain.
2006-2005	11	Netherlands, Germany, Denmark, Spain, Finland.

\* Institutions (countries), to which the most teachers arrived.

### 5.2.3.2. Scope of student mobility and its impact on the studies

The data on the mobility of students is provided in the tables 9 and 10. There are only a few students taking part in Socrates-Erasmus exchange programmes. According to the students the main reasons for this are the language barrier and the poor financial situation.

Table 9. Mobility of outgoing students

Academic year	Outgoing students		Institution (country)*
	Number	Percentage in terms of all students in the programme	
2009-2010	2	7,7	Latvia, Czech Republic.
2009-2008	–	–	–
2008-2007	–	–	–
2007-2006	–	–	–
2006-2005	–	–	–

\* Institutions (countries), to which the most students of the programme travelled to.

Table 10. Mobility of incoming students

Academic year	Number of students who arrived for partial studies in the core academic unit	Institution (country)*
2009-2010	12	Spain, United Kingdom, Czech Republic, Spain, Turkey.
2009-2008	15	Spain, United Kingdom, Czech Republic, Poland, Turkey.
2008-2007	11	Spain, United Kingdom, Poland, Czech Republic.
2007-2006	9	Spain, United Kingdom, Poland, Czech Republic.
2006-2005	8	Spain, United Kingdom, Czech Republic.

\* Institutions (countries), to which the most students of the programme arrived.

Both staff and student mobility are present, but we do not know in what percentages compared to the total of staff and students in the programme. We do see mobility, but the effects of mobility in the curriculum are not presented, nor made clear during the field visit. The EET thinks that LAPE should develop clear policies with regard to mobility and the outcomes and as such the effects to the curriculum. This is very important for we find that the programme needs more international benchmarking for the content of the programme. This will also help to validate the programme (as stated that it is needed in chapter 2 of this report).

## 5.3. Student support

### 5.3.1. Usefulness of academic support

### **5.3.1.1. Informing about the programme**

The students of the study programme Social Pedagogy are provided with constant and consistent academic support. During the first lecture students are provided with the information about the aims, objectives, structure, assessment forms, independent work and literature of the course. Individual consulting possibilities for students are provided within the framework of each subject. The Academy attempts to react flexible to the needs of the students. Students are provided with learning support. The majority of teachers has prepared methodological material on their subjects as well as study books or monographs, available to all students.

### **5.3.1.2. Student counselling on study issues**

LAPE has its own website with information for students about the study programme (study funding, study aims, learning outcomes, achievement assessment, elective subjects, schedules, mobility opportunities, teachers and their consultations, the requirements for studies, the publications and socio-cultural events of the institution), which is regularly updated.

### **5.3.1.3. Student counselling on career possibilities**

At the beginning of each academic year, the students have a meeting with the Faculty administration and teachers of the programme. In this meeting students are acquainted in detail with the awarded qualification degrees and qualifications, developed competences, the assessment system, the possibilities to participate in the international programmes and projects, partial studies abroad, the prospect of second-cycle studies (master studies) and other career opportunities. Students are acquainted in detail with future career opportunities at the Career Fairs organized by higher education institutions of Lithuania, where students can introduce themselves to potential employers.

### **5.3.1.4. Possibilities to study according to individual programme**

The SAR states that students are provided with the possibility to study according to an individual programme. The EET concludes from the SAR that it is not very clear how this is done. Again we could not verify this during the on-site visit.

### **5.3.1.5. Possibilities of students to repeat subjects and to retake examinations**

Students are provided with the possibilities to repeat the courses and retake the examinations. The approved procedure of the exam retake is in compliance with the requirements of the legislative acts. The failed exams may be retaken once.

## **5.3.2. Efficiency of social support**

### **5.3.2.1. Psychological, sports, health and cultural support**

The students are provided with psychological, cultural, sports and health support. Students can get scholarships, are offered accommodation at the students' dormitory.

