

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Mykolo Romerio universiteto

**STUDIJŲ PROGRAMOS**

***Laisvalaikio ir pramogų edukacija***

***(valstybinis kodas – 612X90003)***

**VERTINIMO** **IŠVADOS**

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**EVALUATION REPORT**

**OF *LEISURE AND ENTERTAINMENT EDUCATION***

**(*state code – 612X90003*)**

**STUDY PROGRAMME**

at Mykolas Romeris University

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| **Expert team:** 1. **Dr Eve Eisenschmidt (team leader),** *academic,*
2. **Dr Cathal de Paor,** *academic,*
3. **Prof. Dr Inge Johansson,** *academic,*
4. **Ms Tatjana Kriliuvienė,** *representative of social partners,*
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Išvados parengtos anglų kalba

Report language – English

**DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ**

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| Studijų programos pavadinimas  | ***Laisvalaikio ir pramogų edukacija*** |
| Valstybinis kodas | 612X90003 |
| Studijų sritis | socialiniai mokslai |
| Studijų kryptis | švietimas ir ugdymas |
| Studijų programos rūšis  | universitetinės studijos |
| Studijų pakopa | pirmoji |
| Studijų forma (trukmė metais) | nuolatinės (3,5), ištęstinės (5) |
| Studijų programos apimtis kreditais | 210 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | švietimo ir ugdymo bakalauras |
| Studijų programos įregistravimo data  | 2012 m. rugsėjo 1 d. |

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**INFORMATION ON EVALUATED STUDY PROGRAMME**

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| Title of the study programme | ***Leisure and Entertainment Education*** |
| State code | 612X90003 |
| Study area | Social Sciences |
| Study field | Education |
| Type of the study programme | University studies |
| Study cycle | First |
| Study mode (length in years) | Full-time (3,5), Part-time (5) |
| Volume of the study programme in credits | 210 |
| Degree and (or) professional qualifications awarded | Bachelor in Education |
| Date of registration of the study programme | 1 September 2012 |

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# **I. INTRODUCTION**

## 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 byOrder 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 the 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).

## General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, no additional documents have been provided by the HEI before, during and/or after the site-visit.

## Background of the HEI/Faculty/Study field/ Additional information

The first-cycle Bachelor study programme of *Leisure and Entertainment Education* is administered in the Faculty of Social Technologies by the Institute of Educational Sciences and Social Work in Mykolas Romeris University. The programme was registered with name *„Socio-cultural education“* in 2012, but the title was changed to *Leisure and Entertainment Education* in November 2014. This study programme was registered and accredited for 3 years without external evaluation. An external evaluation of the study programme has not been carried out previously.

## The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, 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 Review Visit to HEI was conducted by the team on 5th November, 2015.

1. **Dr Eve Eisenschmidt (team leader)***, vice-rector for development at Tallinn University, external expert at the Estonian Higher Education Quality Agency, Estonia.*
2. **Dr Cathal de Paor,** *Senior Lecturer and Director of Continuing Professional Development at Mary Immaculate College, Limerick, Ireland.*
3. **Prof. Dr Inge Johansson,** *professor emeritus in Pedagogy, University of Stockholm, Department of Child and Youth Studies, Sweden.*
4. **Ms Tatjana Kriliuvienė,** *teacher expert (English as a foreign language), Kuršėnai Laurynas Ivinskis upper secondary school, Lithuania.*
5. **Mr Ervinas Spūdys,** *student at Vilnius University, Institute of International Relations and Political Science, Public Relations representative at the Students’ Union of Vilnius University, Lithuania.*

# **II. PROGRAMME ANALYSIS**

## 2.1. Programme aims and learning outcomes

According to the SER the aim of the *Leisure and Entertinment Education* study programme is to prepare qualified and competent specialists who are able to plan leisure programs, organise and carry out recreational and educational activities for children youth and adults according to their needs, capable creativity apply theoretical knowledge of leisure and entertainment field of study in practice, making the concepts of it as a conscious expression in modern society. The SER also states that the *Leisure and Entertainment Education* programme stands out because it is the only such programme from the *educational field* in Lithuania. It joins together three aspects: *leisure/entertainment, different social groups/communities* and *education/non-formal education* (p. 7).

In the meeting with the target groups during the site visit it became clear that this programme appeared and is based in the frame of social work (core knowledge of the programme: leasure, art, culture and community) which is increasingly important and positive in today’s society. However, the meeting with students also gave evidence that students are not quite sure of what their future jobs should be, though some of them are already employed (e.g., in dance or volunteering in different events).

