



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**KLAIPĖDOS UNIVERSITETO**  
**STUDIJŲ PROGRAMOS ANDRAGOGIKA**  
*(valstybinis kodas – 621X30001)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF ANDRAGOGY** *(state code – 621X30001)*  
**STUDY PROGRAMME**  
at **KLAIPĖDA UNIVERSITY**

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Andragogika</i>
Valstybinis kodas	621X30001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Andragogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Iššęstinės (2,5)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Andragogikos magistras
Studijų programos įregistravimo data	2009-08-17, No. 1-73

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Andragogy</i>
State code	621X30001
Study area	Social sciences
Study field	Andragogy
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Part-time (2,5)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Andragogy
Date of registration of the study programme	No. 1-73, 17-08-2009

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## I. INTRODUCTION

### 1.1. *Background of the evaluation process*

The evaluation of on-going study programme is based on **Methodology for Evaluation of Higher Education Study Programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (further – SKVC).

The evaluation is intended to help higher education institutions (further - HEIs) to improve constantly their study programmes and to inform the public about the quality of the studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report (further –SER) prepared by the HEI*; 2) *visit of the review panel to the HEI*; 3) *preparing the evaluation report by the review panel and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC makes a decision to accredit study programme either for 6 or for 3 years. If the evaluation of the programme is negative the programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated only as “satisfactory” (2 points).

The programme is **not accredited** if at least one of the evaluation areas was evaluated as "unsatisfactory" (1 point).

### 1.2. *General*

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the SER and annexes, the following additional documents provided by HEI before, during and/or after the site-visit:

No.	Name of the document
1.	None

### 1.3. *Background of the HEI/Faculty/Study field/ Additional information*

This report evaluates the graduate programme of *Andragogy* established in 2008 and delivered since 2009 at the Department of Andragogy of the Institute of Continuous Studies, in Klaipeda University (ICS KU). The Department of Andragogy was founded in 2002, aiming at linking research to practical activities (such as teaching) related to adult education on the basis of lifelong learning.

The graduates are awarded a Master's Degree of Andragogy (instead of a Master in Educology) taking advantage of the appropriate context for the practice and research activities related to adult education provided by the Department of Andragogy.

The programme was registered on 17<sup>th</sup> August 2009 and this is the first time it is submitted to an external assessment (page 27, para. 64).

The programme's self-evaluation schedule and the preparation of the SER began in May 2013, following the establishment of a self-evaluation group, comprising eight members. This group is headed by Prof. Dr. Birutė Jatkauskienė, Head of the Department of Andragogy, and includes a social partner and a student.

The writing activities closed with a presentation of the drafted SER at a meeting of the Department in October 2013 and the approval of the final SER by the Council of the ICS KU in November 2013.

#### **1.4. The Review Panel**

The review panel was completed according *Description of Experts' Recruitment*, approved by order No. 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the panel on *30th October, 2014*.

- 1. Prof. dr. Jesus Maria Angélica Fernandes Sousa (team leader)**, *Professor of Education at University of Madeira, Portugal.*
- 2. Prof. dr. Sven Erik Hansen**, *Professor of Education, at Åbo Akademi University, Finland.*
- 3. Prof. dr. Larissa Jogi**, *Professor of Andragogy at Tallinn University, External Examiner of the Quality Assessment Council of Estonian Higher Education Quality Agency (EKKA), Estonia.*
- 4. Mrs. Romualda Juozaitienė**, *Consultant of Adult Education and Self-esteem Development, Lithuania.*
- 5. Mr. Gytis Valatka**, *Phd student of Vilnius University (Sociology), Lithuania.*

## **II. PROGRAMME ANALYSIS**

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

The programme aim is clearly presenting and focusing on the competencies.

*to develop the competences of study participants by implementing multifunctional activities of andragogue, by mastering the resources for adult education, by taking into account the requirements of marketing, and by creating a favourable physical, intellectual, social, and psychological learning environment in the context of continuous changes (SER, p. 3).*

The general aim is developed and transferred into an exhaustive set of intended learning outcomes, being accessible in the AIKOS system, in the University website, and in different types of advertising booklets. The outcomes are within the frames of aims explicated from the four blocks stated in the *Descriptor of the Second Cycle Study Outcomes*, approved by the Minister of Education and Science of the Republic of Lithuania: *Knowledge and its application* (A); *Research abilities* (B); *Special abilities* (C); *Social abilities* (D); and *Personal abilities* (E), being in accordance with the demand level of a 2nd cycle study programme.

One by one the outcomes express relevant ambitions, showing the self-assessment group is aware of the responsibility of the role of the andragogue they are training.

A special mention goes to the following outcomes concerning Knowledge and its application (SER, pp. 3-4), as the basis for the development of other competences and abilities:

*A1 The knowledge in the field of resources for adult education;*

*A2 The knowledge in the field of the marketing of adult education;*

*A3 The knowledge in the field of assessment and recognition of the technologies of andragogy activities and learning achievements acquired in different learning environments;*

*A4 The knowledge in the field of development of the learning environment for adult education.*

These are only examples to evidence the consistency with the type and level of studies offered. But all together, the learning outcomes appear as over detailed and unclear. One can ask whether this amount of outcomes on the whole can be reached and whether anybody is able to handle them in practice.

The aims and learning outcomes are also clearly grounded: the SER mentions particular strategic education documents, at national and institutional levels.