### **5.3.2.2. Grants and benefits**

The students are granted scholarships in compliance with the LAPE regulations. The students can receive the following types of scholarships: academic achievement scholarship, one-time purposive scholarship and nominal scholarship. The specific scholarship sizes for a semester are approved by the Academy Rector pursuant to the approved estimate of the scholarship fund.

### **5.3.2.3. Provision with dormitories**

Accommodation is provided according to the following priorities: orphans, people with disabilities, socially supported people and sportsmen of high level. Other students are granted accommodation according to a competition order considering the distance from the applicant's place of residence to the Academy. The first year students are granted no less than 120 places in the dormitories.

## **5.4. Achievement assessment**

### **5.4.1. Suitability of assessment criteria and their publicity**

#### **5.4.1.1. Correlations of criteria with the intended learning outcomes**

The SAR states that the criteria for student achievement assessment are closely related to the learning outcomes. But the evidence presented in the SAR only refer to the assessment of certain abilities, without making clear how criteria are specifically related to the learning outcomes.

It is very serious that the EET cannot confirm the criteria for assessment in connection with the learning outcomes in the given subjects within the programme. This is a serious lack of information on a basic issue in assessing student achievement.

#### **5.4.1.2. Composition of the assessment grade**

The evaluation of learning outcomes of each study subject is based on a ten-point grading scale. The subject is considered as passed after receiving a grade of no less than 5 points. The SAR shows the four ways a final grade can be determined.

Each teacher presents the evaluation system in the subject descriptions and during the first lecture to the students. The teachers are recommended to conduct the majority of the intermediate assessments in written form and the examination only in written form.

#### **5.4.1.3. Publicity of assessment criteria**

During the first lecture students are acquainted with the subject, aims, content, the volume of the subject, the forms of the studies and the requirements for assessment, etc. The criteria should be clearly understandable introduced to the students in advance. All of the subject descriptions are available to the students.

The EET finds that the procedures of assessment are well in place, but the intersubjectivity and quality of marking are doubtful.

### **5.4.2. Feedback efficiency**

#### **5.4.2.1. Methods of feedback**

The students receive feedback about their achievements mostly in a form of generalized assessment (by providing evaluations and points) or a formative assessment (teachers introduce the students to the evaluations by providing comments in written form or verbal form if the student requests so).

To ensure that the students react to the feedback information, the teachers contact each student and if necessary discuss what was unclear, what learning gaps have occurred and what should be given greater attention by the student. Some of the teachers hold seminars or consultations after examinations to discuss the results.

#### **5.4.2.2. Effect of feedback on student achievements**

The SAR shows no evidence at all about the effect of feedback on student achievements. Some assumptions are made as to the possible effect. The EET thinks that LAPE does not look into this issue. It recommends that the university starts to do so, as feedback is essential in a students' learning process.

### **5.4.3. Efficiency of graduation papers assessment**

#### **5.4.3.1. Requirements for final thesis**

Clear requirements for the final Bachelor thesis are given in the SAR. The topic of the Bachelor thesis must correspond with the programme aims (Regulation for the Preparation and Defence of the Bachelor Final Thesis). The EET has some general remarks about the Bachelor thesis that will be presented in the last part of this report, under the heading of recommendations.

#### **5.4.3.2. Procedure of final thesis assessment**

The procedure for the final thesis is also clearly defined by the Regulation for the Preparation and Defence of the Bachelor Final Thesis. The student's final thesis is evaluated in a Department meeting and after fixing all the noticed drawbacks the student is allowed to defend the paper publicly in front of the Bachelor Thesis and its Defence Assessment Commission.

The final theses and their defence are assessed by all the members of the Commission. The grade of the final thesis assessment is determined by calculating the average of the evaluations. The assessment criteria are the relevance and significance of the chosen topic, formulation of the topic, the scientific level of the thesis, the integrity of work, completeness of the content, the quality of the thesis layout, the quality of the report, the evaluation of the reviewer. The evaluation results are announced on the day of defending the thesis after the Commission meeting.

