



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO
STUDIJŲ PROGRAMOS *BIOLOGIJA*
(valstybinis kodas – 612X13004)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *BIOLOGY* (state code - 612X13004)
STUDY PROGRAMME
at LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES

1. **Dr. scient Trine Johansen, Meza (team leader)** *academic*
2. **Prof. dr. Maris Klavins,** *academic*
3. **Prof. dr. Borut Bohanec,** *academic*
4. **Prof. dr. Jacques J.M. van Alphen,** *academic*
5. **Prof. dr. Sigitas Podėnas,** *academic and representative of social partners*
6. **Inga Kalpakovaitė,** *students' representative*

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Biologija
Valstybinis kodas	612X13004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (5,5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dalyko pedagogikos, biologijos bakalauras; Pedagogas
Studijų programos įregistravimo data	2001-08-02, Nr. 1187

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Biology
State code	612X13004
Study area	Social sciences
Study field	Teachers training
Type of the study programme	University (undergraduate) studies
Study cycle	First
Study mode (length in years)	Full-time (4), part-time (5.5)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Subject Didactics and Biology; Pedagogue
Date of registration of the study programme	2001-08-02, Nr. 1187

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The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION.....	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team.....	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design	7
2.3. Teaching staff	9
2.4. Facilities and learning resources	10
2.5. Study process and students' performance assessment.....	12
2.6. Programme management	13
III. RECOMMENDATIONS.....	14
IV. SUMMARY	15
V. GENERAL ASSESSMENT	16

I. INTRODUCTION

1.1. *Background of the evaluation process*

The evaluation of on-going study programmes is based on the **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 (hereafter – SKVC).

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

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter - HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a 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 as “satisfactory” (2 points).

The programme is **not accredited** if at least one of 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 self-evaluation report (hereafter - SER) and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	H-indexes of the staff teaching in the programme (table) (EN)
2.	Qualification requirements for teaching staff positions set by Lithuanian University of Educational Sciences (LT)
3.	Regulations on the performance assessment of the pedagogical and research staff, and on the order of organising open competitions at Lithuanian University of Educational Sciences (LT)

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

The study programme *Biology* (first cycle) is given at the Lithuanian University of Educational Sciences (LEU). After completion of the programme, the graduates are granted a Bachelor's degree in Subject Didactics and Biology as well as teachers' qualification. The study programme is given in the Department of Biology in the Faculty of Science and Technology at LEU. The faculty consists of seven departments, the Institute of Natural Science Research and other divisions such as the Greenhouse, CISCO Academy and ECDL Test Centre. Other faculties such as Faculties of Education, Lithuanian Philology, Social Sciences and Philology are responsible for subjects in general university, pedagogical and psychological education given as a part of this study programme. The study subjects of general university education as well as general education and psychology are taught on the university scale for students of all specialities, equally. The Academic Affairs Office coordinates the different University divisions that are involved in the programme.

The study programme is clearly providing the students with a sound teacher education in Biology that is of the importance in the Lithuanian school system. The programme is thought in a parallel manner that makes the students enhance both their knowledge in biology as well as their teaching skills in parallel. The students that have completed the programme also have a possibility to continue their academic career by taking a master degree either at LEU or other universities in Lithuania or abroad.

1.4. The Review Team

The review team was composed according to the *Description of experts' recruitment*, approved by order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The team conducted the Review Visit to The Lithuanian University of Educational Sciences on Friday 10th October 2014.

- 1. Dr. scient Trine Johansen Meza (team leader)**, Assistant Deputy Director General, Department of Quality Assurance, Norwegian Agency for Quality Assurance in Education, Norway
- 2. Prof. dr. Maris Klavins**, Department of Environmental sciences, University of Latvia, Latvia
- 3. Prof. dr. Borut Bohanec**, Biotechnical Faculty, University of Ljubljana, Slovenia
- 4. Prof. dr. Jacques J.M. van Alphen**, Institute for Biodiversity and Ecosystem Dynamics at the University of Amsterdam and the Netherlands Centre for Biodiversity, Netherlands
- 5. Prof. dr. Sigitas Podėnas**, Head of the Laboratory of Entomology, Nature Research Centre, Vilnius, Lithuania
- 6. Inga Kalpakovaitė (student representative)**, graduate of Vilnius University, Faculty of Natural Sciences, Lithuania

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The SER states the purpose, aim and intended learning outcomes for the study programme. According to the SER (page 5) the purpose of the study programme is to train competent teachers of Biology with university education and Bachelor degree who can satisfy the needs of the modern creative society. The programme's purpose is to give teachers education to meet the demand of teachers in Biology. The graduates should be able to work both at basic and secondary education levels. The aim of the programme (SER, pg. 5) is to train highly qualified and competent teachers of Biology. The graduates will be granted a Bachelors degree that they may use to enter a Master degree programme if they wish to continue their academic career.