It seems to the external expert team (hereafter - EET) that the programme aims and learning outcomes are not defined clearly enough and are too broad. There is a need therefore to review the aims and make them more definite. First, the graduates should be able to work with very broad target groups - *children, adolescents, disabled and elderly people*. Although, the programme correspond to several national strategies, i.e *National Strategy for Lifelong Learning, National Education Strategy for 2013-2022,* it is difficult with first study cycle programmes to prepare specialists able to work with all these groups. There is one learning outcome (hereafter – LO) which focuses on the personal needs of learners (*will be able to create and manage the person-centered educational environment that responds non-formal education (learning) objectives, principles, personal needs and characteristics of lifelong learning ideas)* but there is a need to increase the attention concerning developmental psychology, andragogy etc working with different age groups and disabled people.

The above mentioned national strategies focus on leisure educators and 10 out of 17 intended learning outcomes of the programme directly express the connection with non-formal education. This leads to the question about consistency of programme name, aims and learning outcomes. The programme was registered with the name *Socio-cultural education,* and is now changed to *Leisure and Entertainment Education.* According to the SER (p.7), following discussions between the Study Programme Committee and the partners, practice supervisors and the students of the programme, it was proposed and agreed to rename the programme because the title of the programme did not clearly state the kind of specialist that was being prepared. It is explained in the SER that “socio-culture” is a very broad definition, which covers a wide variety of fields – leisure, recreation, education, art and community education. The Study Programme Committee stated that this programme is geared towards socio-cultural activity, mainly leisure and entertainment, as well as non-formal education. The name of the previous programme, its learning outcomes, content and the qualifications offered were not compatible with each other.

During the site visit the name of the programme were discussed with several interest groups. The head of the Study Programme Committee explained that the emphasis of the programme is on education, how to organize educational activities and the core knowledge of the programme focused on four pillows: leisure, art, culture and community. This programme was born in the frame of social work. However, while students and social partners welcomed the new name of the programme, some social partners still do not understand what kind of competences graduates acquire. For example, during the site visit they emphasized that they do not know exactly what to expect from students during the practice and what kind of tasks to give them. The EET is not convinced that the name of the programme corresponds to the aim and learning outcomes of the programme. It therefore recommends a reconsideration of the name given to the programme and/or any branches that the team may decide to introduce within it, bearing in mind the importance of the non-formal education sector, as well as the relationship between ‘leisure’ and ‘entertainment’.

The EET comes to the conclusion that the information about the programme is sufficiently presented at the university webpage and in several other publications (i.e. booklets, leaflets etc). This programme stands out because it is the only national programme in the educational field that joins together leisure/entertainment, different social groups/communities and education/non-formal education. From the meeting with the SER group it became clearer to the EET that the programme was designed in response to growing need in informal and non- formal education. It is influenced by current socio-cultural values, ideas of positive socialisation, lifelong learning competence, recreational needs and cultural interests of each person in society. Such flexibility was strongly approved in the EET discussion with the social partners.

The EET welcomes the idea of the Study Programme Committee that the programme learning outcomes should be reviewed regularly and keep the balance between *socio-educational* and *leisure/entertainment* objectives. From both the SER and meetings with different groups during the site visit, the EET makes the conclusion that generally the programme meets the public needs and the needs of the labour market but the aims are too broad. There are several possibilities to make the aims and learning outcomes more clear and focused on certain fields. First, graduates of this programme could be more focused either on non-formal educational issues or more towards entertainment and leisure time. Also one option is to focus on health management preparing specialists who are able to organise activities in community to promote citizens’ health behavior and well-being. In the SER (p. 13-14) the self-evaluation group also mentioned that Lithuanian cultural situation and non-formal education concepts are changing and this situation poses challenges but also opportunities for the programme.

Taking into account the economical and social trends is Lithuanian society and broadly in Europe, the overall aims and goal should be evaluated and revised in relation to trends and developmental changes in society. The relation between learning outcomes and the need of competencies in the labour-market should be further analysed. The EET encourages the Study Programme Committee to open discussion to refocus the programme, based on what is needed in Lithuanian society and to spectify the programme aim and learning outcomes towards the chosen area.

The programme aims and learning outcomes meet the legal requirements. The analysis is offered in the SER Table 3 (p. 10-12). The description of the learning outcomes (Bachelor) and the intended learning outcomes of the programme are divided in five dimensions. However, consistentency between the programme and the type and level of the studies needs some further work because of very broad and ambitious aims and learning outcomes (see above).

To conclude, the need for specialists who are able to plan leisure programs, organise and carry out recreational and educational activities for children youth and adults according to their needs competence is highly valued in society. However, it is too ambitious to educate specialist in such broad field within one first cycle level programme. As a result, the programme aims and learning outcomes are not defined clearly enough, and consistency between the programme name, aims and learning outcomes needs further consideration. Therefore, it is be recommended to review the aims and name of the programme. It is recommended to open discussion to focus the programme on particular needs in Lithuanian society and to spectify the programme aim and learning outcomes towards a chosen area. The overall aims and goals should be evaluated and revised in relation to trends and developmental changes in society. The relation between learning outcomes and the need of competencies in the labour-market should also be further analysed.

