MARIJAMPOLĖS KOLEGIJOS

SOCIALINĖS PEDAGOGIKOS PROGRAMOS (653X16001, 65307S113)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *SOCIAL PEDAGOGY* (653X16001, 65307S113)

STUDY PROGRAMME

at **MARIJAMPOLE COLLEGE**

External Evaluation Team

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Core Information in relation to Programme Profile

Title of Study Programme	Social pedagogy
State Code	65307S113
Type of Study Programme	**NU**
Study Cycle	**First Cycle**
Mode of Study (duration in years)	**D(3,5), N(4)**
Volume of Study Programme in Credits	**140**
Final Degree and/or Professional Qualification to be awarded	Professional Bachelor of Education, (Social Pedagogue)
Programme Registration Date, Order No.	**2001-08-29, Nr.1234**

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A. Introduction

The European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area sets out the following standard:

> **Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities. (ESG: Part 1: 1.6 Information systems)**

In accordance with the Lithuanian law on Higher Education and Research, dated 30 April 2009 (No XI-242), and in compliance with Order No. 1-94 of 30 October 2009, an External Evaluation Team (hereafter EET) appointed by the Centre for Quality Assessment in Higher Education has conducted an Evaluation of the study programme in *Social Pedagogy* (state code: 65307s113) which is offered by Marijampole College (hereafter MC).

In conducting their evaluation of the Study Programme, the EET have applied the methodological guidelines developed by the Centre for Quality Assessment in Higher Education to implement the provisions of Order No. ISAK-1652 of 24 July 2009 of the Minister of Education and Science "On the approval of the description of the procedure for the external assessment and accreditation of study programmes" (Official Gazette, 2009, No. 96-4083), following the Law on Science and Studies of the Republic of Lithuania (Official Gazette, 2009, No. 54-2140).

The Self-Assessment Group (hereafter SAG) was established on 4th April, 2008 under order No.1V-254. It was made up entirely of members of the Faculty, along with one student of the Faculty. According to the timetable set out in Table 2 of the SAR, the SAG completed its work in June 2008 and the Self-Assessment Report (SAR) was translated into English by October 2008. This means that the SAG at Marijampole College prepared its SAR in 2008 using the older format. The SAG later partially adapted the original SAR by adding some new material and by offering insights into changes which have been made to the programme since that time. In the course of the visit, members of the SAG stated that the programme had been changed in 2008, 2009 and again in 2010.

The External Evaluation was conducted in the period September 2010 to November 2010 with in-country evaluation taking place during the period 20 November to 28 November 2010. The Evaluation included a one-day field visit to Marijampole College on 22 November 2010.

Having received a SAR from MC in the autumn of 2010, the EET was confronted with a document written in accordance with the older guidelines of 2008 and not in accordance with the official 2009 guidelines of the Centre for Quality Assessment in Higher Education (Lithuania) which EET was expected to apply. Initially, it was difficult for EET to understand why the prescribed model was not followed.

From the EET's discussions, it became clear that a two year delay in processing the SAR created significant difficulties for the evaluation process. Symptomatic of this was the fact

that the SAR, dated 2008 and completed in 2008, in Paragraph 10, noted that changes were made to the programme in 2009, in order to meet new State requirements! Subsequently, the programme which the EET examined on the ground was the revised programme, rather than the programme which was the subject of the SAR! Elsewhere in the SAR (Paragraph 8), there was a use of data from March-April 2010! Likewise, where the text speaks of "information concerning admission of the last five years", the information presented actually related to the last seven years, including admissions in 2009/2010.

The failure to present information in accordance with the 2009 guidelines made the task of the EET extremely difficult. In particular, the fact that the structure of the SAR did not follow the structure proposed in the 2009 guidelines made it difficult for the EET to find relevant information and, in many instances, the information sought was not presented at all or else was not presented in the manner required. As a consequence, the EET expressed its concerns to the Centre for Quality Assessment in Higher Education about the legitimacy of applying 2009 standards to a 2008 SAR.

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

This report does not paraphrase or re-present the range of information presented in the Self-Assessment Report (hereafter SAR). Instead, it focuses on issues raised in the Self-Assessment Report and in the Addendum to the SAR (hereafter ASAR) which was received in February 2011, as well as raising some issues not addressed in the SAR but which came to the attention of the EET during the course of the Team's time in Lithuania, and, specifically, during the course of the field visit.

In addition to its examination of the SAR, the EET collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and other means:
- Meeting with administrative staff of Marijampole College including the Faculty of Education Studies and Social Work
- Meeting with the staff responsible for the preparation of the Self-Assessment Report
- Meeting with teaching staff
- Meeting with students
- Meeting with graduates

- Meeting with employers of those who have graduated from the programme
- Visiting and observing various support services (classrooms, library,computer services, staff developments, laboratories, etc.)
- Examination and familiarization with students' final works, examination material.

After an introductory meeting with the senior administrative staff, there was a meeting with the group responsible for the preparation of the SAR and afterwards with the teaching staff and the students. In the afternoon the experts visited the various support centres – classrooms, the library, computer services, and the resource centre. They got acquainted with the students' final works and examination material. There was also the opportunity to talk with the employers. At the end of the field visit, the initial impressions of the team were conveyed to the teaching staff of the programme.

We would like to express our appreciation to the authorities of Marijampole College for the manner in which we were made welcome and for the manner in which our queries and our exploration of various key issues were addressed in a professional and positive way by those with whom we came in contact at the College as well as subsequently in the ASAR.

The EET would like to pay tribute to the Centre for Quality Assessment in Higher Education in Lithuania and, most especially to the Director of the Centre and to the Deputy Head of the Quality Assessment Division, for the support given to EET before and throughout the visit to Lithuania.

B. Programme Analysis

1. Programme aims and learning outcomes

The study programme in Social Pedagogy, which is available in full-time and part-time modes, is offered by the Faculty of Education Studies and Social Work at Marijampole College. It is supervised by the Department of Social Work and Social Studies.

The programme was introduced in September, 2001. In December 2003, this study programme was transferred to the Education Studies study field (by order of the Minister of Education and Science, passed on 23rd December, 2003, No. ISAK-1872) according to Paragraph 46 of the SAR.

> The SAR is split into an analysis of the full time program (Paragraphs 8 to 70) and of the part-time program (Paragraphs 71 to 89) while the remainder (Paragraphs 83 to 139) deals with issues relating to both modes of delivery.

> In the ASAR, both programmes are dealt with together.

For clarity in relation to the comments which follow the evaluative tool, which the EET was required by the Centre for Quality Assessment in Higher Education under its 2009 Guidelines in regard to the evaluation of programme aims and learning outcomes, is reproduced here.

Table 1:

Sub-areas	Criteria	Indicators
1. Programme aims and learning outcomes		
1.1. Programme demand, purpose and aims	1.1.1. Uniqueness and rationale of the need for the programme	Demand for the specialists in the labour market Demand for the programme among applicants The position of the programme among other study programmes
	1.1.2. Conformity of the programme purpose with the institutional, state and international directives	Correlation of programme purpose with the mission and the development strategy of a higher education institution Purpose of the programmes intended for acquiring regulated professions
	1.1.3. Relevance of the programme aims	Correlation of the aims with the purpose of the programme Compliance of the aims with the type and the cycle of the studies
1.2. Learning outcomes of the programme	1.2.1. The comprehensibility and attainability of the learning outcomes	Content of learning outcomes Level of complexity of the learning outcomes
	1.2.2. Consistency of the learning outcomes	Learning outcomes at the programme level Correlation of learning outcomes of the programme with those of the subject level.
	1.2.3. Transformation of the learning outcomes	Continuous assessment of learning outcomes Reasonable renewal of learning outcomes

Table 1 clearly sets out the sub-areas, the criteria and the indicators that need to be covered as part of the assessment. It seemed reasonable for the EET to assume that these were the areas which should be addressed in the SAR.

The SAR provided by MC included a section headed as follows:

2. PROGRAMMES
2.1. Social Pedagogy Study Programme (F) of Non-University Studies
2.1.1. Aims and Objectives of the Programme

Instead of addressing the Sub-areas, Criteria and Indicators as set down in the evaluative tool, the SAR presented a whole series of paragraphs (8 – 16, numbered as a continuation of the Introduction). For the most part, these paragraphs were given no specific heading, but from an analysis of each, it is clear that they sought to address the following:

- The labour market demand for social pedagogues (Paragraph 8)
- The principles underpinning the Social pedagogy study programme (Paragraph 9)

- The aims and purpose of the programme (Paragraphs 10-12)
- The learning outcomes of the programme (Paragraph 13)
- The level of complexity of the programme outcomes (Paragraph15)
- Ongoing renewal of learning outcomes (Paragraph 16)

This form of presentation posed a problem of evaluation for the EET, as the areas, which ought to have been addressed were not explicitly set out or clearly addressed in the SAR. In fact, the word "aim" was not to be found in the SAR text until Paragraph 9. Neither was the phrase "learning outcome" used until Paragraph 12.

1.1. Programme demand, purpose and aims

Under the Guidelines provided to the EET, the assessment tool in regard to the relevance of programme aims specified that this aspect "shall be assessed by determining the extent to which self-evaluation report specifies the purpose" and that "the aims disclosed in the self-analysis report shall be analysed for their compliance with the requirements for college or university studies" (Source: Guidelines, Section 172.1).

The initial failure to present in accordance with the current official Guidelines, together with the use of an alternative structure of presentation, created real difficulties for EET which sought to extract the information required for its assessment from material in a format not designed to assist such extraction. The difficulties arising were brought to the attention of the Centre for Quality Assessment in Higher Education and were noted in the initial presentations at the end of the visit to MC. After that, an ASAR was received from MC. This report retains much of the commentary on the earlier SAR, but the final assessment is based largely on the visit and on the ASAR.

1.1.1 Uniqueness and rationale of the need for the programme

This heading is not specifically addressed either in the SAR or in the ASAR.