#### **5.4.3.3. Results of final thesis assessment**

In 2009 34 students defended their final Bachelor thesis, the average grade was 9.35. In 2010 39 students defended their final Bachelor thesis, the average grade was 9.04. Over the period of 5 years only one appeal was submitted. There are some issues to be improved: the topics and research methods are sometimes repetitive, therefore, more attention should be paid to the assurance of work variety and the suggestions and requests of social partners and employers should be considered. The students lack the ability to compare their research results in more detail with the most recent scientific research in the world. There is also a lack of works with qualitative research, the works include no triangulation method and they lack research ethics.

The EET can confirm the last mentioned points for improvement. In fact these issues were clearly raised by the EET at the end of the on-site visit as one of our main critical points regarding this programme. Again we will stress these issues at the end of this report in the recommendations for improvement.

### **5.4.4. Functionality of the system for assessment and recognition of achievements acquired in a non-formal and self-study way**



#### 5.4.4.1. Assessment demand

Some teachers encourage students to participate in seminars, projects and conferences on the topics of social education, physical education and the development of sports values. But the recognition of achievements acquired in a non-formal and self-study way is not formalized and is left to the judgment of the teachers. An adequate document will be prepared to help teachers successfully create and use the evaluation and recognition system for the achievements acquired in a non-formal and self-study way.

### 5.5. Graduate placement

#### 5.5.1. Expediency of graduate placement

##### 5.5.1.1. Number of employed graduates and reasons of failure to get a placement

Table 11 provides information about graduate (NL, I) placement (graduation period 2006-2010).

Table 11. Information results regarding further activities of graduates

No.	Information type	2006	2007	2008	2009	2010
1	The graduate was employed pursuant to his speciality in Lithuania	45%	53%	45%	48%	18%
2	The graduate is continuing his/her studies in a master study programme in LAPE or other higher education institutions	-	-	35%	40%	26%
4	The graduate was employed abroad	15%	15%	20%	12%	13%
	The graduate was employed in other field than his/her speciality	40%	32%	-	-	38%
5	No feedback available	-	-	-	-	5%

The EET finds no explaining texts in this paragraph regarding the issue of reasons for (un)employment in the 2010 SAR. Therefore we conclude that this issue is not taken serious at LAPE. We strongly recommend the attention for employment, as it is an important factor for students to enter a study. They need to know career perspectives, to be motivated in their study.

##### 5.5.1.2. Correlations of graduate professional activity with the study programme

42% of the graduates were employed in a profession in line with their study programme. 34% of the graduates were enrolled in master studies of Educational Studies (LAPE), Sociology (Kaunas University of Technology), Educational Technologies (Kaunas University of Technology) and Educational Studies (Vilnius Pedagogical University). The EET appreciates these numbers but it also concludes that 24% of the students are not employed in line with their study programme or studying in a master course. We cannot see what is happening with this ¼ of the graduates.

The SAR ends chapter 5 with a summary, strengths, weaknesses and actions for improvement:

#### Summary

In 2010 the admission procedure changed: the applicants to the study programme of Social Pedagogy (NL, I) had to take a motivation test and only the applicants whose competitive grade was no lower than 6 points were admitted. Even though the students fail to fully utilize the possibilities offered by the Socrates-Erasmus exchange programme, they actively participate in scientific research. The students receive the needed information and they receive constant academic, methodological and social support. Usually the students get feedback regarding their achievements, providing them comments in written or verbal form or verbal form if the student requests so. 34 students of the study programme (NL, I) defended their final Bachelor theses in 2009. The average grade was 9.35. 39 students of the study programme (NL, I) defended their final Bachelor theses in 2010. The average grade was 9.04. The assessment and recognition of achievements acquired in a non-formal and self-study way is not yet formalized. The ratios of graduate placement pursuant to their speciality are of average values during 2006-2010.

#### Strengths

1. The admission motivation test and limitations of the admission grade (no less than 6 points), introduced in 2010, allows selecting the most suitable and highly motivated students.
2. According to the students their motivation to study is especially enhanced by the general approach of the Academy towards a student, the conditions for studying, encouragement system (including scholarships), the

prevailing academic and communication climate and the appraisal for LAPE among other higher education institutions.