The comparison with the undergraduate study programme helps greatly, making the aims of the graduate programme clearer for someone not directly involved in these studies, giving evidences that the persons responsible for the SER are soundly grounded and have a deep vision of this 'new' scientific area.

*The undergraduate studies of Andragogy by their duration, content, and complexity are more oriented towards the extension of educational competences, while the graduate studies of Andragogy reflect both the managerial and andragogical character of the studies of the prospective specialist. A contemporary andragogue not only analyses adult learning needs, plans and chooses the policy and strategy of adult education, as well as negotiates the supply of services and products in a competitive commercial, economic, legal, political, and social environment, but also carries out activities characterised by their multifunctionality that ensure the development and management of the potential of human resources of the organisation. (p. 5)*

The panel is well impressed with the holistic view of the andragogue's professional activity, when describing it as "complex", "multi-functional" and unable to split into different fields.

The learning outcomes are also grounded on the EU definition of andragogue, according to the document *Terminology of European Education and Training Policy: a selection of 100 key terms*, 2008: *it is an individual that performs one or several functions of adult education (of a theoretical or practical character) in an institution of adult education or outside it, e.g. in the job.* (SER, p. 6).

One notices the study programme is aware of the identity of this professional (an identity under development), also based upon studies carried out in Lithuania and abroad, mentioned in the SER (page 6), supporting the idea of multifunctionality and heterogeneity of andragogue's

activity. In fact, in Lithuania, like in other countries, andragogue's professional activity is not fully legally regulated (it is not included in the register of occupations), making them working on the principle of an in-construction professionalization, on the basis of the *Descriptor of Andragogue's Professional Activity*.

The prospective Masters of Andragogy are trained, according to the presently identified, characterised, and existing fields of professional activity. Their monitoring is performed by the LSSA (Lithuanian Association of Adult Education) and LUTSIA (Association of Institutions of Continuing Studies of Lithuanian Universities). And this is to be praised, due to the work of systematization of numerous andragogues activities existing under the names of other posts:

*of lecturer, counsellor, education consultant, specialist of education methods, training specialist, advisor, mentor of practice or apprenticeship, manager of trainings, etc. After the completion of the undergraduate studies of Andragogy, graduates can get the above named posts in the staff services of industrial and service providing organisations (in the fields of professional development and retraining); state management institutions (in the field of public servants' learning to acquire new abilities); in NGOs; in state and private adult education and counselling institutions; or they can continue in the 3<sup>rd</sup> cycle (doctoral) studies (SER, p. 7).*

The study programme presents itself as unique, saying that it does not duplicate any programme in the same field: *There is no graduate study programme of Andragogy reflecting both the professional and managerial functions of andragogue either in Klaipeda or any other universities (SER, p. 7).*

The demand for specialists in this area is substantiated, making use of EU recommendations on the development of HE, under the philosophy of lifelong learning; of an analysis of the context of social and economic environment insisting on the shortage of professional andragogues; mentioning strategic directions of national development appealing to the „*creation and development of a competitive, dynamic, knowledge-based, sustainable, and resourceful economy*”; and presenting an analysis of the labour market made in Lithuania in the period 2006-2010, proving the growth of the adult education sector and consequent greater demand of qualified andragogues. But if we read the demand for the study programme of both Bachelor and Master studies, it seems a bit confusing to see that the reasons pointed out in this SER are exactly the same (BA pp. 7-8; MA pp. 7-9), without mentioning any special reason for this particular programme at the Master level.

It is obvious that the programme aim and the study programme reflect the needs of adult education in western Lithuania, especially addressed to the professional needs of managers/management in adult education. In this regard the aims and learning outcomes are in conformity with the professional roles, activities and multifunctional competencies of managers of adult education.

But the Panel considers that the relationship between this specific concept, the aim expressed and the title of MA study programme *Andragogy* and of the awarded degree of *Master of Andragogy* should be conveyed in a more consistent way.

In short, the programme is ambitious, perhaps over ambitious in terms of learning outcomes; the panel consider the programme aim and learning outcomes are publicly accessible, based on academic and professional requirements, professional needs and the needs of the labour market and consistent with the type and level of studies and the level of qualifications offered. However it would be of benefit for the future development and for quality of the programme and also for carrying it out in practice to crystallize and simplify the description of the learning outcomes and to even more specifically clarify the coherence between the title, the aim, and the learning

outcomes of study programme. The demand of the study programme and of andragogue specialists as the need for such university programme is obvious.

## 2.2. Curriculum design

The curriculum design meets legal requirements. The number of credits corresponds to the duration of a second cycle degree study programme, with 120 ECTS both for full-time and part-time formats. For the part-time programme under analysis, 5 semesters are organised, having the first three 24 ECTS, each, the fourth semester 18 ECTS and the last one 30 ECTS. The number of ECTS is balanced giving all the subjects the same weight: 6 ECTS. It seems adequate.

But there are some incongruence related to the problem about the focus of the study programme raised in the previous point of this Report. And the curricular content and its distribution reflect this, if we have in account the three areas of expertise: educational/andragogical, managerial and research.

The interdisciplinary nature of the study programme leads to a diversity of views, theories and paradigms (marketing, finance, quality management) and the panel consider that the andragogical approaches could be more explicitly presented in the programme.