1.1.1.1 Demand for Specialists in the labour market

Paragraph 8 of the SAR addresses the need for social pedagogues in the labour market. It notes that, in the south-west region of Lithuania, including Marijampole district, there are positive employment opportunities, with only a single graduate of the Social Pedagogy study programme seeking a post in the period March-April 2010. The SAR details the research, conducted among employers, which has consistently shown, for 2008 and 2009, that graduates from Marijampole are considered to have been appropriately prepared for their working duties. The SAR also presents the view that increased numbers of children at risk, together with the need for greater psychosocial support in a range of settings, helps to increase demand for social pedagogues. The ASAR reinforces this research, elaborating further on the demand for social pedagogues in a comprehensive and compelling manner.

In the course of the field visit, the EET had an opportunity to address this issue with senior administrators, members of the SAG and other teaching staff as well as with students, graduates and employers.

Based on all of the evidence available to it, the EET accepts that there is a need in the area for social pedagogues and that the type of social pedagogue emerging from this programme is very much in demand due to the practical nature of the training provided. However, the EET considers that the reason why such a high proportion of the graduates of the programme find employment is a consequence of the reduced level of output (discussed below in Section 1.1.1.2).

1.1.1.2 Demand for the programme among applicants

In regard to the demand for the programme among applicants, the EET read Paragraphs 43 to 53 of the SAR as showing that, generally, there has been a gradual decrease in demand for this programme. The ASAR indicates that the popularity of the study programme is best assessed by examining the demand according to first priority in student applications. ASAR presents the following table.

Table 2. Number of entrants and competition during the main admission (full time (F) and part time (PX) studies)

Year	First priority				Any priority				Number of entrants	
	Number		Competition		Number		Competition			
	F	PX	F	PX	F	PX	F	PX	F	PX
2006-2007	37	26	1,48	0,86	95	50	3,8	2,56	24	34
2007-2008	31	30	1,24	1,0	47	57	1,9	1,5	23	36
2008-2009	19	34	0,63	1,13	56	76	1,86	2,53	17	34
2009-2010	19	16	0,63	0,64	36	16	1,2	0,64	18	16
2010-2011	15	11	0,5	0,44	66	11	2,2	0,44	13	11

Somewhat surprisingly, the ASAR proceeds to present arguments, showing demand for the programme, which are based on factors (competition marks and motivation) other than first priority numbers and goes on to state that

> According to the indexes in the table 3, in 2008, 2009, 2010 the proportion of number of entrants and the ones who participated in the admission by the first priority in full time studies is a bit smaller (about 0,6) in comparison with earlier years, but according to all priorities the competition is rather good (about 1,8). Besides, in 2010 the entrants' average competition mark is the highest - 12,25 (q.v. Table 6). It shows that although fewer students entered this study programme, they are more motivated (10 students out of 13 entered by first priority).

This argument is continued in the paragraph which follows and which relates to the part-time programme

> In 2006-2008 entrants competition to part-time studies and the competitions of participants by first priority was about 0,93, but in 2009-2010 this index

decreased up to 0,55. Also, there were less students who entered to this study programme with any priority – from 2,56 in 2006 to 0,44 in 2010. But we are glad that the entrants of 2010 average competition mark is the highest – 9,89 (q.v. Table 6). This states that there entered less students to the full-time studies as well as to the part-time studies but the students are more motivated (11 students entered by the first priority).

The EET accepts the view that the study programme is best assessed by examining the demand according to the first priority in student applications and, based on the evidence available. EET is deeply concerned as to how this programme can continue to be economically viable for the institution in light of the decreased demand.

1.1.1.3 Position of the programme among other study programmes

In relation to the position of the programme among other study programmes, this was not clear from the SAR but was made very clear in the ASAR (Section 1.1.1.3) which pointed out that "programmes of a non-university sector in the field of Social Pedagogy are being implemented in the colleges of Panevezys, Vilnius, Kaunas, Utena, Klaipeda and Marijampole".

The ASAR also states that the "Marijampole College study programme is the only one programme among the colleges where it has a specialization called a social pedagogue for career training". It goes on to note that the "studies of social pedagogue take place in universities, also, noting that a cooperative agreement had been signed between Marijampole College and VPU allowing social pedagogue study programme graduates who want to gain a university degree to obtain an academic bachelor-level degree in one further study year (40 credits). Apparently, similar agreements were entered into with other universities: in 2007 and subsequently.

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

Paragraphs 10 and 11 of the SAR note the extent to which the programme meets the requirements of Lithuanian law and other statutes including the State Education Strategies 2003-2012 Regulations. It also claims to satisfy the Social Pedagogue's Qualification, ratified 14 December, 2001 and amended in 7th October, 2002 order No. 1691 and the Pedagogues Training Regulations, ratified by Education and Science Minister on 5 December, 2008 (order No. ISAK-3363). It indicates that it is in compliance with the Bologna Declaration and that the goals and objectives of Social Pedagogy Programme are closely linked to the ones described in the statute of Marijampole College (15th April, 2009, No. ISAK-304). A later section, Paragraph 15, states that the Social Pedagogy study programme meets the requirements of the new Social Pedagogue training standard (2008) prepared to professional education level 5.

However, other than general statements that the programme is in compliance with such requirements, few specific details were given in the SAR by way of illustrating how this is the

case. EET considers that the lack of specific connections between the various documents and the programme purpose and aims is a weakness in the SAR. There are other regulatory instruments which might also be mentioned, such as:

- *Towards a European Qualifications Framework for Lifelong Learning* (Brussels, 2005);
- Outline of Lithuanian National Qualifications Framework, 2007
- The Law on Higher Education and Science of the Republic of Lithuania (2009)

According to the SAR in its programme profile (introductory table), this programme has a study volume of 140 credits. This is repeated in Paragraph 18 of the SAR which states that "The volume of the programme is 140 credits (total 5600 hours)". No distinction is made between the full-time and part-time programmes in regard to the volume of credits.

Paragraph 15 of the SAR states that "according to LR Science and Studies Law section 47 the first cycle college and university studies programme volume is not less than 120 and not more than 160 credits". According to Section 4 of Article 47 of the Law on Higher Education and Research, dated 30 April 2009 No. XI-242 "The volume of college and university study programmes of the first cycle shall constitute not less than 180 and not more than 240 credits".

The ASAR (Section 1.1.2) addresses this issue, noting that the "duration of studies in all colleges up to 2009/2010 was 3.5 years (140 credits), except Vilnius college where studies lasted for 3 years (120 credits). Since 2010/2011 the duration of the Social Pedagogue study programme in all colleges was shortened to 3 years (120 credits)".

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

Other than stating that "its purpose coincides with the College mission: to train specialists with higher education who are able to work independently under competitive market conditions", and that the "goals and objectives of Social Pedagogy Programme are closely linked to the ones described in the statute of Marijampole College (15th April, 2009, No. ISAK-304)", there is a lack of specific evidence in the SAR to show how the specific purposes of this programme relate to the development strategy of the College. This is repeated in the ASAR which states that the programme is aimed at

> training a qualified, reflectively thinking specialist who has formed basis of theoretical profession and professional/practical skills necessary for work with pupils and their groups, their families, society, who is able to assess and solve socialization problems in the context of difficult and multi-facial environment.

Having reiterated that the purpose of the programme corresponds with the College mission, the ASAR goes on to state that

> The purpose of the programme is adjusted with regulations of higher education strategic plan: to made conditions for people of Lithuania and especially South-west region of Lithuania to gain higher education and professional qualification; to train high qualification specialists who are oriented to practical activities in

labour market; to become equal partner of European higher education institutions; to form a receptive college community and region society to education and culture; to strengthen ties with society and college image, institutional culture, traditions (SP self-assessment summary, 2008, Sections 10).

In general, the EET accepts the views put forward under this point.

1.1.2.2 Purpose of the programmes intended for acquiring regulated professions

Paragraph 9 (and Paragraph 31) of the SAR makes clear the extent to which this programme is intended to support the social pedagogue in a professional role, specifying that the study programme seeks to prepare "social pedagogues for work in education and care, non-formal education institutions (secondary schools, vocational schools, higher institutions, children care, youth, pre-school institutions, special care and education institutions, and non-governmental organisations). . Elsewhere, in Paragraph 30 of the SAR, it is stated that

> The study programme of Social Pedagogy aims at developing various competences necessary for a social pedagogue, who is able to organise socialization process and prevention work of educational institutions, to give social support for children and their groups; work with the clients' environment; summon a team and always improve professional competences.

The ASAR (Section 1.1.2.2) gives considerable detail on the extent to which the programme meets the requirements of a range of legislative instruments and regulations, including the LR Science and Studies law, ratified 30th, April, 2009, No. XI-242; the Social Pedagogue Professional Training Standard, ratified 26th June, 2008 Order No. ISAK-1872/A1-20; the Social Pedagogue Qualification Requirements, ratified 14th December, 2001 and supplemented 7th October, 2002 Order No.1691; the Pedagogues Training Regulations, ratified by Minister of LR Education and Science, 5th December, 2008, Order No. ISAK-3363; the Bologna declaration and the European Commission's memorandum, ratified on 30th October, 2000, on Life-long Learning.

1.1.3 Relevance of the programme aims

This heading is not specifically addressed either in the SAR or in the ASAR.

1.1.3.1 Correlation of the aims with the purpose of the programme

Paragraphs 9, 10 and 12 of the SAR deal with the aims and purposes of the programme. These words seem to be used interchangeably throughout Paragraphs 10 to 13 and consequently a correlation of the aims with the purpose of the programme does not seem feasible. Some of the aims presented are extraordinarily general, such as the statement that "The aims of the study programme lie in the main knowledge and skills which should be possessed by college graduates". Clearly, such aims are so general as to be non-specific in the context of a programme designed. That said, there is a clear specification of the fields to be covered by the studies as well as the specific competencies attaching to each field. The

aims as set out in paragraph 1.1.3.1 of the ASAR give greater detail and claim that the "objectives relate to the purpose and detail it as well as it is clearly and fully describe the professional activities of graduates should be prepared to have successfully completed the program".