3. The students of the study programme actively participate in scientific activities and conferences. Over the last few years they have taken prize awarding places, which leads to believe that their abilities to perform applied research are being developed successfully.
4. Teachers actively participate in the Socrates-Erasmus exchange programme and develop their academic and scientific competences, which helps to improve the quality of the programme.
5. The high ratio of graduate placement in line with their speciality, especially considering the potential of students admitted to master study programmes related to the acquired speciality of social pedagogue.

### **Weaknesses**

1. The large number of drop-out students of part-time studies, as according to the students they were unable to fulfil their financial obligations.
2. The students fail to fully utilize the possibilities offered by the Socrates-Erasmus exchange programme due to a language barrier and poor financial situations.
3. The non recognition of achievements acquired in a non-formal and self-study way.
4. Student lack capabilities to compare their research results in detail with the most recent scientific research in the world. The students are in need of more knowledge regarding the carrying out of proper qualitative research.
5. Insufficient participation of the social partners in formulating the topics of the final theses.

### **Actions for improvement**

1. The Study Programme Committee and the Division of International Relations must work together and discuss actions to encourage the participation of the students in the Socrates-Erasmus exchange programme.
2. The teachers must be encouraged to create and use an assessment and recognition system of achievements acquired in a non-formal and self-study way, according to the recommendations and procedure being prepared by the Ministry of Education and Science.
3. In selecting the topics for the final Bachelor theses the suggestions and requests of teachers, employers and social partners must be considered. LAPE must improve the abilities of students to discuss the results of their works in more detail and compare their research results with the most recent scientific research in the world. The students must be trained to use the triangulation method in their works and follow research ethics.
4. Currently the Study Programme Committee is discussing a new Regulation for the Preparation and Defence of the Bachelor Final Theses, which will be amended using the results of the self-assessment of the study programme, the comments of assessment experts, the requests of employers and the situation of the current labour market.

### **EET Conclusions**

The entrance of students, their guidance and support is very well in place. The students are motivated and know what to do in their studies. The information that LAPE gives on the study, the process of the study and the daily needed information are all adequate and sufficient. The students know the way they are assessed and the criteria that are used. Even feedback is regulated quite well, although the EET would like to stress that feedback is an important part of the learning process and should be done more regular and preferably in a written form, which is now mostly not the case. Staff and students have possibilities for mobility, staff uses these possibilities effectively, but the students do not. The EET strongly advises LAPE to look into this and to find ways and means to stimulate and support student exchange as well. The paragraph that really needs improvement is (5.4) assessment. The EET is of the opinion that there is too much old fashioned written examination going on, that focuses too much on knowledge. There is not enough assessment into skills, attitudes, hence competence assessment is not yet started. According to the main programme aims, this should be improved soon. The EET also has some problems about the quality of the Bachelor theses. They seem not to be at the (European) level they should be. The EET finds the over all marking within the programme characterized by very high scores. Students seem to be very good and do not fail as in ordinary statistics across Europe. We have no evidence that the marking is intersubjective, that tests are looked at by other colleagues, e.g. from other institutions and that marking is never compared with other institutions. This lack of inter subjectivity is a serious item. Therefore the EET cannot establish the quality of the marks.

The study process seems to be adequate, but the assessment of it is not. The EET strongly supports the described actions for improvement and giving some guidelines in this chapter.

The EET has met with students, staff and graduates to investigate the topic of the outcomes of the programme. All are very satisfied with the programme. However, the testing and examinations can use improvement. There is a lot

of written examinations and no real assessment of competences, where LAPE states that they educate for the professional competences of a Social Pedagogue.