## 2.2. Curriculum design

The curriculum design is in compliance with all of the legal requirements, relating to programme volume, and the subjects of the study field. The programme carries a workload equivalent to 210 credits (Full-time studies, 3.5 years; part-time studies, 5 years). The content of the subjects is fully consistent with the type and level of studies expected from such programmes, with an appropriate amount of credits being allocated to the subjects of the study field.

The programme is modular, and consistent with the creation of a common European higher education area. The subjects are spread evenly throughout the programme, and timetabled to help students develop knowledge about theory and practice together. Students are introduced to core knowledge, applying and further developing this knowledge as the programme progresses. The curriculum design reflects the increasing importance of lifelong learning and life wide learning in leisure and entertainment. However, further analysis of the composition of the subjects and modules would help in ensuring that there is appropriate balance and coherence and that any unnecessary overlap is avoided. Some work can be done in creating greater complementarity between subjects. For example, during the meeting with students, the view was expressed that the English taught in the programme needed to correspond more closely to the kind of language that would be needed to carry out work in the leisure sector.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. Learning outcomes provide an appropriate level of challenge, and are aligned with programme aims, covering the range of knowledge which students will need for educational work in the leisure and entertainment sectors. Given the diversity of the sector, there is also an emphasis on the cultivation of transferable skills: information, analytical, communication, problem settlement and team work, time and work planning, as well as the skills relevant for leisure-educational work in various institutions, non-governmental organisations or communities (SER, p. 8). The practice component, comprising four separate practice periods, is an opportunity for students to use theoretical knowledge going step-by-step from observation initially to practice later on. Students develops skills and knowledge to, ‘solve socio-cultural and leisure management problems, to act as an entertainment and leisure organizer in an institution or community (SER, p. 17).

The range of subjects reflects many of the diverse needs of professionals in the leisure and entertainment sector with an educational role. It joins together three aspects: leisure/entertainment, different social groups/communities and education/non-formal education. The SER notes that the learning outcomes of the Programme are influenced by, ‘current social-cultural values, ideas of positive socialization, life-long learning competence, recreational needs and cultural interests of each person in society (youth, the disabled, or elderly people) (SER, p. 7). The design is guided by the overall aim which in summary is to, prepare professionals, who are able to creatively apply theoretical knowledge in planning and carrying out leisure and educational activities for children, youth and adults according to their needs’ (SER, p. 8).

However, while many areas of the curriculum reflect the increasing importance of the non-formal education sector, further work is need on clarifying the focus of the programme. While there are electives provided, further work may help in distinguishing between different career options so that students could plan their learning journey through the programme in a more purposeful way. This could involve the inclusion of further specialisation according to branches or themes. This would help improve the cohesion between different modules.

While detail is provided on each of the individual study subjects, including learning outcomes, study time, recommended reading, assessment tasks, the level of detail provided on the assessment criteria used to determine achievement of each of the learning outcomes can vary between subjects. These should be further developed to support the accurate assessment of students’ work and to help students understand how standards of performance can vary between very weak and excellent or outstanding levels of performance.

The scope of the programme is sufficient to ensure the achievement of the learning outcomes. The SER explains how the programme has been designed to respond to the needs of this sector which is, ‘to seek social and cultural participation of individuals, groups, organizations and community; to help people in making their leisure meaningful or organizing their daily cultural life’ (SER, p. 7). There is an appreciation of the multi-faceted role of the practitioner working in this sector, with an emphasis on the core ideas of, ‘socialization and empowerment of a person, a group or a community (SER, p. 7). The programme therefore focuses on active recreational, artistic, socio-educational or cultural activities, combining onsite and online (Moodle system) delivery. The methods used on campus include case studies, cooperative work, discussion, analysis of literature, role playing games, reflection on activities, interactive lecture, mind map; individual and group projects, problem solving and project management. In some study subjects, foreign language and integrated learning methods are used, which helps the students to develop communication competences.

During the site visit, students expressed their enthusiasm for this kind of broad programme. The curriculum design places it in a good position to benefit from the increasing emphasis on interdisciplinarity. However, further work is needed on delineating the scope of the programme in order to fully realise the potential it offers. It may be possible to identify different career options within the programme so that the students see how the scope of the programme or the alternative options within it can be mapped on to particular activities in the professional world after graduation. This would enable students to plan their learning journey through the programme in a more thoughtful and deliberate way. It could, for example, involve provision for further specialisation according to branches or themes, thereby improving the balance and coherence of the programme in line with more focused programme aims and learning outcomes, and avoiding any sense of fragmentation. Some further consideration should also be given to the names of programme and any branches within it. While the inclusion of the word ‘education’ is entirely appropriate given the focus on non-formal education, the benefits of using both ‘leisure’ and ‘entertainment’ as is currently the case may merit some further discussion, especially given that both terms are quite close and ‘leisure’ may be sufficiently inclusive to convey the notion of ‘entertainment’.

