



STUDIŲ KOKYBĖS VERTINIMO CENTRAS

**Šiaulių universiteto**  
**SPECIALIOSIOS PEDAGOGIKOS PROGRAMOS**  
**(61207S144, 612X17001)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *SPECIAL EDUCATION* (61207S144, 612X17001)**  
**STUDY PROGRAMME**  
at Siauliai University

Expert team:

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

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<b>Study programme</b>	<i>Special Education</i>
<b>State code</b>	61207S144
<b>Kind of studies</b>	University studies
<b>Studies cycle</b>	first
<b>Study mode (length in years)</b>	Full-time (4), part-time (5,5)
<b>Volume of the studies in credits</b>	160
<b>Degree and (or) professional qualifications awarded</b>	Bachelor in Education, special pedagogue
<b>Date of registration of the study programme</b>	2006-01-25

**Additional data on the study programme**

<b>Beginning of implementation</b>	1995-09-01	
<b>Language of implementation</b>	Lithuanian	
<b>Peculiarities of conducting the study programme</b>		
<b>Institutions (countries) implementing the study programme</b>	Šiauliai University (Lithuania)	

\*Special features of conducting the study programme are indicated

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## 1. Introduction

Study programme *Special Education (SE)* is delivered by the Faculty of Social Welfare and Disability Studies (hereinafter FSWDS) of Šiauliai University. There are 4 departments in the faculty: Special Education, Special Didactics, Social Education and Psychology, Basics of Medicine, also Study Quality Centre, Special Education Research Centre, Public Health Research Centre, Student Representatives' Office. In the faculty 4 professors, 16 associate professors, 7 lecturers, 3 assistants work in full-time position. At the moment 1212 students study in the faculty, 399 of them study the programme *Special Education* (branch *Speech therapy* – 311; branch *Movement correction* – 88).

Study programme *Special Education* is supervised by the Department of Special Education. Subjects of general basics of study area and facultative (alternative) subjects of study fields and branches are taught by the teachers of FSWDS. Study quality supervision group is formed. Since 1995 the Study Programme Committee of Special Education has been functioning in the faculty, the functions of which are to analyze the quality of study programme modules, accredit new modules and renew already accredited modules.

Study programme *Special Education* (branch *Speech therapy*) has the following study modes: full-time – duration 4 years, part-time – 5,5 years. The graduates of the study programme receive qualification degree of bachelor in education and professional qualification of special pedagogue (speech therapist).

The mode of study programme *Special Education* (branch *Movement correction*) – full-time studies of 4 years duration. The graduates of the study programme receive qualification degree of bachelor in education and professional qualification of special pedagogue (movement correction specialist).

The Centre for Quality Assessment in Higher Education of Lithuania was selected international expert team in compliance with the Description of expert selection, approved by Order No. 1-55 “On approval of the description of expert selection“ of the Director of the Centre dated 19 March 2007 (Official Gazette, 2007, No. 35-1312; 2009, No. 97-4111) (hereinafter – the description of expert selection). International expert team was nominated for evaluating quality and efficiency of the Study programme *Special Education* in Šiauliai:

1. prof. Ilze Ivanova (University of Latvia, Latvia)
2. Assoc.prof.Mare Leino (University of Tallinn, Estonia);
3. Ass. prof. Mirela Duranovic (University of Tuzla, Bosnia and Herzegovina);
4. Prof. em. Friedrich W. Seibel (The European Centre for Community Education, Germany);
5. Audronė Vareikytė (The Association of local Authorities in Lithuania, Lithuania).

In accordance with the evaluation procedure, the commission reviewed the self-evaluation report and the self-evaluation tables created by the Study programme *Special Education* (branches *Speech therapy*; *Movement correction*) in Šiauliai. On 11<sup>th</sup> November 2010 the commission carried out evaluation including meetings with staff responsible for preparation of self-evaluation report, teaching staff, students, graduates and employers and gained direct insight into its activities and work conditions.

Following insight and interviews, the Commission submits the following report.

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

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

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

During the visit the commission became aware that the ŠU FSWDS has a strong tradition in preparing specialists for work with children with special needs (from defectology to inclusive education).

ŠU FSWDS is the only higher education institution in the country that trains special pedagogues who work in the institutions of mainstream and/or special preschool and school education, ERS, PPS and other institutions of education and/or healthcare where special educational support for pupils having SEN is provided.