But there is a logical sequence of subjects, starting with the Methodology of Educational Research, as this is a research Master. Research Paper 1, 2 and 3 are subjects necessary for the preparation of the Master's Final Thesis. The distribution of the contents among these courses is well explained:

*In Semester 1 (Research Paper 1) student gets an academic advisor. One of the aims of the course is the definition of the problem of Master student's individual research paper and the formulation of the theme, objectives, and hypotheses. By agreeing his activities with the academic advisor, Master student makes a plan of the prospective paper, the outline of the research methodology, and a preliminary list of the sources of literature.*

*Research Paper 2 (Semester 2) is intended for the writing of the theoretical part of the paper, the logical identification and correct formulation of the themes and the subthemes, and the purposeful analysis of the research problem. In that stage, Master student is to write and defend the theoretical part of the research paper which is based on analytical independent research.*

*Research Paper 3 (Semester 3) orients one towards the research methodology, the ability to construct the research instruments and to conduct empirical research. (SER, p. 14).*

The first Elective appears in the 3<sup>rd</sup> semester, followed by a whole 4<sup>th</sup> semester dedicated only to Electives, when the students are sufficiently able to choose the direction he/she wants to give to their studies. There are 9 Electives offered by this programme. Subjects addressed to Management, Marketing and Finances respond to the profile of the andragogue described in the previous point, as someone who has to deal with managerial functions.

The ambition behind the stating of the learning outcomes is appreciable and reflects the staff's effort to live up to the new design of changing emphasis on students' achievements. As already mentioned in the previous point, one by one the outcomes express relevant expected outcomes but together they appear to be too many and difficult to handle in practice. Some are also quite wide and diffuse in scope and therefore difficult to assess. The evaluation panel however notes that the approach of learning outcomes is relatively newly introduced and suggests that the approach in the next revision should be simplified and made more transparent. Table 3 tries to provide a detailed and supposed exact illustration of accomplishment of learning outcomes by

the courses. The panel however doubt about the realism in constructing this kind of mechanical diagrams of complicated human processes.

The proportion of contact versus independent hours of work seems to be adequate for this level of university studies according to the Bologna philosophy, which focuses on learning and the learners' work, rather than on teaching and teacher's work.

The procedure of writing, defending and assessing the Final Thesis is regulated by the *Descriptor of General Requirements for KU Student Independent Papers and Art Works* approved by Klaipėda University Senate.

Despite the fact that the subjects do not repeat themselves, more recent and foreign authors and references could be included in the programmes in order to attain the learning outcomes. There are some subjects with no literature available in the Library unfortunately.

In short, the panel consider that the curriculum design meets legal requirements, but the study subjects could have more foreign literature; the themes are not repetitive, the content of the subjects is consistent with the type and level of the studies, their teaching methods are appropriate and diversified, and the scope of the programme is sufficient to ensure the intended learning outcomes: the present content of the programme reflects reasonably current achievements in this scientific area, mainly in Lithuania.

### ***2.3. Teaching staff***

Altogether 13 teachers (3 from the Department of Andragogy, and others from the Departments of Educology, Psychology, Management, Economics, Political Sciences, etc.) constitute the academic staff of this study programme. It includes 8 professors and 5 associate professors.

The formal quality of academic staff fulfils the general requirements presented in Higher Education Standards and other regulations.

Teaching staff is enthusiastic, active and experienced. Teaching culture is dedicated to students and their learning. Various forms of teaching methods are being used in good balance. The panel was impressed by a variety of forms of teaching practice, which has changed during the last years.

But the panel recognise that the supervision practise could be more diversified. In the meetings with students, graduates and teaching staff, it was stressed that mainly one-to-one (student-supervisor) supervision model has been used in supervision practice. Such a careful and precise one-to-one supervision, especially in Master's thesis, gives heavy working loads for few teachers. This load could be shared in more adequate proportions and in more diverse ways of supervision.

The description of staff participation in research, projects, and scientific activity directly related to the evaluated study programme was carefully written, separating the analysis of their work in research, in project activities, in other activities and in the organizations of scientific events. The ICS KU research programme *AMVIGA: Andragogy in the Lifelong Learning Context: Social-Educational-Managerial Aspects of Adult Education* has the participation of the whole staff, and the head of the research programme is the Head of the Department of Andragogy and the head of the self-evaluation group, which gives a greater cohesion to the programme under analysis.

Great part of research publications of the staff of the Department of Andragogy have been selected for the international research database *Lituanistika* (<http://www.minfolit.lt>). Since 2011, the Department of Andragogy has been publishing a research journal *Andragogy* (twice a year), and since 2011, it has been indexed by the *IndexCopernicus* database. Presently, 4 journals of *Andragogy* have been published. But few of them have peer-review international publications.

The academic staff take part in numerous national and international projects related to the aims of this study programme. Special attention was given to a project devoted to the development of common professional standards of 6 countries, and the project for updating the Undergraduate and Graduate Studies of Andragogy at Klaipeda University (2011–2013), mentioned on page 17. The academic staff are also members of the Lithuanian Association for Adult Education (LSŠA), and of the Association of Institutes of Continuing Studies of Lithuanian Universities (LUTSIA) and of international organizations. The establishment of the Third Age University in ICS KU fosters the development of the idea of andragogy as a professional activity and a science among the general public by gathering professionals, students, researchers, and community representatives. They actively participate in the organization of national and international conferences.

The professional development of the staff seems to be very good in general, but, according to the discussions, mainly relying on teachers' own initiatives and choices.

Every 5 years, KU academic staff may be exempted from academic work for no longer than one year for conducting research or for research or professional development. But in practice this possibility seems not to be accomplished as intended, due to financial and practical constraints.