The content of the programme reflects the latest achievements in research and practice. In particular, students can learn about the latest trends in non-formal education through the research thesis, using theoretical and empirical analysis.

In summary, the curriculum design provides an eclectic mix of different topics related to leisure, entertainment and education. They reflect the increasing importance of the non-formal education sector, especially with the increasing access to knowledge through technology. Students responded enthusiastically to this kind of broad programme. The programme is therefore in a good position to benefit from the increasing emphasis on interdisciplinarity. However, further work is need on clarifying the focus of the programme. While there are electives provided, further work may help in distinguishing between different career options so that students could plan their learning journey through the programme in a more deliberate way, for example, to introduce greater and more explicit structure to the practice component within the programme design so that students can complete all of the required practice in line with the prescribed workload, involving visits by university teachers to settings to observe student practice. This would help improve the complementarity of the programme, balance and coherence in a line with programme aims and learning outcomes, and reduce any sense of fragmentation and incoherence.

##  2.3. Teaching staff

The SER provides data about the pedagogic and academic staff which is formed by professional qualification, scientific activities and research interest. The teaching staff consists of 24 persons: 4 professors, 11 assoc. professors, 2 lectures with PhD and 7 lecturers with master degree (4 of them are Ph.D. students)*.* Therefore, it may be stated that the adequate academic staff resources are ensured for the implementation of the programme (Annex 7). On average teaching staff in the programme has 16 years’ experience in conducting scientific research and 18 years’ experience in teaching. Average age of programme teaching staff is 50 years. The qualifications and practical work experience of the pedagogical staff of the programmeconform to requirements of the Law on Higher Education and Research of the Republic of Lithuania and Description of general requirements for the degree-awarding first cycle and integrated study programs for university teachers, according to which no less than 50 % all the university teachers of the subjects of studies have to hold a scientific degree.

17 % of the university teachers that teach in the programmehold the post of aprofessor, 60% of them hold a doctoral degree, and the field of their scientific activity of 100 % out of them corresponds to their taught subjects (Annex 8). 17 (73 %) of the university teachers work at Mykolas Romeris University as their main workplace, 5 are part time employed. From the SER it seems that the qualifications of the teaching staff are adequate to ensure learning outcomes.

Teachers of theprogramme are heads and members of different European international organizations, Lithuanian educational associations, working groups of educational programmes study projects, actively participating in the work of the mentioned institutions.

As stated in the SER, the teaching staff in the programme are active and acknowledged scholars, members of national and international professional associations publishing their works in scientific media of Lithuania and abroad, having appropriate level of professional competence and experience of teaching as well as scientific exploratory and methodical practice.

The administrative staff are completely satisfied with the qualification of the staff. As the example three professors who also work for the Ministry of Education and Science were mentioned, and who are real professionals in their field. Also, during the meeting with senior management it appeared that the number of places for PhD studies reflects the quality and recognition of the programmes. Therefore, it may be stated that the qualifications of the teaching staff are adequate to ensure learning outcomes.

According to the SER, 24 teachers are involved in the implementation of the programme, however, university teachers also teach in other study programmes. The ratio of 20 students per one academic worker in the study fields of social sciences is regulated in the Resolution of the Government of the Republic of Lithuania No. 402On the Calculation of the Costs of Studies of Normative Study Field (Group of Study Programmes) and the Description of the Allocation System of the Funds of the State Budget of the Republic of Lithuania to Pay for the Costs of Studies of State-funded Places and the Approval of the Description of the Allocation System of the Funds of the State Budget of the Republic of Lithuania to Fund the Studies of the Persons Admitted to State Higher Education Institutions by 13th of May 2009.

According to the Workload Accounting Standards of academic staff of Mykolas Romeris University approved by the Senate Resolution No. 1SN-40 on 2 April 2013 University’s teacher workload, which works at the full time, is 1530 hours per year, 36 hours per week. The workload is divided into teaching, scientific research and organizational work. Teaching work includes 1000 hours, scientific work – 400 hours and organizational work – 130 hours per year.

The SER didn’t provide detailed information about the changes in the number of the staff. It was clarified by the senior management and administration that after the change of the title of the programme they enrolled three additional teachers for more detailed teaching of leisure subjects. The SER notes that “the programme enrols 8 third year students”. It seems to the EET that the ratio in the third year is not sustainable at the moment (24 teachers for 8 students) and would encourage the programme management to look for further possibilities to attract students to the programme and to look for different ways to avoid dropout rate (as it happened during the previous years). As the SER group assured the EET the number of the students is increasing (16 students this year) and grades they receive are becoming higher.