According to the data of Information Technologies Centre of the Ministry of Education and Science, Labour Exchange Office of Lithuania of 2009, there is lack of special pedagogues and speech therapists in schools of southwest Lithuania. In Lithuania, especially in certain regions there is lack of special pedagogues, speech therapists and movement correction specialists.

Demand for the programme among applicant was explained including number of applicants.

**Demand for the specialists in the labour market, demand for the programme among applicants and position of the programme among other study programme are relevant and therefore reasonable and appropriate.**

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

Study programme Special education harmonizes with the implementation of Šiauliai University strategic goals and EU standards.

Aims of *Special Education* study programme are formulated with regard to the requirements of the Lithuanian profession classifier (2002) corresponding to the structure of international standard profession classifier ISCO–88 for profession group (code 234) – Special education teachers (ISCO qualification level – 4): profession code 234001 – special pedagogue; profession code 234002 – speech therapist. Study programme content is developed referring to the documents regulating university studies and the documents regulating the provision of special educational support for children having SEN.

FSWDS has to give more intention on training special pedagogues according to progressive educative ideas, the ideas of inclusive education raising intellectual and moral potential of the nation.

**The programme purpose, the mission and the development strategy of the FSWDS have to be more in the sense of the inclusive education, international directives and EU strategic development documents.**

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

Person obtaining qualification of bachelor in education, *special pedagogue* should: **be able** to perform continuous assessment of pupils' SEN; consult teachers and parents on the issues of assessment of pupils' SEN and special education; in pedagogical activity conceptually apply special education theories and technologies, use modern information technologies, perform scientific research; tolerate differences, emphatically communicate with pupils, their parents (foster-parents) and colleagues; **be aware** of typical and individual learning features of children having various developmental peculiarities, special educational needs; **know how** to plan, organize and reflexively assess one's own pedagogical activity, working with children apply didactic systems and strategies.

Bachelor in *Speech therapy* specialization should be able to identify speech, language and communication disabilities; assess and meet special speech and communication educational needs, practically apply speech education and speech therapy technologies for persons of different age and having different disabilities; consult on the issues of the assessment of speech development and education.

Bachelor in *Movement correction* specialization should be able to assess the level of motor development, physical and biosocial functions of persons of different age, apply methods of movement correction, organize physical activity of persons having disabilities, consult on the issues of the assessment of motor development, functions, education and adaptation of everyday environment.

**The professional activities that the graduates (bachelor in education, special pedagogue; bachelor in speech therapy; bachelor in movement correction) should be able to perform, should be more concrete, with their clear clarification. They are written more on general basis.**

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

### **1.2.1. The comprehensibility and attainability of the learning outcomes**

Content of learning outcomes/Qualification requirements for special pedagogue, speech therapists and movement correction specialist are explained in self evaluation report. Information in Tables with specific learning outcomes and study programme aims are shown detailed.

**Qualification requirements for special pedagogue are well explained, but the qualification requirements for branches Speech therapy and Movement correction should be explained with more details and according to requirements of these professions.**

### **1.2.2. Consistency of the learning outcomes**

Study programme *Special education* develops *general cultural, functional* and *transferable* competences. Every outcome of study programme is formed in more than 10 modules.

**Learning outcome - the principles of the development of individual programmes (early, preschool education, general, special programmes and education standards, general education plans) - isn't reflected in the learning outcomes of the subject level.**

**In the self-assessment report, learning outcomes for branches Speech therapy and Movement correction aren't presented in relation to subject level.**

Validity of learning outcomes is constantly assessed with regard to students', graduates', social partners', employers' surveys on study quality, labour market demands, etc. E.g., having considered the data of employers' survey, teachers assign more tasks developing transferable (planning, foreign languages, computer work, etc.) abilities.

Study programme, content of delivered modules are constantly renewed, learning outcomes are revised.

In the recent years study programme is rearranged and renewed.

In 2009 mandatory formal changes of study programme *Special education* were performed.

In 2009 much attention was paid to the correspondence of the competences formed in module studies to qualification (professional) and general (transferable) competences indicated in study programme descriptions.