The Study Programme Committee taking into account the characteristics for a first cycle programme as well as the goals of education to train competent teachers has revised the learning outcomes of the programme. The needs of the labour market and social partners are integrated into the design of aims and learning outcomes, as the Study Programme Committee includes social partners (names and positions are given in the SER, page 8). As several of the graduates from the study programme will take other positions than teacher positions, the expert panel think that it is important for the Study Programme Committee to include more social partners from different spheres not only from schools. There are written nine learning outcomes for the study programme (SER, page 6), which according to the SER comply with the 6th level of the *European Qualifications Framework (EQF)*. Evaluation of this is quite complicated, as the learning outcomes of the programme is not written in the categories given in the European Qualifications Framework, but it is the expert panel's opinion that the LO covers the generic LO of the EQF. The LO are written in a rather broad manner, as each LO is covering several aspects. For example, *“being able to identify and analyse topical problems of teaching/learning of Biology and natural sciences and on the basis of the acquired personal experience, graduates will be able to plan, organise and carry out biological and educational research applying various research methodologies, to analyse, interpret and present the acquired data orally and in writing, to use research results in the process of education, will be able to formulate and justify decisions regarding improvement of quality of natural science education and solutions to important pedagogical, social, research and ethical problems in the related study area (hereinafter – Learning outcome 3 (LO-3) (SER, page 6). This LO covers for example both skills (will be able to plan, organise and carry out biological and educational research applying various research methodologies), and competencies (will be able to*

formulate and justify decisions regarding improvement of quality of natural science education and solutions to important pedagogical, social, research and ethical problems in the related study area).

This fact was discussed during the site-visit, as the expert panel initially found that it could be better if the LO was written in a different manner. However, during the discussions it became clear that this was a well-informed choice made by the institution that is in alignment with the Lithuanian guidelines, and the expert panel thereby conclude that the LO are consistent with the level and type of study offered.

The learning outcomes of the study programme are according to the SER (page 9), published on different websites, such as the websites of the Open Information Counselling and Guidance System of the Ministry of Education and Science, Admission Board of the University, and the Department of Biology. In addition the learning outcomes have been published on the Facebook site of the study programme, as well as published in publications, booklets and leaflets of the University. The expert panel thereby concludes that the learning outcomes are publicly available. The name of the study programme, Bachelor programme in Biology is in alignment with the LO as well as the content of the programme (for evaluation of the content, the curriculum design), see the next chapter.

2.2. Curriculum design

The legal requirements for a bachelor study programme in Lithuania are met, as the duration of the study programme is four years, with a volume of 30 ECTS per semester. The programme also is in accordance with the approved Regulations of Teacher Training.

In annex 3.6 as well as on page 10 of the SER, the compliance between the intended learning outcome of the study programme and the subjects are given. The links between the intended learning outcomes of the study programme and the subjects are also given in the descriptions of the study subjects given in annex 3.1. Each of the intended learning outcomes of the study programme is quite broad, the intended LO will be archived in many of the subjects given.

For example, according to the SER *“The elective subjects also aim at implementing the study outcomes (most of them deal with LO-2 and LO-3, a lot of them aim at implementing LO-1, and LO-8)”*. Learning outcome 2 is *“to learn and convey knowledge of biological diversity, evolutionary processes, laws of life and its functioning, development of the science of Biology, biotechnologies; will be able to perceive significance of knowledge of natural sciences for quality of human life and environment, employing biological data and concepts, will be able to*

provide well-justified explanation of scientific innovations, change in and global threats of nature, citizens' personal responsibility in the context of sustainable development principles.” It would have been an advantage if the institution had given information about in which subjects the learning outcomes mainly would be achieved. This fact was discussed during the site-visit and it is found that the institution has paid considerable attention to this, and that the curriculum design has been made so that the LO will be achieved for the students finishing the programme.