The SER provides the methods of professional (educational, scientific, practical) development of the staff applied: in-service training courses are continuously held for the university teachers at Mykolas Romeris University itself to refresh didactic competence, to improve ICT competencies, to highlight sensitivity of the university teachers to the unity between science and practice in the process of studies is developed. The teaching staff participate in both national and international scientific-practical conferences. The SER states that social partners are included into the Commission for the Defence of bachelor’s Thesis. Though none of the social partners participating in the site meeting hadn’t participated in the defence, they assured the EET that the fact takes place. Moreover, as it was stated that social partners also have participated in the preparation process of final thesis (give their insights to help students).

Also, the staff of the programmeparticipate in various international trainings: scientific conferences, workshops, round table discussions, research activities and so on. From the meeting with the SER group the EET have strong understanding that the staff in this programme is encouraged to apply the collaborative teaching approach on the basis of experiental learning through reflection. The detailed data on different conferences and trainings 58 foreign institutions is provided in Annex 9.9. Teachers of theprogramme raised their qualification in internships in such foreign countries as Austria, Belarusian, Belgium**,** Croatia**,** Germany**,** Great Britain, Israel**,** Italy**,** Latvia**,** Poland**,** Portugal**,** Romania**,** Slovakia**,** Sweden**,** Turkey universities. During the evaluated period, eleven (out of 24) teachers of theprogramme participated in 25 internships, which is the strength of the programme, as stated in the SER. Also, the SER group gave the evidence that the team work among the teachers’ staff is encouraged. They have the systematic meetings almost every week.

University always supports and mediates for teachers and scientists aiming to receive funding for studies, scientific research and other scientific activities. Scientists can get information about scholarships provided by foundations and programmes or support for scientific research from the website of Lithuanian Research Council. Doctoral students, teachers and scientists can apply for scientific internships in more than 30 countries. From the meeting with the SER group the teachers of the programme cooperate in joint research projects at national and international levels. As the university is undergoing some structural changes the coordinators become more and more important and visible.

The SER states that the professors involved in this study programme have great experience in practical and scientific work. Teaching is research based and connect with staff scientific research areas at national and international level. As stated in the SER, “ data and results of that they use in the curriculum of study subject during lectures and seminars“ (SER pg. 21). During the meeting with the staff the EET got the evidence that the Institute of Education Science and Quality Assurance Committee support the teachers‘ research competences (seminars and workshops) on regular basis inside the universtity. The teachers mentioned interdisciplinary laboratories as good examples for teachers collaboration in different research fields.

Academic staff of the programmepublishes various types of publications in scientific journals, which are in international databases. The research of the staff reflect their main interests, their research problems enrich their teaching study subjects. 177 scientific publications scientific articles, 14 monographs, 10 scientific studies, 90 abstracts of reports, 27 textbooks and methodological tools) were published in different scientific journals.

According to the SER, teaching staff permanently participates and share their scientific experience at the national and international scientific conferences, national and international workshops. Despite limited financial possibilities to go abroad participation in international conferences is growing (from 6 in 2012 to 10 in 2014). The teachers prepare presentations and reports in international conferences in various European universities in Poland, Czech Republic, Cyprus, Latvia, Turkey, Island, Norway, France, Slovakia, Spain, Georgia, Canada, Thailand, Portugal, etc. therefore, it may be stated that teachers of the programme ensure dissemination of their scientific research on an international level.

Also, the SER states that in recent years teachers have initiated, received funding and carried out 5 national research projects, 15 national projects, took part in 7 international projects, which provide good opportunities for academic staff to lecture at foreign Universities under the contracts, also participate in international projects and conferences.

The EET group concludes from the SER and site meetings with different target groups that teaching staff meets the legal requirements. The qualifications of the teaching staff are adequate to ensure learning outcomes and implementation of the programme required for this non-degree awarding study programme. Though the number of the students is at the moment not sustainable it seems to the EET that ratio is adequate to ensure learning outcomes. The teaching staff of the programme is actively involved in research, however, the research area is not always directly related to the study programme being reviewed. Also, the EET would encourage more teachers’ participation in national events, though the university policy is focused mainly on foreign events. The site visit and meetings with different target groups gave the evidence to the EET that the university creates conditions for the professional development of the teaching staff necessary for the provision of the programme, and is the development is quite systematic.

## 2.4. Facilities and learning resources

Both the SER and meetings with groups during the site visit revealed cooperation between the various parts of the university, with the students having good access to information technology, via the University Information Technology Centre. All auditoriums have access to the Internet and are equipped with multimedia devises. The EET also found evidence that the student have good access to IT-technologies, especially in the 7/24 open library and in special “learning-rooms”.

As stated in the SER the premises for studies are adequate both in their size and quality. The visit found evidence that there were enough study-places and they were also divided in silent and non-silent areas, which seems to the EET as a strong side of the programme. The students have good access to stationary and mobile working stations, printers and scanners. The computers are connected to the university network. The library is very well equipped in these aspects. Therefore, the EET concludes that the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality.