**Study programme Special education consistently considers learning outcomes for their appropriateness to the demands of the labour market and society (responding to cultural, social, economic, political etc., needs). The role of the stakeholders in renewing learning outcomes is discussed. Reasons for transforming learning outcomes are analysed. But, there should be more reasonable renewal of learning outcomes according to preparing students for work with children with special needs in mainstream schools.**

## **2. Curriculum design**

### **2.1. Programme structure**

#### **2.1.1. Sufficiency of the study volume**

Study extent meets the requirements for university study programmes with respect LR MES Minister's order "On approval of description of full-time and part-time study modes" (2009 05 15, ISAK-1023).

The extent of study programme meets the requirement of general university study programmes, that the extent of full-time study programme should be 30-40 credits per year (40 credits), part-time study programme 20-30 credits (30 credits); the number of study subjects per semester should not exceed seven.

The proportion of contact hours and the organization of students' self-study hours is regulated by LR MES Minister's order and ŠU Study regulations.

General extent of study programme, the extents of separate subjects or their groups (including theoretical subjects, course papers, practical placements, final works, students' self-study and contact studies) meet the requirements of legal acts regulating university studies.

**There is compliance of the study volume with the requirements of legal acts.**

#### *Consistency of the study subjects*

Study subjects are consistently arranged in blocks. In I-II year general education subjects are studied that form general cultural competences. From II semester the subjects of basics of study field are started to study, by which functional competences are developed. In study years II-III-IV the subjects broadening professional functional competences are studied: general basics of study field and special training; course papers are prepared and practical placements are performed.

Specialization subjects of study programme *Special Education* (branch *Speech therapy*) – Speech therapy, studied from II year; Speech therapist's practical placement – III year, certain alternatively chosen subjects develop specialized abilities of speech therapist's professional activity.

Specialization subjects of study programme *Special Education* (branch *Movement correction*) are studied from II year. Studies of these modules develop specialized professional activity abilities of movement correction professional.

Subjects are divided into obligatory and optional: alternative and facultative. Obligatory subjects make the basis of general university education, education core of chosen study field and specialization subjects. Alternative subjects essentially complement and perfect general university and special pedagogue's education.

**As mentioned in the Self-evaluation report for Study programme *Special Education* (branch *Speech therapy*), Content of learning outcomes/Qualification requirements for speech therapist are:**

- 1. ability to assess the peculiarities of speech development, speech and other communication disorders, pupils' special needs;**

2. knowing the methods of special educational support for pupils having speech/language disorders, the ability to apply them developing speech abilities of these pupils;
3. ability to communicate and collaborate with pupils having speech disorders, and collaborate with teachers, other persons, directly participating in the education process, pupils' parents (foster-parents, guardians), professionals of pedagogical psychological services, healthcare, education, other institutions.

**Correspond to study programme aims:**

1. to identify speech, language and communication disabilities; to assess and meet SEN of speech and communication;
2. to practically apply the technologies of speech education and speech therapy for persons of various age and having various disabilities; to professionally consult on the issues of the assessment of speech development and speech education; to emphatically communicate with pupils, their parents (foster-parents) and colleagues;
3. to professionally consult teachers and parents on the subjects of the assessment of SEN and special education.

There are not enough academic hours, if we want to meet learning outcomes with regard to a thorough examination of the assessment and therapeutic processes of different speech and language disorders. In all subjects (Speech therapy 1, 2, 3, 4) there are only few academic hours for teaching students about assessment and rehabilitation of different speech and language disorders (articulation disorders, dysarthria, disorders of written speech, stuttering, voice disorders, aphasia, language disorders). If we want to meet learning outcomes – more attention should be given to these speech and language disorders.

**Suggestions:**

For the improvement of the study programme *Special Education* (branch *Speech therapy*), in the Block III (special education of study field), there should be less didactics and more subjects with aims to teach students about particular speech and language disorders.

Principles on how study subjects are attributed to compulsory or elective type are analysed. An assessment is made on possibilities available to students to choose study subjects freely (the number of credits granted to elective subjects, and the compliance of such procedure with the requirements of legal acts, whether students may freely choose subjects at other higher education institutions, etc.).

#### *Compliance of the contents of the studies with legal acts*

Study content is coordinated to Pedagogue training regulation and Description of teacher's professional competence (2007). Study programme meets regulation requirements for pedagogical study extent (at least 40 cr.), extent of theoretical part (at least 18 cr.), content and practical part (at least 20 cr., including subject pedagogical practical placement at least 12 cr.). Facultative subjects are oriented towards development of competences necessary for teacher's professional activity. Graduate of pedagogical studies gains general cultural, professional, general and special competences indicated in Description of teacher's professional competence (2007).