The descriptions of all the study subjects are given in Annex 3 of the SER. Analysis of the intended learning outcomes for the individual subjects shows that these are not always written as learning outcomes. This is the case for example in the subjects Statistics in Biology and Biochemistry (annex 3.1 page 53 and 56). For some of the study subjects the recommended literature is rather outdated, for example in the study subject Organic Chemistry, where some of the recommended literature is from 1992 (e.g. Graham Solomon T.W 1992. Organic chemistry. New York 1992. Searching on the Internet, it was found that there is a new edition of this book from 2013). This fact was discussed during the site-visit, and for some of the subjects the teachers told that given the nature of the subject, even the older books may cover the fields necessary to cover the scope of those subjects. Changing the books for newer editions would thereby not be necessary. The expert panel agrees with this statement, but at the same time think that it is important that the university take care in keeping up with the latest achievements in several of the subjects covered in the study programme, and during the site-visit it became evident that there has been a renewal of the literature used in some of the subjects. This is of great importance for the programme to reflect the latest achievements in science. The teaching methods used in the different subjects, are methods commonly used in studies at this level, and it is thereby concluded that they are appropriate for achieving the learning outcomes of the programme.

When it comes to the study subject Human and animal physiology (annex 3.1 page 71), it is stated in the abstract that the laboratory work is aimed at developing research excellence during practical work. This seems to be a little too advanced to be able to achieve during a BA subject. In this subject, it also seems as if the time allocated to different tasks is too low. One of the study methods is *“Long-term and short-term training plans preparation, preparation of educational event of physiology, a lesson in the laboratory, studies in the office, school learning resource analysis, describes the work done in preparation.”* In the Plan of the study subjects this 2 hours lecture is given in the topic *“Human and animal physiology teaching methods basics”*. When the

Study Programme Committee will revise the curriculum it is therefore advised that they pay attention to these facts to assure that the time given for the different activities is sufficient.

The curriculum seems to be almost equally divided between the 8 semesters and the students did not report any problems with the workload. A variety of electives can be chosen by the students, this provides the programme with more flexibility for student needs according to their background and orientations, however for a small number of students it is questionable if there is an opportunity to choose whatever you want. The programme is given in a parallel fashion where the students achieve knowledge in the different subjects at the same time as they are taking the practise. This study model is considered positive of students, social partners and the staff, and the expert panel agrees with this.

The study programme includes different forms of student's practices, such as pedagogical practices "Teacher assistant's Practice", "Teaching practice under mentor supervision" and "Independent Teaching Practice" (SER, page 15 and Annex 3.1). These practices will prepare the students for teaching in secondary school. In addition the students have practice in different biology subjects. The study subject descriptions of the pedagogical practises gives detailed information about what the students are going to learn during these practices, and in the interviews during the site-visit, the students expressed that they were content with these practises. The students will have to make a self-analysis of the lessons delivered during the practises and prepare a portfolio of didactic practice as well as having a discussion of the teaching practice with the tutor of the teaching practice of the study programme. All these measures are important for preparing the students for becoming independent teachers in Biology.

The training practices in Biology also include field practise in subjects like Zoology and Plant Physiology (SER, page 15) and the expert panel find that this is adequate for the study programme in Biology.

2.3. Teaching staff

The teaching staff of the programme meets the legal requirements both in number and formal quality. According to Lithuanian legislation, at least half of the subjects should be taught by scientists, and in this programme more than 90% are scientists. Members of the staff are involved in research projects, both nationally and internationally, and they attend scientific conferences. The teaching staff comprises 33 people, including 2 full professors (Doctors Habilitatus), 2 professors (Doctors), 17 associate professors (Doctors), 6 lecturers with a doctoral

degree, 3 lecturers and 3 assistant lecturers without a doctoral degree. The teaching staff improves their qualifications through the participation in seminars, trainings and qualification improvements classes. During the site-visit the staff also informed the review panel about the system of teacher mentoring where individual teachers get feedback from colleagues those have attended their classes. This is performed both in a formal and informal manner, and it is the opinion of the review panel that this is a good system for improving the pedagogical skills of the teaching staff. It could seem that the average age of the teaching staff is somewhat high, but during the site-visit the panel was informed that the university has a staff renewal plan, to ensure that the staff is adequate in number and competence even if some teachers will quit because of age. Overall, the teaching staff is adequate for giving a study programme at the bachelor level.

The number of students entering the programme has become lower the last few years, and according to this fact, the number of staff per student is quite high, something that is considered positive by both the students and teachers.