As stated in the SER “There are 141 computerised work places in the University’s libraries reading rooms, reading room of Graduates, Internet reading room and Professors’ reading room. Information terminals are available for students and teachers in the foyer and the corridors of the University.  The university has widely popular e-studies environment MOODLE which allows flexible organisation of the study processes and spread of academic information“ (SER, p. 30). The facts mentioned above were fully demonstrated during the site visit. For cultural events, performances and sports the programme students can use various spaces in the university, for example, halls for theatre, dance, tennis, body-building, and a recording studio. The environment outside the university can also be used for different events. The inner yard of the university is used for concerts and performances. The green site is used for various sports events. IT-centre, Health and sports centre and Culture activities centre is open to help students with equipment and consultation. The students have access to various special studios, for example, for music and for theatre performances, dance and sports. The EET finds that these facilities well meet the needs for the programme implementation.

The SER states that while preparing practice projects (organizing various cultural and sport events), students are provided with audio and video equipment, acoustic and lighting system, musical instruments, as well as national and theatre costumes and sport inventor which was partially demonstrated to the EET during the site meeting. The EET would recommend enriching the collection of video material which could serve both as learning and preparation for the further work and teaching aids.

The students have access to a big library, including reading-rooms occupying two floors of the University. This also includes access to many national and international databases for research. The tour of the campus showed that students have access to a very well-equipped library with good possibilities to support their research in more than 50 international data-bases.

The EET concludes that the students can study and practice in a well-equipped environment with many learning resources that gives them support in their studies. The premises for studies are adequate both in their size and quality. The teaching and learning equipment are adequate both in size and quality. The university has adequate arrangements for students’ practice though the enrichment of the database of the video materials which could serve both as learning and preparation for the further work and teaching aids could be encouraged. The teaching materials are adequate and accessible. The EET would recommend enriching the collection of video material which could serve both as learning and preparation for the further work and teaching aids.

## 2.5. Study process and students’ performance assessment

The competitive score of persons holding second degree consists of the scores of Matura examination and annual grades and follows the procedure of admission of the Association of Lithuanian Higher Education Institutions for organization of general admission (LAMA BPO).

Additional scores are given for those who are graduates of Career Planning Academy, Leader Academy and Management Academy. Competitive score may differ while entering state-funded places and state non-funded places of the same programme in MRU due to the additional scores for state-funded places.Additional scores are given for persons who carried out compulsory permanent military service or completed basic military training following the 1 September 2011 and who have submitted a certificate of approval form. These persons shall be added 1 additional score when applying to the places of studies of all study programmes (p. 28 of the SER). Additional scores could be added through the LAMA BPO database when applying for a study place. There are no entry exams or motivational tests.

The dropout rate in 2012-2013 reached 47,05%, although the SER states the main reasons of that were personal reasons or financial obstacles, although the EET observed that the programme’s goals are very broad and unclear outcomes could have an impact on the dropout rate.

Since the goals of the programme are very broad, the programme itself consists of various courses, which need greater coherence. There is also a need to manage student workload for each course so it would correspond in all cases to the amount of given credits. Revising the programme goals could lay a path for a better coherence between the subjects and ensure the achievement of the learning outcomes.

The students are involved in thethe study programme committee, discussing about teaching methods, evaluation principles and learning outcomes.

Students have an opportunity to express themselves through the Students’ Representative Body of Mykolas Romeris University, volunteers club, dance studio, theatre studio, visual arts studio, university choir, university band, string quarter, pop vocal group, folklore ensemble and other activities. They participate and organize scientific and practical conferences, prepare and conduct discussions on various topics. However, students’ research and applied research activities could be encouraged and they should be involved more into the research undertaken by the teachers.

During the site visit the EET was assured that students have the ability to participate in various mobility programmes. The SER states that some students have participated in the Erasmus Inteisive Program of “Quality of food and intake and social exclusion” youth exchanges with topics of volunteering, non-formal education and social integration. The mobility of the students should be further encouraged.

Students have lectors-tutors with whom they meet every month and discuss studies and profession related questions. A career centre disseminates information about studies pportunities at the university, with graduated and current students having opportunities to consult about career management and career education. The university buildings are adapted for students with special needs.

The university offers different types of scholarships depending on their achievements, sports, cultural, scientific and social activities, memorial scholarship of Mykolas Romeris, scholarship of the university senate. Students get a lower price for meals in the university’s cafeteria as well.

The assessment conditions are introduced to students in every course of the programme and can be readily changed following the guidance of the programme for the next cohort in subsequent years..

Courses have accumulative scores, and the final examination has equal rules for all study subjects of the programme. Assessment of the practical training in the program is foreseen with self-evaluation of the students and acceptance of the supervisor, which ensures a self-evaluated learning process. Assessment is divided in 2 parts – examination and accumulative scores.