The standard ratio of teachers and students of Andragogy is 1:9, according to KU Study Regulations. In 2012-13, for year 1 of this programme, it was 1:11; for year 2, 1:12; and for year 3, 1:9. According to the SER says on page 17,

the ratio of the teachers and the graduate students enabled the staff to give quality lectures and classes, to supervise practices, to advise on research papers and Master's final theses, and to achieve the intended learning outcomes (SER, p. 17).

The SER also says that the staff selection observes the *Descriptor of the Procedures of Attestation and Competition for Tenure of KU Academic Staff, Heads of Departments, and Deans of Faculties* and the *Descriptor of General Requirements for Graduate Studies*, of the Minister of Education and Science of the Republic of Lithuania. Teachers are employed by the procedure of public competition for the period of five or one year(s) by the Rector's Order. The compliance of the applicants with the minimum qualifying requirements for academic and/or research activity is judged by Attestation Committees approved by the KU Senate.

The turnover of staff is well explained. The greatest changes took place in the context of internal academic positions. All the staff of the graduate study programme of Andragogy who fulfilled higher qualification requirements changed their academic status: lecturers to associate professors, and associate professors to professors. As the SER says, on page 18 (para. 34), „*the growth of the research potential reinforced the professionalism of the academic staff of the Department of Andragogy*“. Beyond the financial aspect, this fact can give another sort of motivation to the staff, in terms of self-fulfilment, which is beneficial for the academic activities environment.

In short, the panel consider that the study programme is provided by staff with an appropriate profile in compliance with the legal requirements, that the number and the qualifications of the

teaching staff are adequate to ensure learning outcomes, that the teaching staff turnover is stimulating to ensure an adequate provision of the programme. At the department level there is a good understanding of the collaborative teaching practice. But despite existing international contacts, the research published in peer reviewed journals in other languages, for instance, English, is still limited. In order to act as a fully recognized university within the research community research published internationally needs to be essentially expanded. The panel also considers that the institution should create better conditions for the professional development of the teaching staff, and that the teaching staff gets possibilities to be engaged in international networks, research and increase publishing in international peer review journals.

#### **2.4. Facilities and learning resources**

The panel was offered possibilities to scrutinize the facilities and learning resources and made the following observations:

Classrooms are adequate both in their size and quality, and meet the requirements of hygiene and work security with modern audio and video equipment. They have wireless internet, data-show projectors, TV and interactive SMART boards. The available multimedia and computer equipment corresponds to the needs of the programme, including needs for extensive teleconferencing and interactive web-based distance learning activities. Classrooms are adapted to the needs of handicapped students.

All lectures take place in the building of the ICS, but students may use premises in other divisions of the university, such as the conference hall and two big classrooms with 250 seats each and others which can be used for lectures, scientific conferences, defences of final theses, etc. The institute has rooms to accommodate visiting professors, which is quite positive.

Library has good possibilities for accessing different data bases. The ICS KU is mainly provided with methodological resources and practical texts books. There are a small number of contemporary books from the fields of Andragogy and Adult Education. 51 databases are subscribed by the university with free access for teachers and students. The Methodological lab regularly receives the latest research periodicals (*Andragogika, Tiltai, Pedagogika, ATEE Spring University*, etc.).

Library cooperates with the libraries of other universities to ensure access to necessary study material available there. But the panel suggests more foreign language literature representing the latest concepts in the field of andragogy.

The services provided are computerized and students have possibilities to order and to use databases from their lap tops. Students confirmed the panel's view and pointed out the good service they receive from a service oriented library staff.

Agreements were signed with institutions for practices, such as St. Ignatius Loyola College, the Klaipeda City Municipality, the Municipal Library of Palanga City, the Palanga City Municipality, the Public Library of Šilalė City, etc. Students have the opportunity to give lectures to the Third Age University attenders.

In short, the panel consider that the premises for studies are adequate both in their size and quality, that the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality, and that the teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible, but contemporary books,

monographs from the field of adult education, lifelong learning and andragogy are limited in library. The panel encourages the management body to take measures in order to further improve the learning resources, particularly the library, to reach an international standard related to the field.

## ***2.5. Study process and students' performance assessment***

Students' admission is carried out in accordance with the *General Rules of the Lithuanian Association of Higher Schools for Joint Admission (LAMA BPO)* and the admission rules approved by the KU Senate. It includes two stages: the general admission and the additional admission. A Bachelor's degree provided by a university is necessary for a student to be admitted, without any admission exam. Those who do not have a Bachelor in Andragogy should have additional courses during the studies.

Table 7 (p. 2), shows a decrease in the number of applicants, students admitted and competition scores from 2009 to 2013.

The ratio of the time allotted for lectures, classes, and independent work seems to be adequate (in each subject of the study programme, no less than 50% of the time is allotted for independent work (individually or in group)).

Students are encouraged to participate in joint research activities with teaching staff and to present papers in conferences and student forums which usually take place in Klaipėda region, practising their research skills.

*Master students, e.g., took part and spoke on the subject of the legitimization of the andragogue profession in the Ministry of Education-held conference in November of 2013 (SER, p. 23).*

The panel was told that these kinds of joint research and conference presentations have taken place but so far they seem to be very rare. Therefore the panel wants to encourage supervisors to engage Master students in various forms of supervision, in research projects by publishing joint articles and conference presentations.