The whole issue of the Bachelor thesis is also of great importance here. The Bachelor thesis we have seen during the field visit for the majority lack the method of triangulation, the use of international literature or references, the right use of qualitative research, applying research ethics and so on. The EET puts forward that LAPE needs to make work of this. This probably is a university issue, so large efforts can be made to improve on all large scale in quite a fast tempo. There needs to be an improvement plan in the near future. Then staff needs to gather to professionalize on this issue. Then proper educational programmes/modules should be put in place to learn students how to do their research. A strong suggestion is made by the employers to take care that Bachelor research should be applied research, connected to real life issues in the profession. So it is important that the research is connecting theory and practice.

The students do agree that they could make more use of the international Erasmus-Socrates programme, but they think that LAPE should put in more efforts to help them to embark on international exchange. The EET stresses that LAPE should look into possibilities to make exchange of students more often possible. Another issue is that the students would like it if more foreign teachers come in and teach about the profession in their own countries. The graduates were positive about the way they were educated and they feel well equipped for the profession once they are working. The thing they have missed in the programme is the fact that every day work comes with a lot of procedures and paper work. Many of these everyday tasks within the profession are not part of their education at LAPE. They suggest that, using the knowledge of graduates and employers, LAPE takes care of introducing the knowledge of these every day professional tasks in the programme.

The employers were positive about the fact that the programme has the perspective of sports and sports values. Further they find that project work, leadership and the knowledge about children is an important part of the programme.

## **6. Programme management**

### **6.1. Programme administration**

The programme is administrated by the following three institutional units, the functions and procedures of which are laid out in the LAPE internal procedure rules: the Study Commission, the Social Pedagogy Study Programme Committee and the Department of Studies. The Study Commission is a collegial body approved by the Senate of LAPE. Its responsibilities include preparation and discussion of various issues related to studies, documents and resolution projects and their submission for approval to the Senate as well as submission of suggestions and comments regarding study quality issues to the Committees of study programmes. The Department of Studies is responsible for the coordination of studies, data on the studies and students, issue of study documents and organization and implementation of study admission procedure. The Committee of Social Pedagogy Study Programme is responsible for the implementation of the programme aims and constant monitoring of the study programme quality.

The pedagogical, scientific and other experience of the Head of the Social Sciences and Humanities Department Prof. R. Malinauskas is sufficient (18 years of experience) and his activities are in compliance with the study field. He supervises undergraduates of the Social Pedagogy study programme, postgraduates of Education Studies programme and doctorate students in thesis preparation. His recent activities include preparing a monograph *Social Skills of Children of Risk Groups* for publishing in 2010, raising his qualification level in courses (ECDL courses in 2007), participating in courses *Methods of Research* held by LAPE (2009) and constant participation in Thesis Defence Committees in the field of Educational Studies in LAPE, Šiauliai University, Vytautas Magnus University, Kaunas University of Technology and Kaunas University of Medicine.

#### **6.1.1. Efficiency of the programme management activities**

##### **6.1.1.1. Composition and functions of the programme management**

The composition of the Committee is decided upon by the Coordinator of the Faculty study programme (further on referred to as Coordinator) and can be changed each year. The composition of the Committee is approved by an order of Rector.

The Coordinator is constantly in charge of the quality of the coordinated study programme. The following are the functions of the Coordinator. The SAR sums up the various responsibilities of the Coordinator and of the Study Programme Committee.

##### **6.1.1.2. Coordination of collegiality with personal responsibility in decision making**

The teachers can influence the decisions of the Coordinator and the Study Programme Committee because at the end of each year the Coordinator invites all the teachers to express their opinions regarding the issues related to the study quality. The meeting includes discussions on what the teachers can change in their delivered subject to improve the overall quality of the study programme.

### **6.1.1.3. Information about programme monitoring**

The process of study programme administration and quality assurance is set forth in the following documents: LAPE Code of Academic Regulations (2010), Regulations of the Study Quality Monitoring Committees (2010), Regulations for the Study Programme Committees (2005), LAPE Study Subjects Approval Procedure (2008), LAPE Procedure for Recognition of Study Results (2004), Regulation for the Preparation and Defence of the Course Papers and Final Theses (2007), LAPE Regulations for Individual Study Programmes (2007). These documents provide a detailed description on the decision making procedure and the programme quality assurance. The next data collections are kept up to date: student progress and drop-out, registration of graduates and their career, information regarding the mobility of students and teachers, a list of Bachelor theses topics and the defended Bachelor theses.