The students work in cultural houses, day-care centres and other institutions, where they are able to apply their knowledge in educating children, organize events and organize educational events. The social partners expressed the need for specialists who could organize educational events particularly.

To summarize, a better coherence between the modules and the subjects could be ensured, which would be beneficial in evaluating the achievement of the learning outcomes. The students have the opportunity to participate in mobility programmes and this possibility could be further encouraged by the university. The students are able to express themselves in artistic activities, although the research activities and involvement in research could be increased. The social partners see the programme as an important one. The EET states that the Study Programme Committee should look for further possibilities to ensure the coherence between the modules and programme subjects. that the correspondence between the students’ workload the given ECTS credits should be reconsidered. Students’ research and applied research capabilities could be improved.

## 2.6. Programme management

The responsibilities are clearly allocated. The Study Programme Committee is responsible for management of the programme. Internal study quality assurance in Mykolas Romeris University is regulated by the Statute, provisions of the Study Programme Committees, provisions of the politics for the assurance of study and science quality, provisions of the Quality Assurance Committee, Order for Organising the Study Feedback. The main responsibility relies on the Study Programme Committee and the head of the programme committee is responsible for programme development.

During the site visit the EET noted that the head of the programme is open to improvement and takes her responsibility very seriously. Recently, changes have been made in the university’s structure and the role of the programme coordinator was introduced as a person who is responsible for everyday coordination of the studies. The EET welcomes this initiative as there are quite many outside practitioners involved in the study process and good coordination is extremely important.

All students are invited to evaluate the study process every semester. After finishing studies of each study subject, the students evaluate the quality of teaching of the subject. At the end of their final year students are asked to evaluate the overall quality of the study programme.

During the site visit the electronical environment of feedback system was introduced. This environment is created especially for Mykolas Romeris University and is a good example of a systematised feedback system. At the moment the environment is used inside the university. The EET recommends to the development of the environment to use it also for data collection from alumni and social partners.

The SER states that the programme is regularly updated according to changes in national law and to regulations and developments in European tendencies. It is also reviewed according to the reviewed requests made by the students and other parties. Twice a year, the Study Programme Committee considers if changes need to be made to the base of the programme, including learning outcomes, structure etc. Professors also update their study subjects twice a year.

Teaching staff hold meetings for constant evaluation two times every year. These meetings also involve feedback of the students and their needs in the study process. During the site visit teaching staff mentioned that there is an informal meeting every week on Thursday during which they discuss overlapping in the programme, the order of the subjects in learning process etc.

The EET considered the Study Programme Committee and teaching staff open-minded and very motivated to improve the programme. Teaching staff has a modern understanding of learning.

Social partners (institutions of students’ practice places) give feedback about the practice of the students. Cooperation agreements were made with various governmental and non-governmental structures, scientific and educational institutions. The Study Programme Committee constantly cooperates with the Ministry of Education and Science. During the site visit social partners mentioned that more cooperation already before practice could be useful to ensure that students’ roles and responsabilities are clear for all parties. Also the focus of the programme has been understood differently. For example some social partners see the graduates more like social workers, some more like entertainers. Social partners mentioned that they have participated in feedback system after practices but there is no regular feedback system for all active partners.

There is a good cooperative culture with social partners. The EET suggests implementing a systematic feedback system and continue in cooperation with partners to analyze the focus and competences of the graduates to guarantee their possibilities in the labour market.

The implemented internal quality assurance measures demonstrate effectiveness. The EET recommends continuing with the planned system and to support all staff members’ self-reflection attitude, which is very valuable for ongoing programme development.

To summarize, the responsibilities are clearly allocated. The study programme committee is responsible for management of the programme. The electronical feedback system was introduced which gives a good basis for systematic programme development. The EET recommends developing the environment to use it also for data collection from alumni and social partners. There is a good cooperative culture with social partners. The EET suggests implementing a systematic feedback system and continue to analyze with partners the focus and competences of the graduates to guarantee their possibilities in the labour market.