The time allotted for independent work, according to the SER, is supposed to develop creativity and analytical and critical thinking.

Described in detail, by the SER, there are various forms of students' support organized in 3 types: *academic support, financial support and psychological support*. Information about the study programme is available in the website and the Department organises meetings on relevant issues of their interest. Each group has an academic curator and the teachers receive students for consultancy. The Faculty of Pedagogy has a Psychological Counselling Centre.

Related to the student achievement assessment (para. 53), the *KU Study Regulations* contains the essential guidelines of the assessment of student knowledge and abilities. Each course ends in an exam or a graded credit test. The study outcomes are assessed according to the principles of *justifiability, reliability, transparency, usefulness and objectivity*. Students are introduced to the form of the exam, its content, duration, and the assessment criteria. Literature necessary for students' preparation are also indicated as well as the content of the independent work assignments and their assessment criteria. The description of the syllabus of the course handed out during the first lecture includes: the type of independent work assignments, the deadlines of their completion, and their impact on the final grade. So students are well informed about the process of assessment. Their knowledge is assessed on a ten point criteria-based scale and a

cumulative assessment system. It is reasonable that the exam counts no less than 50% for the final grade. And it is good that the forms of assessment do not restrict themselves to written tests or exams but also includes projects, case studies, etc.

The panel had meetings with students and graduates. Their motivation and enthusiasm was self-evident and clearly expressed. They commented on the very good relations they have with the teaching staff. The students as well as the graduates underlined the variety of teaching activities they have met and the possibilities of communicating and expressing their thoughts, ideas and suggestions to the teachers.

The panel was also informed by the students that they are aware about the process and forms of assessment.

International students are not recruited and despite satisfying formal prerequisite very few students take the opportunity to go abroad. Reasons are related to work and family situation but the administration is encouraged to take the issue of students' low participation in exchange programmes into a consideration.

The SER says that during the assessed period (2009-2013), 22 students from the Master studies of Andragogy graduated. No graduates have been registered in the Job Centre. Graduates mentioned that they are satisfied with the education and knowledge acquired in the University and it is helpful for their career development.

Measures are taken against students' academic misconduct, especially against plagiarism. They could arrange an obligatory detecting system for all works and not only when there is a suspicion. It is important that they pass the responsibility to the students making them assume the originality of the final theses writing this on the coverings.

In summary, the panel consider that the admission requirements are well founded and explained, that students are reluctant to participate in research and applied research activities, that students cannot use the opportunities to participate in student mobility programmes, due to their work and their family responsibilities, that the higher education institution ensures an adequate level of academic and social support, and that the assessment system of students' performance is clear, adequate and publicly available.

## **2.6. Programme management**

Since 2012, KU has been implementing a project for *The Development and Implementation of the Quality Management System at Klaipeda University* the aim of which is to have the internal quality assurance at KU. Responsibilities for decisions and monitoring of the programme are clear (SER, pp. 26-29) and are assured by the following levels of quality assurance:

*The level of the University:* The Senate and the Rector's Office (Vice-Rector of Science and Studies, the Department of Studies). KU study quality assurance is guaranteed by the Study Quality Committee constituted by the Rector's Order which includes 12 members from all the Faculties and responsible administrative staff. The Study Quality Committee belongs to the KU Department of Studies. It is assisted by the Academic Committee of the KU Senate.

*The level of the Institute of Continuous Studies:* the Council of the ICS KU, the Director's Office (which also includes the Head of the Andragogy Department), the Director, and the Deputy Director of Studies.

*The level of the Department:* The Department of Andragogy and its Head are directly responsible for the content of the study programme of Andragogy and its implementation.

For the management of the main processes, the responsibility is distributed between the KU Senate, the Council of the ICS KU, and the Dean's Office.

The management of the study programme of Andragogy and study quality assurance is regulated by documents mentioned in the SER (page 26, para. 61).

Data for the analysis of the study programme are formally and informally collected in the meetings and through the survey questionnaires to be used as feedback for the improvement of the programme management. The meetings of the Department take place approximately twice a month.

The SER says in paragraph 60, that the *„quality of the courses is systematically analysed; the courses are accredited for the period of three years.“* And that *„In the spring semester of 2009, internal auditing of the KU Rector's Office took place in the Department of Andragogy.“*

The panel conducted a session with social partners and was impressed by the strong support the programme gets from different stakeholders. Four partners, participated giving an overview and examples of how appreciated the Masters graduated from the programme are within different fields of the labour market.

Representatives from different organisations described their possibilities to influence the programme, namely as mentors for the students' practice.

Social partners systematically participate in the assessment and improvement of the quality of the programme. The SER says (p. 30) that *„The social partners of the graduate study programme of Andragogy are academic staff, students, and practitioners (from governmental and non-governmental institutions, adult education centres, the Lithuanian Association of Institutes of Continuing Studies in Universities (LUTSIA)),etc.“*

There is a strong cooperation with employers and professional associations which is partially attested by the participation of the Director of King Mindaugas Vocational Training Centre in the self-evaluation group. Social partners participate in student practice assessment, acting as mentors, advisors and disseminators of the best practices. They are invited to the conferences organised by the Department and the staff of the Department of Andragogy give seminars and lectures in different institutions.

So the Department of Andragogy has established many national contacts and has great variety of social partners for cooperation. But it seems that there is a lack of international contacts and collaborations with similar departments from other universities, which have similar study programmes.