The data gathered during discussions are analyzed in a meeting of Social Sciences and Humanities Department. Later this information is relayed to the Committee of Social Pedagogy Study Programme. The contact data of the graduates are accumulated from the beginning of their studies and stored in the Department and Dean Office of the Faculty of Sport Education Studies. These data are sufficient for the improvement of the study programme quality.

The EET finds the collection of data impressive, but it stresses that the ways of analyzing the data is not clear enough, neither are the ways in which action are put forward. As a result the outcomes of these actions are not known (yet). Quality assurance needs the full cycle of PDCA, which is not yet established at LAPE. The EET strongly recommends the closing of the PDCA cycle. The EET is pleased with the first attempts in the SAR to present strengths/weaknesses and actions for improvement. This system needs to be properly further installed.

## **6.2. Internal quality assurance**

### ***6.2.1. Suitability of the programme quality assessment***

#### **6.2.1.1. Evaluation as a regular process**

In 2008 and 2010 a detailed external self-assessment of the study programme of Social Pedagogy was carried out. The self-assessment team submitted the self-assessment to the Academy Board, the Study Commission, members of the Study Programme Committee, study programme teachers, students and social partners. Feedback from everyone was gathered and recommendations were presented regarding the improvement of the study programme.

At least once in every three years the Study Programme Committee provides the Study Commission with a self-assessment report.

#### **6.2.1.2. Preparation of evaluation parameters, methods and aids**

The assessment areas, criteria and indicators selected for the internal quality evaluation are the same as the ones for the external assessment.

The choice of applied assessment methods and tools is influenced by the procedure of external evaluation and assessment of the study programme and the quality assurance regulations and guidelines for European higher education.

#### **6.2.1.3. Publicity of evaluation process and results**

The evaluation aims and process are reviewed in the Study Programme Committee and presented in the Department meetings. The evaluation results are presented to the Academy Administration and in the Department meetings. The results are also provided in the final annual report of the Faculty and in the public annual report of the Rector.

The evaluation results are announced on the Academy intranet. The social partners receive information during the meetings of the Study Programme Committee, seminars, discussions and conferences. The quality improvement results are spread during discussions and meetings with graduates and employers and through the Academy newsletter. The results are available to all groups of stakeholders.

### ***6.2.2. Efficiency of the programme quality improvement***

#### **6.2.2.1. Application of evaluation results**

The SAR states that the evaluation results are used to identify the priority quality improvement areas. But the SAR does not show how these results are concretely applied to improve the programme. The EET cannot see how the results are put into actions and how these actions and their effects are monitored.

The system works only partly and seems to offer quite some freedom to improve the programme or not. It means that the system is not yet institutionalized enough.

### **6.2.2.2. Benefit (advantages) of the actions for quality improvement**

The benefit of the use of assessment results included an increase of intercollegiality between the Coordinator and the teachers, as well as between the teachers themselves. More discussions sprung up and more solutions were offered.

The students showed high motivation and they participate actively in the process of study quality assessment. Having passed the subject the students actively take part in discussions with the teachers on what further improvements could be made in that certain subject.

In 2007 the quality of Bachelor final theses was selected as a priority area. Upon assessment the stakeholders state that the students keep to the methodical requirements for the paper preparation more closely than before, so the work became more systematic, their analysis sections seem deeper and the conclusions were better grounded.

### **6.2.2.3. Dissemination of quality improvement results**

Information about the quality improvement results are provided in the annual report of the Faculty, which is presented to the Rector's Council and in the public annual report of Rector. A report is also submitted to the student representation body of the Academy. On the day of social pedagogues the Academy holds a round table discussion, where social partners are invited and introduced to the quality improvement results, and where discussions on further improvements are held.