It is stated in the SER (table 2.3.3) that one of the weaknesses of the teaching staff is that some of the teachers have insufficient foreign language skills. An action plan to improve this is in place. The review panel agrees that it is of the great importance that the teachers should have sufficient language skills and also think that the staff should improve their skills in English as this is the dominating language in science. Insufficient knowledge of English decreases the international visibility of the research. This was also evident from the list of the h-indexes of the teaching staff that we were given during the site visit. More efforts should be made that teachers are using possibilities for exchange, especially for the younger teachers that have a relatively low frequency of visits abroad.

2.4. Facilities and learning resources

The SER provided comprehensive information about the facilities (equipment, class rooms, library, laboratories, and computer rooms). Practical tasks and scientific works are done in specialized laboratories and study rooms of various technologies using various modern equipment and instruments. During the site visit the review panel was given the opportunity to see the teaching laboratories used for this study programme, and we conclude that the laboratories are equipped in a sufficient manner for the students to get the knowledge and skills necessary for the teachers in biology and for a study programme in the first cycle.

During the site visit we were in addition shown the biology didactics room, which has an interactive board, portable computers as well as 'portable labs' that are used in the teaching of the students. It is important that the department continues the work by renewing the equipment

so that the students will be able to learn the newest techniques, at the same time as they learn how to teach biology in schools where the equipment may be somewhat different. This was discussed during the site-visit, and it is obvious that the university has focused on this. Among other things, they also give courses to teachers working in schools to keep them up with the new achievements in biology and giving them skills to teach this at school. The expert panel finds that this is a good system.

The library offers sufficient study space in the reading rooms. A decent number of computers have been installed and Wi-Fi is available. There are a number of textbooks, journals in Lithuanian and foreign language available. During the site-visit, it was discussed that the library has only a few copies of the newest literature and the expert panel discussed this with the students. As mentioned before, the university has bought more books than what is apparent from the subject descriptions in SER (annex 3.1), and the expert panel finds this positive. The students also claimed the importance of books in Lithuanian as their future line of work would be in school and they would have to know the Lithuanian language for that. The library subscribes to a number of databases, which enables researchers, teachers and students to have access to the majority of the international literature of the field. The library staff seemed very competent and aware of the needs of the students. Among other things, they offer courses for student to search in databases and that is of the great importance. The review panel hopes that the new library building will be finished, as this will make the resource situation even better.

During the meetings with staff and students it was almost exclusively expressed that the facilities are well used and that the working environment is very stimulating. As covered in chapter 2.2. Curriculum design, the study programme includes several practises such as teacher practise, laboratory practice etc. During the site-visit, the panel was also told that the university has agreements that have to be signed by the university, the students and the school where the pedagogical practises are performed to ensure that the students get a good practice. The mentor at school also has to have certain qualifications, which will assure that the students get a good pedagogical practice.

The training practices in Biology also include field practise in subjects like Zoology and Plant Physiology (SER, page 15) and the expert panel find that the facilities for offerings such practises are adequate.

2.5. Study process and students' performance assessment

The admission requirements to the study programme are well founded, and the students enter the study programme after applying through the centralised Lithuanian system. The entrant's admission marks consists of marks in biology, chemistry and mathematics as well as the Lithuanian language and literature. In addition to the marks, the students have to take a motivation test. During the site-visit, the university said that after the motivation test was introduced in 2010, the students that enter the programme are clearly motivated and this is considered very positive. The expert panel believes that this is a good system for getting students that are motivated to start the teachers programme in Biology. The SER gives a good overview of the number of applicants, the competition marks of the students entering the programme as well as the priority of the study programme the students has when they apply. Such analysis in the experts' opinion is very important for the university when the competition of getting good students to the programme is harder. As the SER shows (page 25) there is a relationship between the entrance mark of the students and their academic performance, so it is important that the university keeps up this work.

The students have the opportunity to participate in exchange programs, such as the Erasmus exchange program. The students get the information through public events and every year a few students go for such exchange (Table 2.5.7 in SER). During the site-visit, the students that had been on exchange were positive and it is clear that the university supports the students that have gone aboard. Some student thought that it could be difficult to go abroad because of the teacher's practice that is part of the curriculum. Since some students are able to go for exchange every year, the review panel would advice the university to show good examples and possibilities for the students. As shown in the SER, the university has system for encouraging such exchange, as foreign language courses (given to the first year students and allocated 6 credits) and public presentations of students' experience. It was found as very positive practice that their learning agreements are fully respected by the Faculty since no additional obligations were requested for the semesters realized abroad.