In accordance with the procedure of the teaching quality assessment, standardised assessment is carried out at the end of each semester: an anonymous student survey is conducted by means of questionnaires.

For the further improvement of the quality of studies, students' feedback is crucial and the panel could note that students and graduates emphasized their good possibilities to express their opinions about the programme and about arrangement related to the conduction. Students also gave examples of participation in various kinds of feedback activities and of self-assessment

groups and the panel considers their conceptions of being involved is indicative of the openness and inclusion of students' views. In all students, graduates and social partners assured that they are taken into consideration to improve the study programme.

The panel were pleased to see that a Master programme was created, in articulation with the undergraduated programme in Andragogy successfully credited by an external assessment 6 years ago.

So there is a functional internal QA system in place for the assessment of the programmes in which data is regularly collected, compiled and analyzed. According to the list of publications of teaching staff, it is evident that on management level there is a need for encouraging staff to run research and publish in per-review journals.

In short, the panel consider that the responsibilities for decisions and monitoring of the implementation of the programme are well allocated, that information and data on the implementation of the programme are regularly collected and analysed, that outcomes of internal and external evaluations of the programme are used in general for the improvement of the programme, that evaluation and improvement processes involve stakeholders and that the internal quality assurance measures are effective and efficient. But the faculty needs to pay more attention into a wider international orientation and cooperation, for instance in establishing networks, inviting guest lecturers and researchers and for participating in application for funding from international sources.

### **III. RECOMMENDATIONS**

1.  
To make a clearer conceptual distinction between the aims, learning outcomes, contents and the title of the study master programme;
2.  
To define the learning outcomes in articulation with the programme aims, in a more realistic way;
3.  
To improve the factual possibilities for the teaching staff to get engaged in a systematized plan for professional development, establishing a sound balance between teaching and higher level research activities;
4.  
To create appropriate conditions for the teaching staff to live up to a university's responsibility to actively participate in the international research community, participating in staff mobility, with long term research periods abroad;
5.  
To increase the publications of research results in peer reviewed international journals;
6.  
To more systematically inform and encourage students to participate in exchange programmes and international research networks;
7.  
To invite young research active scholars/teachers from other Lithuanian institutes and abroad for a longer period;
8.  
To increase the availability of relevant up-to-date and contemporary literature and text books in the field of adult education and andragogy;
9.  
To benchmark the study programme against other similar programmes in European Universities;
10.  
To pay more attention into a wider international orientation and cooperation in the field of andragogy and adult education.

#### **IV. EXAMPLES OF EXCELLENCE \***

*There is no examples of excellence.*

*\* if there are any to be shared as a good practice*

## V. SUMMARY

Main positive and negative quality aspects of each programme evaluation area.

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

<p>Clear programme aim focused on competencies</p> <p>Ambitious learning outcomes</p> <p>Consistent with the type and level of qualifications offered</p> <p>Grounded on strategic education documents at international, national and institutional levels</p> <p>Strong identity (even if under development) of an andragogue</p> <p>Response to the needs of the region</p>	<p>Exhaustive set of learning outcomes</p> <p>Over detailed and therefore unclear outcomes</p> <p>Need for a better coherence between the concept of the andragogue, in general (title of this programme is Andragogy) and the focus on management, visible in the courses descriptions and learning outcomes.</p>
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### ***2.2. Curriculum design***

<p>Understandable logic in the curriculum design, in terms of the sequence related to the research and the concentration of electives in the end</p> <p>Adequate proportion of contact versus independent hours of work</p> <p>Lifelong learning approach visible in the teaching/learning methodologies</p>	<p>Difficult in practice to handle with too many expected outcomes</p> <p>Focus on managerial in detriment of educational/andragogical competencies</p> <p>Lack of more recent and foreign authors and references</p>
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### ***2.3. Teaching staff***

<p>Staff participation in the research programme AMVIGA</p> <p>Publications in the research database Lituianistika</p> <p>Research journal Andragogyka</p> <p>Development of common professional standards within 6 countries</p> <p>Establishment of a Third Age University</p> <p>Members of associations of Adult Education and Continuing Studies</p> <p>Committed, enthusiastic and intensively working staff</p>	<p>Heavy staff working loads</p> <p>Only one-to-one theses' s supervision model</p> <p>Lack of a high standard international dimension in publications and research</p> <p>Lack of long leaves abroad for research</p>
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### ***2.4. Facilities and learning resources***

<p>Adequate classrooms in size and quality, recently refurbished</p> <p>Institution and classrooms adapted to the needs of handicapped students</p> <p>Wireless internet, data show projectors, interactive SMART boards, etc.</p> <p>Rooms for visiting professors</p> <p>Home access to library network and different data bases</p> <p>Service oriented library staff</p>	<p>Lack of more foreign language literature to reach an international standard in the field of andragogy</p> <p>Lack of contemporary literature in the field of adult education</p>
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Agreements signed with institutions for practices	
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### ***2.5. Study process and students' performance assessment***

Admission according to legal determinations Students encouraged to participate in research activities Various forms of students support Clear information about the process of assessment Other forms of assessment beyond written tests and exams Open and good relationships with staff Most graduate students working in the field No graduates registered in the Job Centre	Few students abroad in Erasmus programmes No foreign students Study process not working the same way in all courses (not all courses share the same philosophy and openness characteristic of the Department of Andragogy)
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### ***2.6. Programme management***

Different levels of responsibility for decisions clearly stated Data formally and informally collected for the quality assurance Inclusion of social partners for the improvement of the programme Strong cooperation with employers and professional associations Students' voices heard Attention given to previous external evaluation	Lack of benchmarking with other international similar programmes Lack of wider international orientation (networks, guest lecturers, funding for research from international sources) Lack of encouragement for teachers to take active research leaves after 5 years of teaching
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To summarize even more, we can detach two greatest strengths of this study programme, from a systemic point of view:

1. The sub-system of teaching staff, which expressed several expressions of enthusiasm, commitment and professionalism. This strength represents a fundamental potential for further development of the programme and should be taking good care of by the management body.
2. The communication and cooperation among different sub-systems aiming at the same aim (equifinality): departments, teaching staff, social partners, graduates and students, whose voices are listened to and taken into account.