The EET recommends that the purpose and aims of the programme be re-examined and redrafted with a view to the closer correlation of the aims with the purpose of the programme. (As will be seen later, there should also be greater clarity on what constitutes the programme's learning outcomes).

1.1.3.2 Compliance of the aims with the type and the cycle of the studies

Paragraph 14 of SAR states that "the Social Pedagogy programme aims coincide with the kind of the studies–higher education college studies, and studies cycle – (first cycle), profession bachelor studies as fine-tuned by the Law of Science and Studies as they are oriented towards a professional activities training" but no further details or evidence is presented to substantiate this claim.

Section 1.1.3.2 of the ASAR states that the objectives of the program reflect the many and varied roles of the social pedagogue: "agent, counsel for the interests, behavior changer, adviser, expert, public figure and others". It goes on to claim that the aims of the programme are consistent with the objectives of higher education college studies, because they "focus on preparation for professional activities".

1.2 Learning outcomes of the programme

Although this heading is not specifically addressed either in the ASAR, the SAR identified the outcome of the social pedagogy study programme as "that the graduates after finishing the studies successfully are able for social pedagogue professional work" (Paragraph 12). This is a rather circular argument and is not the best or clearest way of defining learning outcomes. A somewhat similar approach is adopted in Paragraph 13 which begins by declaring that "Learning outcomes contain all necessary abilities". In this Paragraph, we are assured that "the outcomes contain abilities to organise and implement preventive work, also the future social pedagogue skills to manage the social pedagogical help", but again there is little by way of clarity in regard to specifying these outcomes. It is clear from the foregoing that the implied definition of learning outcomes relates to skills and abilities, although these have not been specifically listed.

1.2.1 The comprehensibility and attainability of the learning outcomes

In relation to the comprehensibility and attainability of the learning outcomes a concern arises from the extent to which learning outcomes are conflated and confused with programme aims. The notion that learning outcomes are the same as programme aims is particularly strong in Paragraph 13 of the SAR where we read statements such as the following:

- In the programme the competencies (outcomes) separate to 3-5 study aims. For example, the first study area first competency (learning outcome) corresponds 3 study aims (learning outcomes in the programme level).

- Subject level learning outcomes (subject aims) are attuned to programme level outcomes (study aims).

- This is the same in other subject programmes – subject aims also reveal study outcomes. As the learning outcomes were changed in the renewed Social Pedagogue training standard, they were also changed in the analysed programme in the level of the programme and the subjects.

In part, this confusion about learning outcomes may arise from a lack of clarity about the definition of a social pedagogue but it may be conflated by a lack of clarity as to what constitutes a "learning outcome" also. There is no wide agreement beyond Lithuania on what a social pedagogue is and the lack of a guiding definition seems to create a difficulty for the authors of the SAR who define the role in a number of different ways. Firstly, there is. an emphasis in the aims of the programme on the social pedagogue as "practician": one who "who is able to: organise and implement preventive work in education and social services institutions; to render social pedagogical assistance for pupils and their groups assessing rising problems and using modern education technologies; to organise social support and help for their families; to communicate and collaborate with education process participants; to develop professional competencies managing work reflexion and expansion" (Paragraph 12). Elsewhere, the roles of the social pedagogue are cast in a very broad manner: "mediator, defender of interests, behaviour modifier, advisor, expert, society activist, etc." (Paragraph 14).

The ASAR does not have a Section specifically addressing the general heading of the "Comprehensibility and attainability of the learning outcomes"

1.2.1.1 Content of learning outcomes

The ASAR does address this area, indicating that the "the objectives of the Social Pedagogue study programme show that graduates who have successfully completed their studies will be ready for teacher professional social work".

The EET has ongoing concerns about the extent to which there is an apparent confusion of professional roles evident in statements such as this, as the statement seems to imply that the social pedagogue will act as a teacher. This concern is compounded by the further statement (ASAR Section 1.2.1.1) that "certain competences are formulated for each teacher's area of activity of social pedagogue (study objectives)". Furthermore, in Section 2.1.1.1 (Compliance of the study volume with the requirements of legal acts), the ASAR (Section 2.1.1.1) notes that the

> Social Pedagogy study program plan is prepared pursuant to the general requirements for training programs, teacher training regulation, the social standard of teacher training, teacher qualification requirements of social and other higher education college regulating documents.

1.2.1.2 Level of complexity of the learning outcomes

The ASAR sets down that "the level of outcomes of Social Pedagogy study program is according to the kind of study, field and cycle, as they have been framed under the new (2008) Social Pedagogue training standards". It goes on to say that these standards have been "established for the fifth vocational education level".

The ASAR (Section 1.2.1.2) states that "Since the degree of duration is 3.5 years in full-time and four years in part-time studies, it is possible for students to achieve their training objectives". However, as is noted in Section 1.1.2 above, elsewhere the ASAR states that the "duration of studies in all colleges up to 2009/2010 was 3.5 years (140 credits), except Vilnius college where studies lasted for 3 years (120 credits). Since 2010/2011 the duration of the Social Pedagogue study programme in all colleges was shortened to 3 years (120 credits)".

1.2.2 Consistency of the learning outcomes

While the SAR contained statements in regard to learning outcomes, such as: "they all supplement each other but do not duplicate", the lack of specific learning outcomes makes it impossible to draw a reasoned conclusion in relation to their consistency or otherwise. The ASAR did not specifically address the heading of the Consistency of the intended learning outcomes.

1.2.2.1 Learning outcomes at the programme level

In regard to the learning outcomes at the programme level, the ASAR cites Section 13 of the SAR, stating that the "study outcomes include all the necessary skills", repeating the view that "all of them complement each other closely, but not duplicate". However, there is no clear statement of the learning outcomes here. ASAR goes on to state that

> Targets include the future teachers of social skills to organize and implement preventive work in the social and educational assistance. Program level objectives (competencies) resolve to 3-5 learning goals. For example: the first area of activity in the first study outcome (competence) corresponds with the three outcomes of the program (learning goals).

As noted previously, the EET is concerned about an apparent lack of clarity in respect of learning outcomes. Furthermore as noted in Section 1.2.1.1 above, EET is concerned about the reference to "future teachers" in this quotation from ASAR.

1.2.2.2 Correlation of learning outcomes of the programme with those of the subject level

In relation to the correlation of learning outcomes of the programme with those of the subject level, as noted above, the SAR equates the outcomes with the competencies being developed in the programme:

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In the programme the competencies (outcomes) separate to 3-5 study aims. For example, the first study area first competency (learning outcome) corresponds 3 study aims (learning outcomes in the programme level). (Paragraph 13)

The ASAR also addresses this issue largely through the objectives noting that

The learning outcomes at the subject level (objectives of the course) are aligned with the program level (study objectives). For example: Social Pedagogy subject objectives further develop students' basic knowledge and skills necessary to work with individuals, groups, families and community. It is also linked to other objectives of general education, special education and objectives of vocational subjects. E.g. to reach study objective 3.1.1. (environmental impact assessment of learners). The subject of Education philosophy raises the objective: 'To distinguish the structure of values in education'; Upbringing Theory subject raises the objective: 'To know the content of education,' Social Services subject raises this subject objective –'To know and be able to apply social services classification according to the types of customers, supplier subordination.' The same happens in other programmes - the subject objectives also reveal the learning outcomes (SP self-assessment summary, 2008, Section13).

It is clear to the EET that the responses, both in the SAR and the ASAR, illustrate clearly that the nature of learning outcomes is not fully understood and that there is a tendency to equate learning outcomes with objectives of the course and of the subject.

1.2.3 Transformation of the learning outcomes

While it is understood that the Social Pedagogy study programme has been renewed since the SAR was originally drafted in 2008, in order to meet the requirements of the Social Pedagogue training standard (2008), there was no paragraph in the SAR specifically addressing the transformation of learning outcomes. Neither was this heading specifically addressed in the ASAR.

1.2.3.1 The continuous assessment of learning outcomes

This issue is not specifically addressed in the SAR and the text in Section 1.2.3.1 of the ASAR, which addresses this heading, makes no reference to the continuous assessment of learning outcomes. Instead, it says:

Social Pedagogue training standard was approved in 2002 October 4th by LT Education and Science Minister No. 687. According to the standard there are formulated social pedagogy study program outcomes up to subject level. Study outcomes in the Social pedagogy study program were renewed by the study programme committee in 2009 under the new Social Pedagogue training standard approved by the Ministry of Social Security and Labour Minister and Minister of Education and Science, 2008 26 June Order No. ISAK-1872/A1-209.

1.2.3.2 Reasonable renewal of learning outcomes

The reasonable renewal of learning outcomes is addressed in Paragraph 16 of the SAR where we are assured that constant learning outcomes renewal takes place along with a review of the topicality and necessity of the study programme. Such review is influenced by the changing needs of the state, region, and policy processes. In this renewal process, there is collaboration with the students of the programme, with social partners and with employers   The main instrument of renewal is through surveys conducted regularly: "college: graduates survey (every year), employers surveys (every 4 years), from practice returned students, practice leaders reports (after each practice), computerised students surveys after the subject course (constantly), the first year students adaptation survey (annually), qualification committee leaders reports (every year)" (Paragraph 16).   (This response is largely repeated in the ASAR).

1.3 Summary in relation to Programme Aims and Learning Outcomes

The summary presented in the ASAR makes repeated references to the outcomes of the study programme and to its effectiveness noting, in particular, the welcome shown to graduates from this programme. It repeats that Program volume is 140 credits (from 2009/2010 120 credits) and that the duration of the programme is 3.5 years (2009/2010 - 3 years) with part-time studies taking 4 years.

1.3.1 Strengths

The strengths of the programme, as set out in the ASAR, are:

- Content of the study program corresponds with the changes in regional labor market.
- Study program closely fits the purpose, objectives, learning outcomes, results of study subjects.
- Study program is open to innovation, state, regional and social policy, process variations, what is why learning outcomes, results of study subjects are periodically renewed.
- Learning outcomes include all the necessary professional skills.
- Social partners' activity ensures the update process of learning outcomes.