Other methods are applied as well, e.g. on March 16, 2010, a conference *Improvement of Studying Quality in the Faculty of Sport Education Studies from the Viewpoint of Students* was held. The aim of the conference was to use reports and discussions as means to analyze the problems and possibilities of study quality improvement in the Academy and to discuss the problems that the students face. The topic of the conference caused a huge interest among the students and teachers.

## **6.2.3. Efficiency of stakeholders' participation**

### **6.2.3.1. Participation of students in quality evaluation and improvement**

The students participate in the process of quality assurance: in the activities of the Study Programme Committees, the research of the study programme process, discussions with the group Monitors and student representative body and at the discussions and meetings with graduates and employers.

Since 2004 LAPE has started performing regular and systematic student surveys on the quality of teaching of the study subjects.

The Academy has an open study culture which enables the students to freely express their opinions on various issues to a teacher of a particular subject, the Coordinator, the Head of the Department or the Dean of the Faculty.

### **6.2.3.2. Participation of teachers in quality evaluation and improvement**

Teachers participate in quality evaluation and improvement activities by preparing the assessment of the study subjects, by systematically reviewing or creating new study subjects, developing their scientific activity and raising their qualification by participating in methodology seminars or traineeships.

Once per year the teachers meet with the programme Coordinator and discuss the problems that they face during the teaching process and put forward proposals on how to make the programme more appealing to the students.

### **6.2.3.3. Influence of external stakeholders on the study quality**

The external stakeholders (graduates and employers) have a great influence on the programme quality evaluation and improvement. The quality of the programme is discussed every year with the social partners or their delegated representatives in the Study Programme Committee and meetings of the Department.

The SAR ends chapter 6 with a summary, strengths, weaknesses and actions for improvement:

## **Summary**

The study programme of Social Pedagogy is administrated by the Study Commission, the Social Pedagogy Study Programme Committee and the Department of Studies. Most of the responsibility for the administration of the study programme is held by the Social Pedagogy Study Programme Committee, which is responsible for the implementation of the study programme aims and the constant monitoring of the study programme quality.

The effectiveness of the programme activity management depends on the programme Coordinator, aided by members of the Study Programme Committee. Their main aim is to find out the drawbacks of the study programme, to discuss them and submit proposals to the LAPE Board on how to improve the quality of the programme.

All the stakeholders including teachers, students, graduates and employers participate in the study quality evaluation and improvement process. The results of quality improvement are dissemination to all the stakeholders.

## **Strengths**

1. The programme Coordinator and members of the Committee closely cooperate to establish high quality studies.

2. Close cooperation with social partners (stakeholders).
3. Participation of the teachers in the quality evaluation and improvement.
4. The Academy experience of 75 years worth, its traditions and attitude towards the field of sport pedagogy are successfully integrated into the study programme of Social Pedagogy.

### **Weaknesses**

1. The quality surveys are not always filled in seriously by some students.
2. The Bachelor final theses lack a detailed discussion of the research results and only a small portion of the students decide to carry out qualitative researches.
3. According to the students the assignment submission requirements and evaluation criteria provided by some of the study programme teachers are unclear.
4. During examinations and assessments cases of students cheating and behaving dishonestly still occur.
5. Some of the students study for the sake of getting a diploma rather than obtaining qualitative professional competences and knowledge.
6. The Academy material resources are insufficient to enable the students to use information technologies during the studying process with the aim to improve their practical skills.

### **Actions for improvement of the programme**

1. The programme Coordinator will expand the participation of social partners in the quality evaluation and improvement: meetings will be held with all the teachers and volunteering teachers as well as with social partners.
2. The programme Coordinator will initiate a more active participation of the graduates in the quality evaluation and improvement (each year a graduate day will be held).
3. More attention will be allocated to qualitative researches in the Bachelor final theses.

### **EET Conclusions**

For obvious reasons (this chapter is on quality assurance and management) the EET wants to address some points now. These issues concern quality assurance and management and this was already partly addressed in the Introduction section of this Final Evaluation Report.

The EET is of the strong opinion that the management is responsible for every issue concerning the programme and the way in which it is presented in quality assessment. There are no exceptions to this rule. Therefore we were quite astonished about the process of the various SARS and about some parts of our field visit.