The most visible weakness appeared to be the limited bold venture aiming at involvement in internationally oriented activities, such as study leaves abroad, inviting guest research and lecturers from abroad, encouraging students to participate in exchange programmes and to expand researchers' international publication.

## VI. GENERAL ASSESSMENT

The study programme *Andragogy* (state code – 621X30001) at Klaipėda University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>18</b>

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

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

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

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

Grupės vadovas: Team leader:	Prof. dr. Jesus Maria Angelica Fernandes Sousa
Grupės nariai: Team members:	Prof. dr. Sven Erik Hansen
	Prof. dr. Larissa Jogi
	Mrs. Romualda Juozaitienė
	Mr. Gytis Valatka

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS  
ANDRAGOGIKA (VALSTYBINIS KODAS – 621X30001) 2014-12-03 EKSPERTINIO  
VERTINIMO IŠVADŲ NR. SV4-587 IŠRAŠAS**

<...>

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Klaipėdos universiteto studijų programa *Andragogika* (valstybinis kodas – 621X30001) vertinama **teigiamai**.

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

\* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

**V. SANTRAUKA**

Kiekvienos programos vertinimo srities pagrindiniai teigiami ir neigiami kokybės aspektai.

**2.1. Programos tikslai ir numatomi studijų rezultatai**

Aiškus į kompetencijas sutelktas programos tikslas. Ambicingi numatomi studijų rezultatai. Tikslai ir studijų rezultatai atitinka siūlomos kvalifikacijos studijų rūšį ir pakopą.	Numatomi studijų rezultatai išdėstyti pernelyg detaliai. Numatomi studijų rezultatai nėra aiškūs dėl pernelyg didelio detalumo. Reikia laikytis nuoseklumo dėl andragogikos
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<p>Tikslai ir rezultatai grindžiami strateginiais tarptautinio, valstybinio ir institucinio lygmens švietimo dokumentais.</p> <p>Programos tikslai ir numatomi studijų rezultatai aiškiai susiję su andragogika (nors ir neišplėtoti).</p> <p>Atsižvelgiama į regiono poreikius.</p>	<p>koncepcijos bendraja prasme (šios programos pavadinimas yra „Andragogika“) ir pristatant studijų programos vadybą, ypač studijų dalykus ir numatomus studijų rezultatus.</p>
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## **2.2. Programos sandara**

<p>Programos sandaros logika suprantama kaip perėjimo nuo mokslinių tyrimų prie atitinkamų pasirenkamųjų dalykų seka.</p> <p>Kontaktinio darbo ir savarankiškų studijų laiko proporcija atitinka reikalavimus.</p> <p>Mokymo / mokymosi metodikose vyrauja akivaizdus mokymosi visą gyvenimą požiūris.</p>	<p>Sunku įgyvendinti praktiškai dėl pernelyg daug numatomų studijų rezultatų.</p> <p>Dėmesys sutelkiamas į vadybos gebėjimus mažiau atsižvelgiant į pedagogikos / andragogikos kompetencijų ugdymą.</p> <p>Trūksta nuorodų į šiuolaikinius ir užsienio autorius.</p>
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## **2.3. Dėstytojų personalas**

<p>Personalas dalyvauja mokslinių tyrimų programoje „AMVIGA“.</p> <p>Publikacijos skelbiamos mokslinėje duomenų bazėje „Lituanistika“.</p> <p>Leidžiamas mokslinių tyrimų žurnalas „Andragogika“.</p> <p>Bendri profesiniai standartai plėtojami su šešiomis šalimis.</p> <p>Trečiojo amžiaus universiteto įkūrimas.</p> <p>Plėtojama suaugusiųjų mokymo ir Tęstinių studijų asociacijų narystė.</p> <p>Kupinas entuziazmo, nuoširdžiai ir intensyviai dirbantis personalas.</p>	<p>Dideli dėstytojų personalo darbo krūviai.</p> <p>Rašant baigiamąjį darbą taikomas išimtinai individualus vadovavimo modelis.</p> <p>Publikacijose ir mokslinių tyrimų veikloje per mažai aukštų tarptautinio lygio standartų.</p> <p>Per mažai ilgalaikių mokslinių išvykų į užsienį.</p>
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#### **2.4. Materialieji ištekliai**