1.3.2 Weaknesses

The weaknesses of the programme, as set out in the ASAR, are:

- Learning outcomes could be updated more frequently.
- There should be more emphasis on voluntary work training in the program outcomes.

1.3.3 Action for improvement as set out in the ASAR, are:

- Every two or three years of study to update the learning outcomes and results of study subjects.
- The renewal of study objectives includes outcomes connected with voluntary skills development.

The frequency of reference to "learning outcomes" throughout this Summary section is noted by the EET. However, EET is concerned that the detailed descriptions of progamme elements contained in Annex 1 makes no reference to the learning outcomes which might be achieved through the study of these areas.

2. Curriculum design

As pointed out previously, the structure of the SAR created a very considerable difficulty for the EET as the major headings of the assessment tool were not specifically addressed, highlighting the extent to which the SAR has been prepared using an entirely different template. In the SAR, there was no overall presentation of the curriculum design and the sub-themes of programme structure and programme content were not explicitly addressed. The ASAR does not have a section specifically addressing the general heading of "Curriculum Design".

2.1 Programme structure

A significant difficulty for the EET arises from the fact that the SAR was dated 2008 and purported to present the programme as it was at that time. However, two programmes were presented in the Annexes, the original programme and a revised programme. The revision took place in 2009, in accordance with the new standards introduced in 2008 (Order No. ISAK-1872/A1-209 of June 26th, 2008). It is clear that the failure to subject the programme to evaluation in 2008 had also created difficulties for the SAG, as is clear from the following statement in Paragraph 19 of the SAR:

> The study programme of Social Pedagogy compulsory and elective subjects and their volume is given in Annex 1, the study plan – Annex 6.5. The corrected study programme study plan is shown in Annex 6.8, new and essentially renewed subjects annotation are shown in Annex 6.9.

The problem which arises here is that it would seem to be sensible to assess the newest version of the programme as presented in Annex 6.8 and 6.9, but the SAR is written in relation to the older programme, as is clear from Paragraph 17 in relation to the content aims and study methods set out in Annex 6.5 (i.e. the older programme).

The ASAR does not specifically address the general heading of "Programme Structure".

2.1.1 Sufficiency of the study volume

In Paragraph 18, the SAR notes that the volume of the programme is 140 credits (total 5600 hours) and states that in compliance with non-university study programme training regulations the programme consists of 3 interdependent subject groups. There is also a final thesis. The credit-bearing elements are:

> General subjects (14 credits.);
> Basics of study field (53 credits);
> Special profession part (67 credits);
> Final thesis - 6 credits.

The ASAR does not separately address the general heading of the "Sufficiency of the Study Volume".

2.1.1.1 Compliance of the study volume with the requirements of legal acts

The issue of the extent to which this credit weighting is compliant with the requirements of legal acts has been raised earlier and is not repeated here. The ASAR (Section 2.1.1.1) notes that the

> Social Pedagogy study program plan is prepared pursuant to the general requirements for training programs, teacher training regulation, the social standard of teacher training, teacher qualification requirements of social and other higher education college regulating documents. Social Pedagogy study program volume - 140 credits (5600 hours), which corresponds to the requirements of the General Studies Programme (2005), Section 16 ('volume of the program from 120 to 160 credits). ASAR Section 2.1.1.1

Further to the views of the EET expressed above in Section 1.2.1.1, the repeated references to meeting requirements for teacher training regulations underscore those earlier concerns.

Paragraph 20 (and Paragraph 38) of the SAR gives detail on the way in which the weighting of 5600 hours is achieved. This may be summarised as follows:

> Lectures: 1225 hours (21.9 % of programme load)
> Classes and seminars   1545 hours (27.6 % of programme load)
> Self-study: 1710 hours (30.5 % of programme load)
> Practice: 880 hours (15.7% of programme load)
> Final thesis: 240 hours (4.3 % of programme load)

It is not clear from the SAR whether the weighting above relates to the original programme or the revised programme and indeed in the course of the visit, the EET was advised that the programme had been reviewed twice (2009 and 2010) since the original SAR had been written. Paragraph 22 of the SAR makes it clear that programme review had led to significant recalibration of the programme, including the balances between programme components.

According to the resolution by Academic Board in 2008, September 2^(nd), the study programme and structural parts of it were rearranged basing on General requirements for the study programmes (LR Ministry of Education and Science, 2005-07-22, Order No.1551) so: 14,28 % reduced study load of general education subjects, widened basics of study field part and special professional part study volume. Trying to deepen students' professional preparation, new models are included into the study programme – prevention programmes, projects preparation, professional improvement forms. 16,8 % of the study programme is left for free selective study subjects, which widen students' social cultural, communicative, and other competencies.

The table below is reproduced from the SAR. The SAR does not make it clear whether this table relates to the original programme or to the revised programme.

Table 3. Academic Load during all years of studies.

Study Year	Lectures (hours)	Classes and seminars (hours)	Volume of contact (hours)	Self-study (hours)	Practice (hours)	Final thesis (hours)	Total intended volume (hours)
1st year of studies	336	688	1024	576	-	-	1600
2^(nd) year of studies	500	300	800	520	280	-	1600
3^(rd) year of studies	289	457	746	494	360	-	1600
4th year of studies	100	100	200	120	240	240	800
Total in the study programme	1225	1545	2770	1710	880	240	5600
	TOTAL	2770	1710	880	240	5600

The ASAR repeats much of the material originally presented in the SAR in relation to the credit weighting of the various programme components, noting the level of compliance of the programme under both 2008 and 2009 regulations. ASAR also notes the changes made, including the introduction of new subjects and modifications (in names, content and credits) to existing ones.

2.1.1.2 Compliance of the study volume with learning outcomes

In regard to compliance of the study volume with learning outcomes, the text presented in the ASAR gives detail (much previously provided in other sections) on credits and on the duration of the programme, noting that

> For general subjects there were 14 credits given, they correspond with 10 learning outcomes. Study Basics subjects received 53 credits for this group as 16 study outcomes correspond. Special Professional part was given 67 credits. They correspond to 16 (all) learning outcomes.

and that

Social Pedagogue learning outcomes are being deepened in the three branches of the program (specializations). Each specialization of study activities and learning outcomes are foreseen in different (the three branches of programs) standards. Each branch has one additional activity, and four outcomes, and includes 14 to 18 leaning outcomes. Realizing that for the future specialists practicians it is necessary to have the most part of knowledge and skills shown in the learning outcomes, practices are given 22 credits.

2.1.2 Consistency of the study subjects

In regard to the consistency of the study subjects, Paragraph 22 of the SAR makes it clear that "structural parts of the study programme of Social Pedagogy as well as separate subjects are tied by interdisciplinary ties" but there is little discussion of the consistence of subjects at this point.

The ASAR does not separately address the heading of the "consistency of the study subjects".

2.1.2.1 Relations and sequence of the study subjects

The ASAR goes into considerable detail on this matter, setting out both the structure of the programme and the sequence of studies. This section offers evidence that care is taken to ensure a rational sequence and a clear linkage between academic study, professional knowledge and practical applications, both within the various years of the programme and across its totality. This commentary highlights the fact that the final thesis links and builds upon the learning outcomes of the programme.

2.1.2.2 Compulsory, elective or free-choice subjects

In Paragraph 22, the SAR notes that 16.8 % of the study programme is left for free selective study subjects, which widen students' social cultural, communicative, and other competencies. It is assumed from this comment that the other programme components, comprising 83.2% of the study programme is compulsory. The ASAR adds the information that specialisations comprise 21% of the study volume of the programme. The overall programme structure is described as follows in the ASAR:

> Study programs subjects are divided into compulsory and freely elective on the basis of the Social Standard of Teacher Training learning outcomes of a social pedagogue. Compulsory subjects mainly comprise the bases of social pedagogues programs (and specialist training). They received 113 credits, and they allow forming all the outcomes of the social pedagogues program. Meanwhile, elective subjects (as a branch of choice, and 12 credits from each of the structural parts of the program.) Elective (alternative) subjects supplement the learning outcomes.

2.2 Programme Content

Paragraph 22 of SAR gives considerable detail on the nature and purposes of the changes in programme content made when the programme was revised in 2009. It notes that, in some cases, changes were rather cosmetic, involving changes in nomenclature. Whereas reasons are given for increasing the credit-weighting of various areas, as well as noting the introduction of new subject areas, the SAR does not give any explanation of the reasons for reducing subject weightings in a small number of areas, including Foreign Languages.

The ASAR does not address the topic of "Programme Content" separately.

2.2.1 Compliance of the contents of the studies with legal acts

This matter is not separately addressed in the ASAR.

2.2.1.1 Compliance of the programme content with general requirements for the study field

While this theme is addressed in the ASAR, the manner in which the issue of compliance is addressed is largely in relation to the learning outcomes of the programme with relatively little reference to the requirements set down for such programme.

> Social Pedagogy program curriculum is suitable to develop learning outcomes. The study content is consistent with the legislation listed in 2.1.1.1 above. In determining the content of the study it was taken to consideration what competences (learning outcomes) according to the Social Pedagogue Training Standard, has completed a graduate. In the standardized part of the program there is reflected how much and what study programs subjects implement certain outcomes. For one study objective (outcome) implementation there are given in average six subjects, such as the learning outcome (competence) *to communicate and collaborate with the learners' family members, educational institutions and other organizations*, and the study objective *to assess the learner's closest environmental features* to the following subjects: Social Pedagogy, Social Systems Management, Introduction to Sociology and Social Research Methods, Special Education and Psychology, Introduction to Educational and Pedagogical Ethics, Family Pedagogy. In 2009 renewed study program for one learning outcome implementation there are on average 6-7 subjects, e.g. learning outcome *to analyze the effectiveness of prevention work* the following subjects seek for it: General Developmental Psychology, Educational Theory, Preventive Programs and Projects Preparation, Social and Educational Psychology, Social Research Methods and Professional Practice. Study content is renewed on the basis of 2008 Teacher Training Regulation.