The EET also saw that during the field visit in the meeting with the SAG, this group was not supported enough by the management. The management was not present in that meeting and the SAG was left alone to defend the SAR. It also affected our judgement. Based upon the 2008 SAR and additional 2010 materials the judgement on the chapters 3 (Staff) and 6 (Programme management/quality assurance) would have been insufficient. This also affected the meetings: even though we got quite some answers on questions we had, due to the fact that the SAR lacked the information, we still could not verify issues that we had no information about at all. It is difficult if you are looking for things, if you do not know what these things are.

The new 2010 SAR (February 2011) finally solved quite some of our questions, but still this report was that much positive that it again raised questions that the EET cannot verify now. So the process of quality assurance is obstructed by the whole process.

The EET strongly supports the proposed actions for improvement.

The EET has spoken with students, graduates and social partners, who all are appreciative of the way LAPE takes up their suggestions to improve the programme. They feel that they are heard. LAPE does give them information on the changes made and they are in regular contact, through which they can express their opinions and suggestions.

## C. Recommendations to the institution

The EET recommends:

- That LAPE executes the actions of improvement that they have formulated at the end of every chapter. We find them adequate and much needed. We suggest that LAPE puts them in an improvement plan with concrete results, deadlines, responsible persons.
- That LAPE checks the weaknesses they have stated at the end of every chapter and that they confirm if they are covered by the actions for improvement in every chapter. If they are not covered by these actions, then LAPE should add them to the just above mentioned improvement plan.
- The third element that should be involved in the improvement plan is the conclusions of the EET at every chapter, as far as those address criticism. They should also lead to clear actions for improvement.
- The improvement plan can then be the core of the PDCA cycle of quality assurance. So a path needs to be described for the improvement plan (P), the concrete actions (D), the checking of the concrete results (C) and finally the after the check needed new actions or plans (A).
- We stress the fact that the management, faculty administration (in casu the Rector) is in the end responsible for the actions of improvement and should therefore take the lead in setting the PDCA cycle in motion and keep a constant watch at the system of quality assurance and its results that will improve education at LAPE.
- The programme of Social Pedagogy states that it is based upon the Dublin Descriptors and works with learning outcomes and a competence based curriculum. We think that LAPE should work that out much better in its curriculum that still is very subject oriented and fragmented. There is no competence based assessment and the learning outcomes are at the subject level not connected to the themes. A rethinking of the curriculum is needed.
- Furthermore the development of this programme should be based upon the trends in the work field and in international contexts. Topics and research questions should be taken from close cooperation with the work field.
- To justify the programme it is needed to validate the programme (e.g. every 4 year) with the work field and with scientists from other universities, even foreign experts can be involved.
- The quality of the staff to deliver the programme is satisfactory in order to deliver the programme as it is now, with an emphasis on knowledge. The staff is motivated and dedicated to the students. However in a changing society this is not enough, as programmes will get more general themes and competences. To enter into this future, staff development should be geared much more towards modern day teaching methods, the use of ICT/e-learning platforms, connecting to international developments and literature.
- The quality of the final theses needs to be improved. They lack balance between the various sections, lack in most cases triangulation, are too often qualitative and often make little use of international resources. The main problem appears to be the lack of a comprehensive discussion of the findings of the research presented against the theoretical sources presented in the initial section.
- The criticism we raised in the last two chapters on quality assurance and programme management should be taken very serious by LAPE. The suggestions put forward there must be taken into account and used to improve to a large extend on these items. They must be essential parts of the improvement plan of LAPE. The results at these issues will be a crucial item in a new external evaluation of the programme of Social Pedagogy.

## D. Generalising assessment

The study programme *Social Pedagogy* (state code – 612X10003) is given **positive** evaluation.

No.	Evaluation area	Assessment in points
1	Programme aims and learning outcomes	2
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)	2
6	Programme management (programme administration, internal quality assurance)	2
	<b>Total:</b>	<b>15</b>