The students receive support, both academic and social. Information about the study programme and changes, are given at the website as well as on announcement boards in the faculty. The students get information about their grades through the Academic Information System, and they are able to discuss this with the teaching staff. The students have the possibility for consultations with the teachers, both by meeting the teachers or through the *Moodle* system.

The students can participate in active research during their Bachelor's thesis, as well as during the preparation of the "Final Paper of Pedagogical Studies" that is a research paper. Given that the study programme is a programme for teacher qualification, the final paper is of great importance. During the site-visit the review panel was given the opportunity to familiarise with the students works such as bachelor thesis. The expert panel believes that the thesis work is mostly descriptive, and that the students should be encouraged to do more experimental work as part of their thesis.

The assessment criteria of the student's achievements formulated in agreement with the LO of the programme are given in the subject descriptions (Annex 3.1). The students also have the possibility to collect up to 50% of the mark by other means than the final exam, for example such as the active participation in classes. The criteria for assessment of the bachelor thesis are also clear.

A considerable share of the graduates of the programme becomes teachers of Biology (43.2 %). Of the graduates that do not become teachers several continues their education to the second cycle level. During the site-visit, it was discussed both with the staff, students and graduates that there are also a considerable amount of graduates that are not becoming teachers. From one side this is caused by the fact that the graduates would like to stay in Vilnius rather than go to teach in small regional schools but there are not enough available positions in Vilnius. There are a considerable amount of teachers in Lithuania that will retire in the years to come, and the demand for graduates with teacher's education in Biology will be higher. The fact that a considerable share becomes teachers and that many continue education at the masters level show that professional activities of the majority of the graduates meets the programme providers' expectations that is stated to be to train competent teachers of Biology with university education and Bachelor degree that can be used to enter a Master degree programme if they wish to continue their academic career.

2.6. Programme management

The study programme of Biology is implemented by the Department of Biology at the FST of LEU. The Departments of Education and Psychology of the Faculty of Education are involved in the implementation of the block of pedagogical study subjects. The administration of the study programme and quality assurance of the programme is implemented in different ways. There are in place different regulations (SER, page 30), and the university has a Centre for Academic

Quality Assurance that was established during 2012. During the site-visit the review panel was given more information about the Centre of Academic Quality Assurance and the current action plans for the Centre. In the opinion of the review panel it is important that the responsibilities for the quality assurance of the study programme is clear, and this is the case for this study programme. The Study Programme Committee is involved in monitoring the study programme and implementation of changes. The SER involves analysis of the strengths and weaknesses of the programme, and actions of improvements are also given. It was not quite clear from the SER, who is responsible for the implementation of the Actions of improvement given in the SER. During the discussions at the site-visit it was clarified that this is the responsibility of the SER committee.

From the SER it is clear that the data of the implementation of this study programme is collected and analysed at a regular basis. Four different questionnaires are developed at the Department, and given to students, teachers, alumni and also to employers to get different views about the implementation of the study programme. This feedback system is considered as good by the review panel. The review panel finds that the results from those surveys are used for the improvement of the study programme.

III. RECOMMENDATIONS

1. Continue the work of making the study programme visible for potential students.
2. Continue work with renewal of the infrastructure to get up to date laboratory equipment and literature.
3. In general research activities should be increased and students should be involved in modern biological topics.
4. Improve teacher's foreign language skills to get more publications in English.
5. For further increase of outgoing/incoming students and teachers the relations with several other foreign institutions should be established.
6. Self evaluation process should become a standard procedure for continual improvements, personal/bodies responsibilities for specific tasks should be allocated and outcomes monitored on regular/annual basis.

IV. SUMMARY

The self-evaluation report and documentation that was given to the review team was well prepared. The self-evaluation report contains analysis and data on the areas that were going to be evaluated. The documents and infrastructure tour was a good basis for our understanding of the bachelor degree programme in Biology.

The aims and learning outcomes of the study programme is sufficient for a study programme at the Bachelors level. The parallel manner in which the students are acquiring knowledge in biology as well as pedagogical skills are considered positive. The staff delivering the study programme meets the legal requirements and constantly improves their qualification. The infrastructure is sufficient for teaching, and we hope that the university will get funding for the much needed new library.