As indicated previously, the EET is concerned to find that the Regulations referred to in this text are those for Teacher Training.

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

The ASAR notes that the programme in Social Pedagogy is in accordance with the General Requirements for such Study Programmes, being comprised of three parts: general education, study basics and special (professional) (q.v. 2.1.1.1. above).

2.2.2 Comprehensiveness and rationality of the programme content

Paragraphs 23, 24 and 25 of the SAR give an insight into the programme rationale noting that the first part of the study programme consists of general higher education subjects which are intended to improve the students' general skills, including developing their understanding of philosophy, cultural history and their capacity for effective communication. In the second part of the programme, a broader foundation is laid down for theoretical studies, while the third dimension of the programme has a focus on the development of the specialist knowledge, skills and abilities required in the field of social pedagogy. This latter element is itself broken into three parts, comprised of

Subjects for gaining professional qualification:	30 credits;
Branch subjects (specializations):	15 credits;
Professional activities practice:	22 credits.

Paragraph 26 of the SAR draws attention to the fact that, further to a programme revision made in 2005/2006, there are three separate specialisations available within the field of social pedagogy. These are:

The social pedagogue who works with children at risk and their families;
The social pedagogue in special education and care institutions;
The social pedagogue who works in career education.

Inter alia, Paragraph 27 of the SAR notes that, in 2009, a number of changes were made to the programme with a view to improving the professional practice element. Paragraph 30 of the SAR elaborates further on the specialisations, emphasising the close links between theory and practice.

There is no specific discussion of this topic in the ASAR.

2.2.2.1. Themes delivered in the subjects

The ASAR states that the topics of the various subjects match the learning outcomes:

Each subject description next to the study objective shows the subject level outcomes (subject objectives) and topics which hold the conditions of realization the objectives. ..... Topics taught in subjects are sufficient and suitable for study objectives. Study topics can be seen in detail for each module in the third table, where the chronological order of events, as well as subjects expanded programs are decomposed into sub-topics.

The ASAR also points out that flexible study content is constantly being improved and modified to reflect new legislation, new technology and professional issues.

2.2.2.2 Forms and methods used in classes

In regard to the forms and methods used in classes, SAR Paragraph 29 presents a detailed methodology:

- Methods of theoretical studies: lectures, conversations, debates, group work, discussions, generalizing of ideas, analysis of documents, study of literature, text analysis, video lecture. They contribute to assimilating theoretical knowledge.
- Methods of professional training: modelling of pedagogical situations, project writing, spread of experience, social research, reflection, role-play, individual work, practice work, subject games. These methods are used during classes and seminars for forming professional competences.
- Methods of evaluation: questionnaires, testing, completing and presenting mini projects, analysis of documents, presentations of self-study tasks, self evaluation. These methods aim at forming students' knowledge, skills and professional competencies.
- Methods of self-study: abstract writing, seminars, preparing projects, analysis of documents and literature sources, dictionary analysis, group work, modelling of a lesson. These methods are used during self- study under teachers' supervision.
- Methods of research work: questionnaires, abstract presentation, writing term papers and final thesis, defending self-study papers, analysis of situations, case study, data analysis, research report preparation. These methods aim at developing practical skills in performing research work.

SAR (Paragraph 29) notes that the method system enables active student participation in the study process and in the practice as well as develops student skills in independent studies. It guarantees a student conversion into an experienced social pedagogue. The above listing of methods is largely repeated in the ASAR.

EET Recommendations

EET endorses the diversity and depth of the methods and approaches in use on this study programme, as reported in the SAR and ASAR. In particular, it endorses the emphasis on active and participative learning.

However, taking an overall vew of the content ot the study programme in Social Pedagogy, EET is concerned that it seems to be very subject oriented and fragmented. There is no competence-based assessment and the learning outcomes are at the subject level not connected to the themes. EET notes that the detailed listing of subjects found in Annex 1 makes no reference at any point to learning outcomes. As the programme length is reduced there will need to be a greater concentration on the criically-important learning outcomes required for someone working as a social pedagogue in a diversity of settings. A rethinking of the curriculum is needed.

The EET is also very concerned that there is an apparent confusion of professional roles with many statements in both the SAR and the ASAR which seem to imply that the social pedagogues may act as teachers.

2.3 Summary of Curriculum Design

The ASAR notes

- that the study programme content meets the General Requirements for study programmes and social teacher training standards.
- that subject arrangement consistently develops the learning outcomes of the study programme.
- that programme design and content is constantly improved.

It goes on to note that review and improvement is influenced by the legal acts, questionnaires of students, graduates and employers, labour market changes, noting in particular the rapidity of change in the legislative area.

2.3.1 Strengths

The ASAR notes the following as particular strengths of the programme:

- Study subjects arrangement ensures the consistent achievement of results and implementation of learning outcomes.
- Three specializations enable students to deepen their knowledge in different directions, give better opportunities to respond to changes of the labour market.
- Consistent arrangement of practical training and close links of theoretical and practical training.

2.3.2 Weaknesses

The specific weaknesses are listed as:

- Elective subjects are alternative, but not freely chosen.
- Interdisciplinary links lack of compatibility.

2.3.3 Actions for Improvement

The ASAR suggest the following as priority actions for improvement:

- Coordinate the interdisciplinary links in order to avoid duplication of themes in courses.
- Provide the curriculum with free elective subjects.

3. Staff

Under this heading, fifteen different areas are listed as indicators in Table 1 of the Evaluation Guidelines. Unfortunately, the SAR was not structured so as to permit easy access to the data sought in the evaluation tool. The ASAR did not address this heading on its own.

The Faculty of Education Studies and Social Work which offers the Social Pedagogy study programme is one of two faculties in Marijampole College (the other faculty being that of Business and Technologies). There are a number of departments and centres outside the faculty structure. From having had nine Departments within the Faculty of Education Studies and Social Work in 2001-2002 (Annex 6.1.) and significant imbalances in workloads, the Faculty has come through an extensive restructuring (Source: SAR: Introduction).

3.1 Staff composition and turnover

Although neither the SAR nor the ASAR address this heading specifically, according to Section 2.1.6 of the SAR the teaching staff of the programme is made up of

30 lecturers,	(83,3 %)
5 assistants	(13,9 %)
1 docent	(2.8%)

The ASAR gives the following data:

> One teacher completed doctoral studies in 2006; currently two teachers are students of doctoral studies: ... 23 teachers (63.8%) acquired two master's degrees. One teacher working full-time in the programme is a docent, 30 (83.3%) - lecturers, 5 (13.9%) - assistants, in part-time study programme - one teacher is a docent, 30 (85.7%) - lecturers, 5 (14.3%) - assistants

3.1.1 Rationality of the staff composition

There is no specific commentary on this issue in the SAR and the ASAR does not address this heading specifically.

3.1.1.1 Qualification of teachers

Under the heading of qualification of teachers, the SAR (Section 2.1.6) notes that Marijampole College, in accordance with Teacher Training Regulation and General Requirements for Study Programmes, complies with the requirement that not less than 10% of the basic study programme should be taught by teachers who have a scientific degree. Like the SAR, the ASAR points out that the teachers' qualifications are sufficient in order to achieve the aims and outcomes of the programme. Unfortunately, there is no clear statement of the numbers of teachers holding degrees at graduate, masters or PhD levels (there is reference to there being one doctor, so perhaps it is to be assumed that there is only one

member of staff qualified to PhD level (In the SAR is noted that two staff members are currently pursuing PhD level studies and this is repeated in the ASAR although Section 2.2.6 of the SAR says that **one** teacher is studying for a doctorate).

Table 8 of the SAR details the annual academic load in the full-time Social Pedagogy study programme but, while space is available on the table for entering the numbers of Professors, docents and others engaged in this work, no data has been entered in any of the columns in relation to this matter.

The fact that the SAR states that one of the objectives of staff formation is "to increase a number of teachers having a degree" suggests that some proportion of teachers currently do not possess this qualification. Section 2.2.6 of the SAR states that:

> According to the law of Higher Education and the temporary statute of Marijampole College, the college teachers are supposed to acquire a qualification of master's or the one equalled to. Academic staff of Social Pedagogy (PX) corresponds to these requirements (Annex 5). One teacher (2.9%) has a doctor's degree, 23 teachers (65.7 %) – master's degree; others obtained higher education by the beginning of the reform.

A particular issue which arises relates to the fields in which people hold their qualifications. The SAR, in Section 2.1.6, makes the general statement that

> Teachers working in this programme improved their qualification in social pedagogy field: attended courses, seminars, conferences, studies the newest literature, documents of the social pedagogy, also attended social sphere institutions, where they deepened their knowledge in social pedagogy specifics, social pedagogue activities content. Improvement in social pedagogy profile sphere is one of the priorities in qualification development.

It goes on to identify the particular courses taken by six members of staff. In the course of the visit to MC, the EET noted that, of the six people who were on the SAG, only two were actually qualified as social pedagogues. The EET was also concerned to find that, at the outset of this programme, the ratio of teachers to social pedagogues was in the order of 9:3, which meant that a great proportion of this programme was being delivered by people with no practical expertise or experience in the field for which students were being prepared.

The ASAR makes reference to the fact that one of the staffing aims is to increase the number of teachers with a scientific degree. The EET also notes that many who already had a Masters qualification had taken a second qualification at that level.

Section 3.1.1.3 of the ASAR (which relates to the ratio of full-time and visiting teachers), offers an interesting insight on the topic of the qualification of teachers. It states that:

> Teacher training regulation requires that at least 80% of the theoretical part of the volume is to be taught by teachers who have acquired at least a master's degree in a subject study field or equivalent qualifications or their research activities must comply with the subject they teach, and not less than 10% of the teachers must have practical work experience. Of 36 college teachers, 11 teachers have social - educational, psychological experience. This makes 30.6%.

Teachers, who teach in this study programme, meet the requirements. The requirement stated in General requirements for study programmes, that 10% of the studies basics section volume is to be taught by higher education permanent teachers followed as well.