Study content meets general requirements for basic university study programmes. Programme consists of three purposive parts: general education, study basics and special (professional) part.



**Compliance of the contents of the studies with legal acts is disclosed by assessing the correlations of the programme contents with the regulation of the study field; the study contents is assessed for its compatibility with the requirements of other legal acts for study programmes.**

*Comprehensiveness and rationality of programme content*

**There is no enough compliance of themes with learning outcomes, the themes are not sufficient to achieve learning outcomes.**

**Suggestions:**

**Development of study programmes should be in line with the needs of society.**

**There should be more themes about inclusive education, individual education plan, identification and therapy of particular speech and language disorders, movement correction and to be in compliance with learning outcomes.**

**3.Staff**

*Rationality of the staff composition*

In special education study programme (*branch Speech therapy*) 72% of full-time teachers have scientific degrees and titles.

In study programme (*branch Movement correction*) 75% of full-time teachers have scientific degrees and titles.

**Teachers' qualification meets set requirements, is sufficient striving for programme aims.**

**The ratio of students and teachers working in the programme is suitable regarding different forms of classes, stage of studies and different type subjects. Ratio of students preparing graduation papers and their research supervisors is also rational.**

**Ratio of full-time and visiting teachers –the requirements set out in legal acts regarding the number of full-time teachers are met.**

Proportion of contact hours and hours of organizing students' self-study is regulated by LR MES Minister's order and ŠU Study regulations.

**The teachers' workload is distributed in an optimal way in respect of the teaching needs, research and other activities.**

*Turnover of teachers*

During recent 5 years 5 lecturers retired. These courses are now delivered by 2 young full-time teachers having practical work experience and 2 part-time teachers having practical experience. Turn over of part-time teachers is not big either (20–25% of all teachers).

Staff turnover allowed to renew module methodology, contents, teaching methods, emphasizing students' readiness to work not only in homogeneous but also in heterogeneous pupil groups in

inclusive education context. Teaching is more related to teaching practice due to teachers' rich practical experience.

**All required information according to staff turnover is analyzed.**

*Compliance of staff experience with the study programme*

Half of teachers have 11–30 years of experience. In 2005–2009 special education study programme teachers prepared and published ~ 50 such methodical publications. According to assessment requirements teacher has to prepare at least 1 methodical aid for students in 5 years. All full-time students meet this requirement, the majority exceeds it.

**Teaching experience of teachers is sufficiency. Teachers actively prepare the learning materials associated with the study programme.**

Teachers of Special Education Department investigate the issues of assessing and meeting special educational needs of participants', analyze the issues of learning/teaching pupils having SEN. This research is related to special education practice and policy of Lithuania. Applied research allows assessing special education situation in the country, foreseeing education priorities and development directions for children having SEN. Scientific research results influence changes in study programme or separate study modules.

**Teachers' research activities are in correlations with the study programme. Quality and impact of upon the study programme of those activities is described. Research activity of the programme teachers are assessed for its conformity with the subject taught.**

**Most teachers publish articles in native language and don't have published articles in journals included into international databases.**

**Suggestions:**

**More importance should be given to publishing articles in journals included into international databases.**

**Stimulate the use of new teaching and learning methods.**

*Teachers' experience of practical work.*

Part of full-time teachers of block II and III subjects have experience of practical work with children having SEN. Teacher's supervising practical placements have rich experience in special education area and part-time teachers of block II and III subjects.

**The teachers' professional experience is sufficient to ensure quality of the study programme.**

*Teachers' other activities (expert, organizational, etc.) extent and relations to study programme.*

Programme teachers perform expert activity in various projects and programmes. Most of the projects, in which teachers participate are related to various aspects of disability studies, children's and adults' special needs, search for better meeting of these needs, etc., and influence changes in aspirations and content study programme and modules. Other projects are related to the improvement of university study process, application of innovative study methods etc. There are

teachers whose activity in project and expert activity is not sufficient. Only a part of study programme teachers actively participate in this activity (9 out of 29 full-time teachers).

Many teachers are members and leaders of different associations and some of them has experience of participation in international organizations.

Experience of international collaboration in the area of science and studies is reflected by teachers' traineeships abroad, participation in international exchange programmes, international conferences, by teachers' academic activity in foreign universities etc. Most of programme teachers do not have sufficient experience of international collaboration in the area of science and studies. It is mostly limited by difficulties of communication in English of senior teachers.