# **III. RECOMMENDATIONS**

1. To open discussion to find the most suitable focus needed in Lithuanian society and to specify the programme aim and learning outcomes towards chosen area.
2. To consider the name given to the programme and/or any branches that the team may decide to introduce within it, bearing in mind the importance of the non-formal education sector, as well as the link between ‘leisure’ and ‘entertainment’.
3. To evaluated and revise continuously the overall aims and goal in relation to trends and developmental changes in society.
4. To further analyse the relation between learning outcomes and the need of competencies in the labour-market should .
5. To carry out a review of the curriculum in order to create further coherence between the subjects being offered and the focus of the programme
6. To enable students pursue a programme of study which can more accurately correspond to possible career pathways that they may wish to pursue
7. To develop the capacity of students to make informed choices about their own learning journeys so that the subjects they take complement each other and provide a coherent and balanced experience, allowing the exploration of a specific area in sufficient depth
8. To introduce greater and more explicit structure to the practice component within the programme design so that students can complete all of the required practice in line with the prescribed workload, involving visits by university teachers to settings to observe student practice
9. To provide further detail on the assessment criteria used to determine achievement of each of the learning outcomes for certain study subjects
10. To support discussion with regards to the University policy, on a national level about the requirements for University accreditation, e.g. shift to value national events equally with the foreign ones.
11. To encourage more participation in national events for further development of national non-formal educational system
12. To focus the researchers’ attention to leisure and educational entertainment issues rather than policy making.
13. To strongly recommended the programme to look for further possibilities to attract students to the programme and to look for different ways to avoid dropout rate.
14. To look for further possibilities to ensure the coherence between the modules and programme subjects
15. To enrich the database of the video materials which could serve both as learning and preparation for further work and teaching aids.
16. To complete the list of textbooks on special matters for deeper studies and preparation for the profession.
17. To reconsider how the students would have a workload that would correspond the given ECTS credits
18. To improve students research and applied research capabilities
19. To implement a systematic feedback system and continue to analyze with partners the focus and competences of the graduates to guarantee their possibilities on the labour market.

# **IV. SUMMARY**

Mykolas Romeris Univeristy opened the programme *Socio-cultural education* in 2012 and the name of the porgamme was changed to *Leisure and Entertainment Education* in 2014.

The need for specialists who are able to plan leisure programs, organise and carry out recreational and educational activities for children youth and adults according to their needs competence is highly valued in society. However, it is too ambitious to educate specialists in such a broad field within one first cycle level programme.

There is therefore a need to improve the consistency between the programme name, aims and learning outcomes. This would in turn have implications for the name given to the programme and/or any branches that the team may decide to introduce within itThe overall aims and goal should continuously be evaluated and revised in relation to trends and developmental changes in society. The relation between learning outcomes and the need of competencies in the labour-market should be further analysed.

The curriculum design provides an eclectic mix of different topics related to leisure, entertainment and education. They reflect the increasing importance of the non-formal education sector, especially with the increasing access to knowledge through technology. Students responded enthusiastically to this kind of broad programme. The programme is therefore in a good position to benefit from the increasing emphasis on interdisciplinarity. However, further work is need on clarifying the focus of the programme. While there are electives provided, further work may help in distinguishing between different career options so that students could plan their learning journey through the programme in a more deliberate way. This would help improve the complementarity of the programme, balance and coherence in a line with programme aims and learning outcomes, and reduce any sense of fragmentation and incoherence.

Teaching staff meets the legal requirements. The qualifications of the teaching staff are adequate to ensure learning outcomes and implementation of the programme required for this non-degree awarding study programme. Though the number of the students is at the moment not sustainable,that ratio is adequate to ensure learning outcomes. The teaching staff of the programme is actively involved in research, although the research area is not always directly related to the study programme being reviewed. Also, the EET would encourage more teachers’ participation in national events, though the university policy is focused mainly on foreign events. The site visit and meetings with different target groups gave the evidence to the EET that the university creates conditions for the professional development of the teaching staff necessary for the provision of the programme, and is the development is quite systematic.

The students can study and practice in a well equipped environment with many learning resources that gives them support in their studies. The premises for studies are adequate both in their size and quality. The teaching and learning equipment are also adequate both in size and quality. The university has adequate arrangements for students’ practice, though the enrichment of the database of video materials which could serve both as learning and preparation for the further work and teaching aids could be encouraged. The teaching materials are adequate and accessible.

A better coherence between the modules and the subjects could be ensured, which would be beneficial in evaluating the achievement of the learning outcomes which is now unclear. The students have the opportunity to participate in mobility programmes and are able to express themselves in artistic activities, although the research activities and involvement in research could be increased. The social partners see the programme as an important one.

The responsibilities are clearly allocated. The study programme committee is responsible for management of the programme. The electronical environment of feedback system was introduced which gives a good basis for systematic programme development. The EET recommends developing the environment to use it also for data collection from alumni and social partners. There is a good cooperative culture with social partners. The EET suggests implementing a systematic feedback system and continue to analyze with partners the focus and competences of the graduates to guarantee their possibilities in the labour market.

# **V. GENERAL ASSESSMENT**

The study programme *Leisure and Entertainment Education* (state code – 612X90003) at the Mykolas Romeris 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  | 2 |
| 2. | Curriculum design | 2 |
| 3. | Teaching staff | 3 |
| 4. | Facilities and learning resources  | 3 |
| 5. | Study process and students’ performance assessment  | 3 |
| 6. | Programme management  | 3 |
|   | **Total:**  | **16** |

\*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: | Dr Eve Eisenschmidt |
| Grupės nariai:Team members: | Dr Cathal de Paor |
|  | Prof. Dr Inge Johansson |
|  | Ms Tatjana Kriliuvienė |
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