From this quotation, it is argued that 30.6% of the teachers in this programme meet the requirement. However, this is based on a particular interpretation of the fields of qualification of teaching staff which may be as diverse as social, educational or psychological rather specifically in the field of the study programme in Social Pedagogy.

3.1.1.2 Ratio of teachers and students

In regard to the ratio of teachers and students, it was not possible to extract this information from the SAR. The ASAR offers the following overview:

> During 2010-2011 study year the annual workload of teachers in full-time studies - 3980 hrs. This corresponds to 4.1 workload staff. 62 students are studying in this study program. One teacher works with 15 students. Teachers' annual workload in part-time studies is 871 hrs. This corresponds to 0.9 workload staff. 83 students are studying in this study programme. One teacher works with 92.2 students.

Following this overview, the ASAR concludes that the "ratio is appropriate". The EET finds the manner in which this data is presented to be quite opaque and, consequently, is not in a position either to agree or to disagree with this finding.

With regard to the workload arising from final theses, the ASAP presents the following data:

> During 2008/2009 study year 21 full-time studies students and 53 part-time studies students prepared final theses (when the study duration was shortened in half a year, two groups of students graduated: one group - in January, the other – in June). 10 teachers were supervisors of students' final theses in full-time studies who had 2-4 students and 16 teachers were supervisors of students' final theses in part-time studies students' final theses who had 2-9 students. During 2009/2010 study year final theses were prepared by 18 full-time studies students and 23 part-time studies students. 9 teachers were supervisors of students' final theses in full-time studies who had 1-3 students and 8 teachers were supervisors of students' final theses in part-time studies students' final theses who had 1-5 students. We consider that the ratio of teachers and students preparing final theses is rational. Students have a possibility to choose the topic of final theses that are proposed by the students themselves and the department.

In the course of the field visit, the EET noted that there seemed to be a particularly high level of demand for thesis supervision in certain areas, such as special needs. EET noted that, on the CVs of the staff of the College, as presented in the SAR, only one lists special needs as an area of specialisation. This individiual had supervised three theses in 2007, 0 theses in 2008 amd three theses in 2009. This meant that of 14 theses in this area six had been supervised by the one staff member who claimed to have epertise in two of three years of programme delivery, leading to a greater burden on others. It also meant that the reminaing eight theses

were handled by people who did not claim a special expertise in the area of special needs. This is a matter of concern to EET.

3.1.1.3 Ratio of full-time and visiting teachers

In regard to the ratio of full-time and visiting teachers, the SAR notes (Section 2.1.6) that an absolute majority of teachers (94.4 %) are regular teachers for whom this workplace is the main one. It is not stated whether the teachers in question are full-time or part-time or what the balance between both categories is. The ASAR is much clearer, stating that

> 34 teachers are permanent out of 36 teachers who teach in full-time study programme. This represents 94.4% and in part-time studies - 30 teachers - all are permanent teachers (see the SP self – assessment report, 2008, 2.1.6. paragraph).

Section 2.1.6 of the SAR noted that, at times, scientists from the University sector are invited to teach, but no specific data is given on this matter.

3.1.1.4 Distribution of teachers' workload

In regard to the distribution of teachers' workload, it was not possible to extract this information from the data provided in Table 8 or elsewhere in the SAR. The ASAR gives the following account of workloads:

> Teachers' workload distribution takes place at the departments every year. Theoretical, practical workshops, seminars and consultations of the subject are run by the same teacher. Scientific activities time of the teachers is not regulated. Every teacher decides on it individually. Docent Ž. Advilionienė teaching in this study programme is actively engaged in research work. Her workload in the program is sufficient as it corresponds to the necessary number of credits not less than 10% of the studies basics section (in accordance with the General requirements of study programmes).

It is not clear why the workload of one of the docents has been selected as the illustrative example. Equally, in the absence of adequate statistical data, it is not possible for the EET to draw any conclusions on the appropriateness or otherwise of the various workloads.

It is suggested that for the future, a table such as the one that follows might be completed by each member of staff who teaches on the programme, giving data not only the totality of his/her workload but also on the workload accruing from this particular study programme.

Table 4: Workload

	Activity	Overall Hours	Hours on this Programme
(a)	Academic activity (lectures, seminars, classes, lab works, practices, and exams)		
(b)	Methodological activity (preparation for contact hours, organization and monitoring of students' independent work):;		
(c)	Research and / or other related activity		
(d)	Community Engagement		

3.1.1.5 Number of technical staff

In regard to the number of technical staff inadequate data is presented in the SAR. The ASAR notes that.

> The college has two computer systems specialists working 0.5-time as technicians. The number of specialists for computer supervision is sufficient in order to implement the study programme. Both teachers and students, if necessary, have the opportunity to use their services. The technician makes conditions to use the computer equipment in information technologies rooms, advises students on information technology use issues. The functions of secretaries of the department - to give the necessary literature for the lecture, help students to find the necessary material, to prepare the necessary technical equipment for demonstration during the lecture.

3.1.2 Turnover of teachers

The SAR does not comment on this item. However, the ASAR (in Section 3.1.2.1) indicates that, during the period under assessment, there had been no staff turnover

3.1.2.1 Reasons for staff turnover

As there had been no turnover of staff, no response was necessary here.

3.1.2.2 Impact of staff turnover on the study programme

During the assessed period, staff turnover didn't take place, therefore there was no impact on the study programme.

3.2 Staff competence

There is no overarching statement in the SAR on this item, nor does the ASAR specifically comment under this heading.

3.2.1 Compliance of staff experience with the study programme

The SAR does not explicitly give details of the teaching experience of the teachers, either in terms of the range of their experience in the field of Social pedagogy or its duration. Neither does the ASAR make any specific comment under this heading.

The SAR gives prominence to the extent to which teachers working in this programme improved their qualification in the social pedagogy field by attending courses, seminars, conferences, studying the newest literature as well as attending social sphere institutions, where they deepened their knowledge in social pedagogy specifics and also in social pedagogue activities. A detailed listing of the involvement of individual staff members in such activities is given in the SAR (Section 2.1.6).

3.2.1.1 Teaching experience of teachers

In regard to the experience of teachers' practical work, there is considerable emphasis in the SAR on the desirability of teachers having not less than three years of practical work experience and it is noted that all teachers who work on this particular programme have more than three years of practical work experience. The high level of engagement of staff in the activities of various professional and other organisations, locally and nationally, is also noted in the SAR (a detailed listing is provided). It is clear that this kind of engagement is considered to be a valuable means of growing the practical experience and expertise of staff.

The ASAR draws attention to the fact that teachers' average teaching experience is 24 years (in high school: 9 years and in higher education institution: 8 years). The ASAR goes into considerable detail in relation to the expertise and experience of individuals, including experience of working overseas, of working with international students, etc.

Whereas teaching methods were addressed in Section 2.2.2.2 above, the ASAR in Section 3.2.1.1 goes into considerable further detail here on the methods of working with students which are used by experienced teachers. This same section of the ASAR also gives a detailed account of the methodological and professional materials prepared and published by the teaching staff on the social pedagogy programme.

3.2.1.2 Scope of teachers' research (art) activities and correlations with the study programme

While Section 2.1.6 of the SAR deals with the activities engaged in by staff and while some of the activities are likely to involve staff in research, there is no explicit detailing of the scope of teachers' research (art) activities and correlations with the study programme.

The ASAR, however, gives very considerable detail on this item in Section 3.2.1.2 detailing the range of publications, including refereed journals, in which staff publish articles. The section also details examples of the research projects in which some staff are involved. A wide range of journals and research topics are noted, but it would appear that relatively little of the research relates specifically to social pedagogy, although a small number of examples are included, such as the work leading to the development of the specialism in career development.

3.2.1.3 Experience of teachers' practical work

Section 2.1.6 of the SAR states that

> The college pays great attention to practical students' training. It is desirable of teachers to have not less than 3 years of practical work experience. All teachers who work in the programme have more than 3 years of practical work experience.

The ASAR, in Section 3.2.1.3 states this a little differently:

> All the teachers working in the study programme have at least three years of practical experience in a subject field. Teachers who teach theoretical subjects acquired education in the corresponding field, and have more than three years practical experience in teaching in higher educational institution.

Clearly, MC places a value on practical experience and it is clear that those teaching the programme have practical experience from their teaching in their various fields of expertise and research. Both the SAR and the ASAR give lengthy accounts of the practical experience of teachers in fields as varied as psychology, religious studies, computer training, involvement in non-governmental voluntary agencies etc. Although there are examples of teachers who have been social workers, what is not clear is the extent to which the teachers' practical work gives them the particular experience which is of most value to social pedagogy i.e. practical experience related to social pedagogy.

3.2.1.4 Scope of teachers' other activities (expertise, organizational, etc.) and correlations with the study programme

Both the SAR, in Section 2.1.6, and the ASAR, in Section 3.2.1.3, detail the diversity of the teachers' interests, professional involvements and engagements in the community in a great diversity of ways which can contribute to enriching their input to the study programme.

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

In relation to the level of compliance of practice and practical training supervisors professional activities with the nature of practice", this theme is not explicitly addressed in the SAR beyond what is noted above in regard to the emphasis on practical experience.

The ASAR addresses this issue in some detail, noting that "the teachers who have practical activities experience or cooperate actively with social teachers in order of priority are assigned to be practice supervisors". The extent to which individual teachers on the study programme run profession seminars or lectures and write publications for social teachers is also noted in the ASAR. Furthermore, the ASAR notes that

> The teachers (tutors), who are supervisors of practices, together with the students and the social teacher (mentor) work in practice institutions: advise, monitor, analyze and evaluate the students' practical activities. During the entire

teaching practice the students work independently under the supervision of a mentor. Thus, the teachers with necessary professional (educational) competence are assigned to be the practice supervisors, and their activities are consistent with the nature of the practices and provide the students with practice outcomes achievement.