The teachers of study programme are active members of editorial board of the only journal in LT dedicated to special education issues "Special education".

**As mentioned in the Self-evaluation report there are teachers whose activity in project and expert activity is not sufficient.**

**Suggestions:**

**Create a plan for improvement teacher's activity in project and expert activity.**

Professional development is regulated by qualification improvement provisions for ŠU employees'. Professional development takes place in various ways (traineeships, courses, full-time studies, international exchange, etc.). In qualification improvement teachers' participation in courses, seminars and other short-term events in Lithuania dominates, more rarely abroad. Teachers participate in international exchange or improve their qualification in foreign universities. Popular form for young teachers' professional improvement equated to qualification improvement is doctoral studies. Senior teachers improve their qualification preparing presentations for conferences, preparing textbooks, dictionaries, manuals, teaching aids (it is equated to qualification improvement). Teachers who will retire after their tenure did not do qualification improvement training. Teachers' professional improvement is more oriented towards activities in Lithuania, and not sufficiently in foreign universities.

**As mentioned in the Self-evaluation report teachers' professional improvement is sufficient, although more oriented towards activities in Lithuania, and not sufficiently in foreign universities.**

**Suggestions:**

**Create a plan for teachers' professional improvement in foreign universities.**

**Create a plan of pedagogical and professional training of teachers (internal and external professional improvement plan) and their advancement.**

*Study programme coordinator*

Kaffemanienė, PhD in social (educology) sciences has 17 year experience of pedagogical activity. She teaches mandatory and alternative subjects of general basics of study field for students of this study programme, performs scientific research on satisfying pupils' special educational research and special education organization that are related to study programme. In 5 years she had 21

scientific publications. She is the head of faculty Study Quality Centre work team responsible for constant continuous assessment of study programme, internal audit.

**Pedagogic, scientific and management activity of study programme coordinator corresponds to study programme direction.**

#### **4. Facilities and learning resources**

##### **Facilities**

##### *Sufficiency and availability of premises for studies*

In the self-evaluation report it is explained number and occupation of premises for studies and work conditions in libraries, reading rooms. Technical and hygienic status of study premises meets requirements of work security and hygiene norms.

**The available premises and equipment are sufficient and appropriate, and meet hygiene requirements.**

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

**To realize special education study programmes no special or specific laboratory equipment is needed.**

**There is suitable and sufficient equipment.**

##### *Availability and accessibility of resources for practical placements*

Students have practical placements in the institutions where suitable conditions are created to develop abilities foreseen in programme aims and necessary for special pedagogues', speech therapists', movement correction specialists' activity. Practical placements are organized following the order of practical placement organization of ŠU and FSWDS dean's decree on practical placements.

**The activities of institutions wherein students undergo practical training conform to the aims and learning outcomes of the study programme.**

**Students are provided with the conditions to undergo practical training enabling them to achieve the aims of practical training.**

The number of printed one-off and periodical publications is sufficient, they correspond to study programme aims.

**The number of publications (textbooks, research magazines, etc.) is sufficient, and appropriate for attaining the aims and learning outcomes. Availability of the materials for students and teachers is sufficient. Review of publications prepared by teachers of the study programme is analyzed, and the possibilities for students to use them.**

**Study programme is provided with literature on main subject studies, teaching books, textbooks, methodical publications. The number of available books, textbooks and other**

**publications is sufficient. The list of printed periodic publications is analysed. Different publications are available, important for study programme, mostly prepared by faculty teachers.**

**Students and teachers may connect to the subscribed electronic databases in faculty computer classrooms, departments, library, hostels, etc. Students and teachers are ensured access to databases.**

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

The number of methodical publications is sufficient, they correspond to study aims. In publications special education models are described; special pedagogue's competences, teamwork principles, methods; special subject didactics, methodology of course and final papers; methodical material for practical placements etc.

Students may use methodical publications in reading room, take from library, use methodical publications stored in a department or archive. Students may use reading room funds, copy, buy at a bookshop of university publishing office. Students are given handouts of lecture material or electronic access is indicated.

**The learning publications prepared by the programme teachers are used for implementing the programme.**

**The environment (e.g. intranet, library, reading room, etc.) where the learning publications are available, ensure access to such publications.**

**The available methodological aids used in the study programme are modern, and they are sufficient for achieving aims and learning outcomes of the study programme.**

### **5. Study process and student assessment**

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

In the self evaluation report there is information about the contest scores and character of special requirements.