Despite the adverse trends of the general demographic situation, the student enrolment is kept at acceptable level for sustainable running of the bachelor study programme, largely due to active promotion of the study programme. The university should continue working with increasing the visibility of the study programmes for potential students. The Study programme management team is aware on their unique position amongst universities offering pedagogical studies in biology in Lithuania. The internal quality assurance is good and includes a proper feedback system. The faculty also has the staff renewal plans, which is positive. As the English language is essential for international scientific communication, and all leading publications in science are in English, we feel that all professors should speak this language sufficiently. Further internationalisation of staff and students should be encouraged, and staff should be encouraged to publish more in English. As only a limited part of the graduates are employed as teachers, the university should consider the possibility to include several other social partners in the study programme committee.

V. GENERAL ASSESSMENT

The study programme *Biology* (state code – 612X13004) at the Lithuanian University of Educational Sciences 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
	Total:	18

*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. Trine Johansen Meza
Grupės nariai: Team members:	Prof. dr. Maris Klavins
	Prof. dr. Borut Bohanec
	Prof. dr. Jacques van Alphen
	Prof. dr. Sigitas Podenas
	Inga Kalpakovaitė

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Biologija* (valstybinis kodas – 612X13004) 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
	Iš viso:	18

* 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)

<...>

IV. SANTRAUKA

Ekspertų grupei buvo pateikta gerai parengta savianalizės suvestinė ir dokumentai. Savianalizės suvestinėje pateikta vertintinių sričių analizė ir duomenys. Dokumentai ir infrastruktūros apžiūra labai padėjo susidaryti nuomonę apie šią biologijos bakalauro studijų programą.

Studijų programos tikslai ir numatomi studijų rezultatai atitinka bakalauro studijų programoms keliamus reikalavimus. Teigiama yra tai, kad studentai tuo pačiu metu įgyja ir biologijos žinių, ir pedagoginių gebėjimų. Šios studijų programos dėstytojai atitinka teisės aktų reikalavimus ir nuolat gerina savo kvalifikaciją. Mokymui reikalingos infrastruktūros pakanka; tikimės, kad universitetas gaus finansavimą taip reikalingai naujai bibliotekai.

Nepaisant neigiamų bendros demografinės padėties tendencijų, siekiant palaikyti bakalauro studijų programos tvarumą, išlaikomas priimtinas studentų priėmimo lygis. Iš esmės tai lemia aktyvi studijų programos reklama. Universitetas turėtų ir toliau didinti studijų programos matomumą, kad pritrauktų studentus. Studijų programos vadovybė žino, kad tarp universitetų, teikiančių biologijos srities pedagogines studijas, šios programos padėtis yra unikali. Vidinis kokybės užtikrinimo procesas vykdomas gerai, naudojamosi tinkama grįžtamojo ryšio sistema.

Fakultetas turi ir su darbuotojų atnaujinimu susijusių planų, ir tai yra teigiamas dalykas. Kadangi pagrindinė tarptautinio komunikavimo mokslo srityje kalba yra anglų, o visos svarbiausios mokslinės publikacijos skelbiamos anglų kalba, manome, kad visi dėstytojai turėtų pakankamai gerai kalbėti angliškai. Reikėtų toliau skatinti dėstytojų ir studentų tarptautiškumą, raginti dėstytojus daugiau publikacijų skelbti anglų kalba. Kadangi mokytojais dirba tik nedidelė absolventų dalis, universitetui reikėtų apvarstyti galimybę į studijų programos komitetą įtraukti keletą socialinių partnerių iš kitų institucijų.

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III. REKOMENDACIJOS

1. Imtis tolesnių veiksmų, siekiant šią studijų programą padaryti labiau matomą galimiems studentams.
2. Tęsti infrastruktūros atnaujinimo darbą, siekiant įsigyti modernios laboratorinės įrangos ir literatūros.
3. Apskritai reikėtų išplėsti mokslo tiriamąją veiklą ir įtraukti studentus į dėstytojų vykdomus tyrimus aktualiomis biologijos temomis.
4. Tobulinti dėstytojų anglų kalbos įgūdžius, kad jie galėtų skelbti daugiau publikacijų anglų kalba.
5. Siekiant toliau didinti išvykstančiųjų ir (arba) atvykstančiųjų studentų ir dėstytojų skaičių, užmegzti ryšius su dar keliomis užsienio institucijomis.
6. Savianalizės procesas turėtų tapti normine procedūra, skirta nuolatiniam programos tobulinimui; turėtų būti paskirstyta asmenų ir (arba) organų atsakomybė už konkrečias užduotis ir reguliariai (kasmet) kontroliuojami rezultatai.

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