3.2.1.6 Experience of coordinator of the study programme

In examining the compliance of staff experience with the study programme from the perspective of the experience of coordinator of the study programme, there is no specific comment in the SAR on this item.

The ASAR, on the other hand, notes that the coordinator of the social education study programme has been the head of the department since 2010, has 26 years of teaching and practical work experience and that her activities (some of which are listed) correspond to study programme field.

3.2.2 Consistency of teachers' professional development.

There is no overarching statement in the SAR on this item. It is not specifically addressed in the ASAR.

3.2.2.1 Regulation and promotion of teachers' professional development

In examining the consistency of teachers' professional development from the perspective of the regulation and promotion of teachers' professional development the material provided in the SAR, as noted earlier, emphasises the desirability of teachers having not less than three years of practical work experience and notes the extent to which there has been some professional upgrading in the field. No further information has been provided in the SAR in regard to the regulation or promotion of teachers' professional development in the College.

Analysing the consistency of teachers' professional development from the perspective of the "scope of the professional development and its impact on the study programme", the ASAR details the regulatory framework through which the teachers' pedagogical, scientific, practical qualification development is regulated. This section of the ASAR also notes the incentives and supports offered by the College which range from the payment of travel expenses or the expenses involved in attendance at conference up to the possibility of exemption from pedagogical work in not more than one year in five.

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

This issue did not seem to be addressed in the SAR but has been comprehensively addressed in the ASAR where we are informed that "during the period under review, ... all the teachers developed their professional and teaching competence in one way or another - participated in scientific and scientific-practical conferences, seminars, courses, traineeships, consecutive studies, international exchange programs and so on" The ASAR goes on to detail the range of

seminars and conferences attended or addressed, both national and international, identifying the extent to which the topics of the teachers' professional development are directly related to their subjects taught and / or their research interests.

3.3 Summary in relation to Programme Aims and Learning Outcomes

The ASAR notes that while only one staff member currently has a PhD (with two more in doctoral programmes) the "qualification of teachers in this study programme is sufficient". The ASAR also expresses satisfaction with the ratio of staff to students, particularly as such a high proportion of the staff is in permanent posts. Satisfaction is also expressed in relation to workloads and in relation to the number of technical staff required to support the programme. Likewise, satisfaction is expressed in relation to such issues as the teaching experience of staff, their qualifications and their involvement in activities which will improve their level of qualification and expertise. It notes that the requirements of such documents as "Regulations on teachers' certification and position contests of Marijampole College" and the "Rules on work procedure of Marijampole College' are being met.

The specific strengths, weaknesses and proposals for action set out in the ASAR are as follows:

3.3.1 Strengths
- Relevant teacher education.
- All teachers have at least 3 years practical experience.
- The absolute majority of teachers are permanent teachers.
- Majority of teachers, especially supervisors of practice and (or) the practical training have sufficient practical experience in professional activities related to the study programme.
- Scientific and applied research carried out by the teachers are focused on study programme researching the need for specialists, updating subject programmes, introducing new specializations and others.

3.3.2 Weaknesses
- The Study programme has only one teacher with a doctorate degree.
- Some teachers lack of international experience.

3.3.3 Action for improvement
- To encourage the teachers to doctoral studies for a scientific degree.
- To invite the teachers with scientific degrees to work in the study programme.
- To encourage more teachers to participate in various international activities.

3.3.4 EET comment on strengths, weaknesses and proposals for action.

The strengths and weaknesses set out in the ASAR are grounded and accurate as far as the EET can tell. The areas of action for improvement as proposed in the ASAR also seem reasonable and achievable.

3.4 Part-time Programme

The study programme in Social Pedagogy is available in part-time mode, as well as full-time mode, at Marijampole College. Paragraphs 71 to 82 of the SAR cover the same ground, more or less, as has been elaborated above for the full-time programme. In this report, it is considered to be unnecessary that the same commentary and analysis detailed above be applied to the part-time programme. This is especially so as Paragraph 75 of the SAR notes that the part-time study programme is implemented in the same way as full-time studies except that part time students may learn certain subjects by distant learning. Paragraph 72 notes that the structure and the content of the part-time programme in part-time studies coincides with the structure of full-time studies. In a number of areas, such as staffing, the SAR gives no specific details in regard to how the part-time programme is staffed.

The duration of the part-time programme has, since 2007, been reduced from 4.5 years to 4 years (as opposed to 3.5 years in the case of the full-time programme). There have also been some significant changes in the level of demand for the programme. The ASAR, in Section 1.1.1.2, states that

> In the 2006-2008 entrants' competition to part-time studies and the competitions of participants by first priority was about 0.93, but in 2009-2010 this index decreased up to 0.55. Also, there were less students who entered to this study programme with any priority – from 2,56 in 2006 to 0,44 in 2010. But we are glad that the entrants of 2010 average competition mark is the highest – 9.89 (q.v. Table 6). This states that there entered less students to the full-time studies as well as to the part-time studies but the students are more motivated (11 students entered by the first priority).

The EET has concerns in relation to the viability of any programme suffering such a loss in demand.

Paragraphs 76 and 77 of the SAR detail the provisions for scheduling, programme delivery, planning, programme, length of sessions, academic load, etc. On the part-time programme while Table 10 gives the Academic Load in hours. The volume of work demanded of the students seems to be disproportionately light when compared to the full-time programme. The volume of contact hours in lectures, classes and seminars (921 hours) is just under one third of the corresponding figure for the full-time programme. This is compensated for in the volume of self-study hours, where the part-time programme carries a weight of 3559 hours, a little more than twice the volume that applies to the full-time programme (which has 1710 self-study hours). The weightings in regard to practice and the final theses are equivalent in both the full-time and part-time programme modes.

ASAR also notes the difficulties arising from the State's decision to shorten all such programmes.

> During 2008/2009 study year 21 full-time studies students and 53 part-time studies students prepared final theses (when the study duration was shortened in half a year, two groups of students graduated: one group - in January, the other – in June). 10 teachers were supervisors of students' final theses in full-time studies who had 2-4 students and 16 teachers were supervisors of students' final theses in part-time studies students' final theses who had 2-9 students. During 2009/2010 study year final theses were prepared by 18 full-time studies students and 23 part-time studies students. 9 teachers were supervisors of students' final theses in full-time studies who had 1-3 students and 8 teachers were supervisors of students' final theses in part-time studies students' final theses who had 1-5 students.

ASAR notes that the overload in 2008/2009 due to two groups of part-time students graduating in the same year was exceptional and unlikely to be repeated.

4. Facilities and learning resources

While the SAR does not specifically address this evaluation area, Section 3 (Paragraphs 90 to 106) of the SAR relates to Learning Resources.

In the course of the field visit, it was noted that housing such a programme in an older building caused considerable challenges to the programme delivery team and that an older building required considerable investment if it was to be brought up to an appropriate modern level.

4.1. Facilities

Both the SAR (Section 3) and the ASAR (Section 4.1.1.1) note that at MC and in order to create suitable conditions for study, "considerable attention is given to the improvement of facilities, to the enrichment of library fund and computerization and to the introduction of the latest teaching and learning technologies in the study process".

4.1.1. Sufficiency and suitability of premises for studies

There is no overarching statement in the SAR on this item, nor is there in the ASAR.

4.1.1.1 Number and occupancy of premises for studies

Both the SAR (Section 3) and ASAR (Section 4.1.1.1) note that the implementation of the aims of the study programme depend on the availability of appropriate learning resources. This perspective has led to the expansion of library resources, the installation of computers and other up-to-date technological resources and other improvements, not least to rooms and

learning centres. Dedicated classrooms are available for information technologies (2), distant learning, social pedagogy studies, social science, psychology studies, social work studies, education studies, child's health, Lithuanian, German, English, Russian, fine arts (2) and music education. All the classrooms contain 30 seats, except the classrooms of information technologies, English, German and arts. Classrooms are equipped with overhead projectors, video-audio apparatus, and methodical materials. In 2002/2003 two large classrooms, with 60 seats each were added. In addition, there are Learning Centres which provide computer equipment, dictionaries, educational literature, periodical publications and other library materials. In summary, both the SAR (Paragraphs 90-98) and ASAR agree that there is no shortage of rooms for the study programme realization. (SP self-assessment report, 2008, 90 paragraph).

4.1.1.2 Technical and hygienic condition of the premises for studies

The SAR (Paragraph 98) briefly addresses the theme of the technical equipment available for the study programme (Table 19 also sets out details of this equipment). However, in relation to the technical and hygienic condition of the premises for studies, the SAR does not offer any specific comment on this matter, while the ASAR gives only a single line, stating that "the premises for studies meet the labour safety and hygienic norms requirements".

4.1.1.3 Working conditions in libraries and reading rooms

With regard to the issue of the sufficiency and suitability of premises from the perspective of working conditions in libraries and reading rooms, the SAR (Paragraphs 90-93 and 99) emphasises the progress that has been made in improving library, information technology and classroom teaching facilities in recent years.

The ASAR covers much of the same ground highlighting the fact that there are enough work spaces in the library and in the reading room and that the library is well stocked. It further notes that the library is linked to other academic libraries and that the staff of the library also engage in continuing professional development for themselves.

4.1.2 Suitability and sufficiency of equipment for studies

Paragraph 90 of the SAR highlights the suitability of the learning resources and equipment, particularly in the support materials made available in classrooms which are equipped with overhead projectors, audio-visual and other materials.

4.1.2.1 Laboratory (art) equipment and appliances

In regard to laboratory (art) equipment and appliances, the SAR (Paragraph 90) points out that much of this equipment is available through Teaching Centres. Paragraph 98 of the SAR notes that in the period from 2002 to 2008 the implementation of the study programme required 162 items of technical equipment. Details of the equipment purchased and the associated costs are given in Table 19. ASAR simply notes that there is no laboratory (art) equipment.

4.1.2.2 Computer hardware and software

On the issue of computer hardware and software, the SAR (Paragraph 91) notes that there are two computer classrooms and a distance learning classroom and, on Table 17, details the range and number of computers available as well as giving some details of the software with which they are equipped. Paragraph 92 of the SAR notes the extent to which web-based materials and the Internet have been brought into use. Much of this material is repeated in the ASAR.