**The evaluation of the first stage and continuous studies include a discussion of the impact of the requirements for general admission to higher education institutions upon the selection of eligible students to study in the programme.**

**Special requirements for admission ensure that the study programme is taken by the students properly prepared for the studies.**

#### *The efficiency of the enhancement the motivation of applicants and new students*

In the self evaluation report, different actions of a higher education institution in attracting students capable to study are explained and they are appropriate for attaining this objective.

**There should be more information about different ways of seeking of higher education institution to ensure that the admitted students purposefully start studies and plan a successful completion by achieving good results.**

**The study process includes the rationality of the programme schedule, student academic performance.**

**During the visit commission got information from students that there is no enough mobility of students.**

### **Suggestion**

**Create plan for improvement of mobility of students.**

#### *Rationality of the programme schedule*

Students' academic load corresponds to ŠU study regulations.

**In the self evaluation report there is enough information about how classes and students' workload are distributed during a week and semester and it is adequately prepared.**

Examination session timetables are made with regard to the requirements of ŠU study regulations. During the visit commission got impression that students are satisfied with examination session timetables.

**Examinations are distributed equally in all session period; students' load during session is adequate.**

#### *Student academic performance*

In the self evaluation report, it is explained how a higher education institution monitors the student progress and drop-out rate and responds to the reasons of academic failure among students. There is the statistical data about changes in students number, the analysis of the reasons, the relation of the drop-out rate with the form, and the year of the studies. The drop-out rate is explained.

**During the visit commission got impression that students should be more develop the abilities of literary analysis, preparation of research instruments, research organization, data collection and analysis. Students' involvement into scientific activity should be more encouraged.**

#### *Mobility of teachers and students*

Most often international visits take place according to the agreements of LLP/ Erasmus and other international projects (Mundus, Grundtvig, Comenius, Leonardo da Vinci etc.) signed by the universities.

**As mentioned in the Self-evaluation report most of teachers cannot participate in this activity because of limited foreign languages.**

**Suggestions:**

**Create a plan for improvement of mobility of teachers and limited knowledge of foreign language.**

**Scope of student mobility and impact on studies is reviewed by discussing the part of students leaving to study under mobility programmes, how the higher education institution encourages them to take part in such programmes, what conditions are provided for the departing and returning students who have taken part in the mobility programmes. The analysis of the data on arriving students and the possibilities provided to them to study is made.**

**Efficiency of academic support is explained through information about dissemination of information about programme and its changes; Student counselling on study issues; Student counselling on career possibilities; Possibilities of studying according to individual programme. Students' possibilities to restudy subjects and retake examinations are described in ŠU Study regulations in detail.**

**Efficiency of social support is explained through information about psychological, sport, health, cultural support; Scholarships and financial support; Provision with hostels.**

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

Assessment system is regulated by LR MES Minister's order, *Recommendations to improve assessment system* prepared by LR MES and ŠU Study regulations.

**Cumulative assessment system is applied for the assessment of students' knowledge and abilities and it provides teachers with the possibilities to assess student's performance in a comprehensive and impartial way.**

**The student achievement assessment is presented to the students.**

#### *Feedback efficiency*

**Feedback about student's achievements to receive sufficient information, and their efficiency is suitable for students to get enough information about their achievements.**

**In the self evaluation report, there is analysis of the measures taken by the institution to ensure the students react to the feedback provided to them and these measures ensure that the students properly respond to the feedback while continuing their studies.**

#### *Efficiency of final thesis assessment*

*Requirements for final works* and assessment criteria are presented in methodical book, in which assessment criteria are described, requirements for final work and most frequently met mistakes are presented.

**Requirements for final thesis are suitable of the requirements (their thoroughness, comprehensibility to students, and compliance to recommended research methodologies and methods with the study field).**

**Procedure of final thesis assessment is discussed by analysing the composition of the committee for assessing graduation papers and the procedure of appointing final thesis**

reviewers. The criteria for final thesis assessment are adequate in terms of impartial assessment of students' performance.

The grades for final thesis correspond to the level of quality of final thesis. The topics of final thesis are reviewed for their compliance with learning outcomes.