<p>Neseniai atnaujintos studijų patalpos tinkamos tiek pagal dydį, tiek pagal kokybę.</p> <p>Įstaiga ir studijoms skirtos patalpos pritaikytos studentų su negalia poreikiams.</p> <p>Yra bevielis internetas, vaizdo projektoriai, interaktyvios išmaniosios lentos ir t. t.</p> <p>Įrengtos patalpos kviestiniams profesoriams.</p> <p>Namuose yra prieiga prie bibliotekos tinklo ir įvairių duomenų bazių.</p> <p>Paslaugus bibliotekos personalas.</p> <p>Su institucijomis pasirašytos sutartys dėl mokomųjų praktikų atlikimo.</p>	<p>Norint pasiekti tarptautinių standartų andragogikos srityje, trūksta daugiau užsienio kalba išleistos literatūros,</p> <p>Per mažai suaugusiųjų mokymui skirtos šiuolaikinės literatūros.</p>
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#### **2.5. Studijų eiga ir studentų darbo vertinimas**

<p>Priėmimas vyksta įstatymų nustatyta tvarka.</p> <p>Studentai skatinami dalyvauti moksliniuose tyrimuose.</p> <p>Studentams taikomos įvairios paramos formos.</p> <p>Aiškiai išdėstytas pasiekimų vertinimo procesas.</p> <p>Be testų raštu ir egzaminų, taikomos ir kitos pasiekimų vertinimo formos.</p> <p>Studentų ir personalo santykiai yra atviri ir geri.</p> <p>Dauguma antrosios pakopos studijų studentų dirba su studijų programa susijusiose srityse.</p> <p>Darbo biržoje užregistruotų absolventų nėra.</p>	<p>Mažai studentų mokosi pagal <i>Erasmus</i> programą užsienyje.</p> <p>Nėra studentų iš užsienio.</p> <p>Nevienodas visų dėstomų dalykų studijų procesas (ne visi dalykai laikosi Andragogikos katedrai būdingos filosofijos ir atvirumo).</p>
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## 2.6. Programos vadyba

Aiškiai nurodyta įvairių lygių atsakomybė priimant sprendimus. Oficialiai ir neoficialiai surinkti duomenys skirti studijų kokybei užtikrinti. Socialiniai dalininkai įtraukiami į programos kokybės gerinimo darbą. Glaudžiai bendradarbiaujama su darbdaviais ir profesinėmis asociacijomis. Atsižvelgiama į studentų nuomonę. Atsižvelgta į ankstesnio išorinio vertinimo išvadas.	Trūksta palyginimo su kitomis panašiomis tarptautinėmis programomis. Trūksta platesnio tarptautinio orientavimo (tinklai, kviestiniai lektoriai, mokslinės veiklos finansavimas tarptautinėmis lėšomis). Dėstytojai per mažai skatinami po penkerių darbo metų imti kūrybines atostogas.
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Apibendrinant dar glausčiau, sisteminio poveikio atžvilgiu galima išskirti dvi didžiausias šios studijų programos stiprybes. Tai:

1. Nuolatinis entuziazmas, nuoširdžiu darbu ir profesionalumu pasižymintys dėstytojai. Ši stiprybė sudaro svarbiausią tolesnio programos plėtros potencialą, todėl programos vadovybė šia sritimi turėtų tinkamai rūpintis.
2. Įvairių padalinių – katedrų, dėstytojų personalo, socialinių dalininkų, absolventų ir studentų – bendravimas ir bendradarbiavimas siekiant to paties tikslo (bendro tikslo turėjimas), visų nuomonės išklausomos ir į jas atsižvelgiama.

Akivaizdžiausia programos silpnybė – riboti bandymai įsitraukti į tarptautinę veiklą, tokią kaip išvykimas studijuoti į užsienį, kviestinių mokslininkų ir dėstytojų iš užsienio pritraukimas, studentų raginimas dalyvauti mainų programose ir mokslo darbų tarptautinių publikacijų plėtojimas.

<...>

## III. REKOMENDACIJOS

1.

Konceptualių požiūriu aiškiau atskirti magistrantūros studijų programos tikslus, numatomus programos studijų rezultatus bei turinį ir pavadinimą.

2.

Tikroviškiau apibrėžti numatomus programos studijų rezultatus atsižvelgiant į sąsają su programos tikslais.

3.

Gerinti dėstytojų realias galimybes sistemingai dalyvauti profesinio tobulėjimo projektuose, kuriant tinkamą dėstyto ir aukštesnio lygio mokslinės veiklos pusiausvyrą.

4.

Sudaryti tinkamas sąlygas dėstytojams dalyvauti ilgalaikę mokslinių tyrimų veiklą užsienyje numatančiose darbuotojų judumo programose ir įgyvendinti universiteto įsipareigojimą įsitraukti į tarptautinę mokslinę veiklą.

5.

Didinti mokslinių tyrimų rezultatų publikacijų skaičių specialistų recenzuojamuose tarptautiniuose žurnaluose.

6.

Reguliariau informuoti ir raginti studentus dalyvauti mainų programose ir tarptautiniuose mokslinių tyrimų tinkluose.

7.

Kviesti ilgesniam laikotarpiui jaunas, mokslinių tyrimų veiklą aktyviai vykdančius mokslininkus / dėstytojus iš užsienio ir kitų Lietuvos mokymosi institucijų padalinių.

8.

Didinti tinkamos naujos ir modernios literatūros bei vadovėlių, skirtų suaugusiųjų mokymui, ir andragogikos prieinamumą.

9.

Studijų programą palyginti su panašiomis Europos universitetų studijų programomis.

10.

Daugiau dėmesio skirti platesniam tarptautiniam orientavimui ir bendradarbiavimui andragogikos ir suaugusiųjų mokymo srityje.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)