#### **Suggestions:**

**In the opinion of the experts there should be more final thesis strictly connected to speech therapy and movement correction.**

**Students should be encouraged to use foreign literature during writing final bachelor work.**

#### *Functionality of the system for assessment and recognition of achievements acquired in non-formal or self-education*

Achievements obtained informally and by self-education are assessed by covering a part of practical placement or a part of study module (cumulative assessment). E.g., if a student presents necessary material about voluntary activities performed in summer in active leisure or rehabilitation camps for children and youth, etc.

**In the self evaluation report, there is no information about the number of students who have used the possibilities provided by a system of non formal or self-education, how students are informed and consulted at the higher education institution about the possibilities of such assessment and recognition while assessing the procedure for taking decisions on assessment and recognition, the ratio of students who took part in assessment.**

#### *Expediency of graduate placement*

**Number of employed graduates and reasons of failure to get a placement are reviewed by analysing the percentage of graduates of the study programme who got a job and reasons for failing to get a placement.**

**Correlations of graduate professional activity with the study programme are reviewed by analysing the compliance of the nature of graduates' professional activities with the purpose of the study programme.**

## **6. Programme management**

### **Programme administration**

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

Different stakeholders are involved in the programme management. The qualification, teaching, scientific, managerial and other experience of the study programme coordinator is sufficient and correspondent to the field of the study programme.

**Liability for the programme implementation and quality assurance is properly distributed among the management members. The programme management cooperates with**



**other community members of the higher education institution in making decisions on programme implementation and quality assurance. The decision making and the quality assurance process are described in the documents of the higher education institution.**

**Assessment parameters, methods and aids are compatible, particular methods and means meet the objective and object of assessment.**

**The information about aims, stages, areas, sub-areas, criteria, indicators, applied methods and means, evaluation results are ensured adequate publicity. Different groups of stakeholders are provided access to the information about evaluation relevant to them.**

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

The evaluation results are used in eliminating weaknesses and developing strengths in respective areas.

**Evaluation results have to be more in use for improvement the study programme quality.**

**Dissemination of the quality improvement results is reviewed, but it should be have more impact the study programme quality.**

**Establish commission for monitoring and improving the quality of teaching.**

#### *Efficiency of stakeholder participation*

During the visit commission got impression that ŠU FSWDS has good connections with stakeholders.

**Students participate in study programme administration and in study quality assessments. Student involvement in the quality assurance actions is discussed.**

**Students should be on their own initiative and encouraged by teachers to perform study quality research.**

**Social partners are involved to study assessment and organization process arranging them possibilities to present lectures, deliver seminars, supervise practical placements, participate in study programme improvement.**

**External stakeholders affect the evaluation and improvement of the programme quality.**

## **RECOMMENDATIONS**

On the basis of self-evaluation and information from tables as well as insight gained from the visit, the expert commission reports that Study programme *Special Education* in Šiauliai fulfils in a satisfactory manner the majority of standards and criteria in educational and scientific activity. Some recommendations for quality improvement are mentioned already in this report.

After analysis of information about teaching activity and study programmes, teachers' workload and space and staff capacity of the Study programme *Special Education*, the commission recommends the following:

1. **Orientation of study programme should be more in line of inclusive education. There should be improvement of the content according to specialization and more practice for students should be organized according to it.**
2. **The professional activities that the graduates should be able to perform should be more concrete, with clear clarification. Qualification requirements for branches Speech therapy and Movement correction should be explained with more details and according to requirements of these professions.**
3. **Importance should be given to aging of teaching staff.**
4. **Teachers should give more importance to publishing articles in journals included into international databases. The study programme *Special Education* should develop a strategy for the improvement teacher's activity in projects and expert activity. International cooperation achieved so far should be improved.**
5. **More contact with teachers should be organized for foreign students.**
6. **More attention should be given on student's research work.**
7. **Teachers should be giving more importance to final thesis connected to speech therapy and movement correction.**

We hope that the mentioned critical remarks and suggestions and final recommendation will aid Study programme *Special Education* in creating new development strategy and its efforts to achieve high level of quality of study programme and teaching staff.

#### IV. GENERAL ASSESSMENT

The study programme *Special education* (state code – 61207S144, 612X17001) Siauliai University is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Facilities and learning resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>19</b>

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

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

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

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

Grupės vadovas: Prof. Ilze Ivanova  
Team Leader:

Grupės nariai:  
Team members: Assoc. prof. Mare Leino  
Ass. prof. Mirela Duranovic  
Prof. Em. Friedrich W. Seibel  
MA Audrone Vareikyte