4.1.3. Suitability and accessibility of the resources for practical training

Paragraph 92 of the SAR notes that information technology facilities, including internet access, have been made available to students, free of charge, until 18.00 each day. The SAR reports that computers are constantly being upgraded and replaced and that their number and quality is satisfactory. The ASAR does not specifically address this heading.

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

With regard to the compliance of activities of the institutions for practical training with the aims of the studies, it is clear from various parts of the SAR that the emphasis on the practical training of students helps to ensure that there is a good linkage between the aims and the practical work done. This was reinforced in the course of the field visit and in meetings with students, former students and employers all of whom spoke well of the practical dimension of the training provided. The ASAR goes into some detail on the extent to which great care is taken in the selection of the locations for student placement on the practicum.

4.1.3.2 Ratio of suitable practical training places with the number of students

In regard to the ratio of suitable practical training places with the number of students, the SAR did not specifically address this area. However, it is addressed in the ASAR which states that

> Before each practice the arrangements on the following issues are made with the head of the institution and with practice supervisor: practice time, duration, practice supervisors (mentors) and the number of students able to do the practice in this institution. In this way, taking into account the possibilities of base institutions the group of students are divided into sub-groups to do practice, supervisors of these are appointed. Thus, for all students the schools are found and equal conditions are created to do practice. A practical teaching training system is created at the faculty in which the types of practices are consistently arranged: introductory, social care of children, main practice, specialization and entire practice. Practices are well-timed following the curriculum, because each type of practice students do having already acquired the subject, educational and psychological knowledge and skills. The role of a trainee changes during the practice according to the following scheme: observer - teacher assistant - working under the guidance of an experienced social teacher - working independently. In this way, each student is consistently prepared for practical work of

the social teacher equal conditions are created for all students to do practice and to achieve practice aims.

While it is clear from the above that great care is taken in the selection of settings, the issue of the ratio between places and the number of students is not specifically addressed (i.e. how many students in one setting? Does each student have an individual placement?).

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

In relation to the role of the higher education institution in selecting the sites for practical training, the SAR did not offer any insight into how sites are selected in this area. However, as noted in the preceding section, the ASAR gives an insight into the care which is taken on this matter. Section 4.1.3.3 of the ASAR elaborates, noting that a network of institutions is available which offer sites for different kinds of practice. The ASAR points out that the base institutions for practices are selected in the following ways:

> they are proposed by the education department of the municipality,
> educational institutions apply to the college or faculty administration,
> head of the department or vice-dean for practice or teachers find the institutions under the selection criteria,
> students themselves find and offer the base institutions.

ASAR goes on to point out that, when the college selects the base institutions, the bilateral contracts for practice are signed, and when students themselves find the institutions for entire practice then triangular contracts are used. ASAR identifies the following types of setting which are currently in use:

> 6 basic general education schools and 3 gymnasiums
> schools kindergartens
> child's day care centres,
> 3 orphanages, youth schools, sub-divisions of social support centres,
> 3 nursing homes and other institutions.

The contracts for students practice are signed with these institutions. ASAR notes that in some cases, the setting chosen becomes the site of the student's future job.

4.2 Learning Resources

While there is a section in the SAR in relation to learning resources (Paragraphs 90 to 106), the issue is not addressed from the perspective of the indicators included in this section of the evaluation tool. The ASAR does not specifically address this heading.

4.2.1 Suitability and accessibility of books, textbooks and periodical publications

In the evaluation tool, the suitability and accessibility of books, textbooks and periodical publications is examined from the perspectives of the provision with printed publications required for the study programme and of access to electronic databases.

4.2.1.1 Provision with printed publications required for the study programme

In relation to the provision with printed publications required for the study programme Paragraph 93 of the SAR highlights the role of the College Library as an information centre, pointing out that it has a stock of new and relevant documents (books, periodicals (36 titles), audiovisual teaching aids) as well as a reading room with periodicals, encyclopaedias, dictionaries, directories, magazines, newspapers, unitary publications, teachers' papers, art albums, maps, copies of insufficient publications. The Library is reported to contain 60 seats. In summary, the ASAR confirms that the students have the opportunity to become acquainted with various social sciences research publications, contributing knowledge of the child, family, community, public social environment problems in the mentioned sources.

4.2.1.2 Access to electronic databases

In relation to access to electronic databases, the SAR (Paragraph 93) notes that ten of the Library's sixty seats provide access to the Internet. ASAR details the electronic databases, including library databases throughout the world that are available to the students of this programme, noting that the students, in order to develop a transnational understanding of social issues, use a variety of electronic journals published in foreign countries, which present the experience of working with children, as well as the broad issues that the social teachers and other professionals face in foreign countries.

4.2.2. Suitability and accessibility of learning materials

There is no specific comment in the SAR or in the ASAR on this matter.

4.2.2.1 Provision with methodological publications

In relation to provision with methodological publications, both Paragraphs 90 and 93 of the SAR indicate the availability of such material. The ASAR notes that the teachers of the programme and the library staff try to provide the students with methodological publications while some teachers teaching in the programme cooperate with publishing houses to produce appropriate publications (examples are listed in ASAR). ASAR cautions that:

It should be noted that the students of this programme lack of methodological publications that help to learn specialized techniques, taking into account the diversity of client groups, therefore it is planned to prepare and issue the mentioned publications.

4.2.2.2 Access to methodological publications

With regard to access to methodological publications, the SAR seems to indicate that there is adequate access (although no specific comment is made in relation to access for part-time students). It is also made clear in Paragraph 93 of the SAR that copies are made of what would otherwise be "insufficient publications". (It is hoped that due regard is had to the copyright issues that may arise from copying publications).

4.2.2.3 Provision with learning aids

In regard to **provision with learning aids** the SAR in Paragraph 90 and 91 indicates that such aids are available and used both on campus and in the teaching centres. The ASAR points out that students of the social education study programme are provided with the methodological aids they need to perform practical tasks (worksheets), videos, practical guides, publications, articles, methodological aids made with the help of technologies, legislation. ASAR also points out that students are taught how to design methodological aids and make them, which can be used for work with pupils (clients) during the practices.

4.3 Summary of Facilities and Learning Resources

In general, the ASAR expresses satisfaction with the facilities and learning resources which are available for this programme. The ASAR identifies the following strengths and weaknesses.

4.3.1 Strengths

- Adequate facilities for study program implementation.
- Students are provided with adequate conditions to use the library, reading room, computer equipment
- A strong network of institutions of basic practical training;
- A sufficient number of copies of printed publications in Lithuanian.
- Sufficient number of copies of the methodological publications prepared by teaching staff.

4.3.2 Weaknesses

- Insufficient funds for the purchase of the latest professional literature.
- Insufficient fund of foreign literature (books, methodical publications) in foreign language.

4.3.3 Development activities

Future actions which have been identified in the ASAR are:

- Search for additional variety of sources and sponsors to help enrich the variety of literary fund.
- Buy more foreign language literature to encourage students and teachers to read and use literature in foreign languages.

5. Study process and student assessment

The SAR does not make any overall comment under this general heading, nor does the ASAR.

5.1. Student admission

A considerable amount of information is given in relation to changes in number of students in the SAR under Section 2.1.4 (Full-time Students) and Section 2.2.4 (Part-time Students).

Information in relation to the guidelines on admission, the priorities by which places are allocated and the phases of admission as well as information in relation to the financial implications of a decreasing number of students are all set out in these Sections.

Paragraphs 43 to 54, inclusive, of the SAR address a range of issues regarding admissions to the full-time study programme while Paragraphs 79 to 81 give the corresponding information in relation to part-time students. Paragraph 43 presents information in regard to admissions over the last seven years (although Table 43 states "five years", indicating that this Section of the SAR has been reviewed and updated). These data are presented in three tables. Table 4 presents an admission summary (giving the numbers involved and the priorities which pertained.) Table 5 details competition results during the general admission and the number of students in the extra admission, while Table 6 gives the number of entrants

Similar admission data in relation to the part-time study programme are presented in Tables 11-13 of the SAR. The ASAR does not specifically address this area.

5.1.1. Rationality of requirements for admission to the studies

The matter of the rationality of requirements for admission to the studies is addressed in Paragraph 44 of the SAR which sets out the Guidelines, priorities, minimal entry requirements and the phases whereby admission is organised. Paragraph 48 of the SAR notes that the process changed little during the period 2004 to 2007 but that a new regulations were adopted in 2009 with a new marking scheme for state-funded places and for fee-paying places,

5.1.1.1. Competition and minimum requirements for applicants

This issue does not appear to have been addressed in the SAR but is addressed in some detail in the ASAR which sets out the procedure for admission from 2006 to 2008 for both full-time and part-time students.

Since 2009, student admission into Marijampole College has been carried out in accordance with the Lithuania higher schools association entrance organization (LAMA BPO) rules' general requirements. In 2009, twelve students were accepted as full-time students on state-funded places with a further six students paying privately. In 2010, nine full-time students were accepted on funded places with four students paying for their places. In 2009, six part-time students were accepted on the state-funded places while a further ten students had to pay.

In 2010, three part-time students were accepted in funded places while eight students had to pay.

The ASAR states that "in 2010 those who wish to study in educational programs had to take a motivation test, which verified conscious decision to become a teacher". As discussed earlier, this gives rise to an issue as to whether social pedagogues are perceived as teachers.

5.1.1.2. Special requirements

This matter does not appear to have been addressed in the SAR. The ASAR states that "there are no special requirements for admission to social pedagogy study program, because it is not foreseen in LAMA BPO admission rules".

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

The issue of the efficiency of enhancing the motivation of applicants and new students was not addressed in the SAR. There is no specific comment in relation to this item in the ASAR.

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

This matter does not seem to have been addressed in the SAR. In the ASAR, it is dealt with in some detail. ASAR identifies the range of media which are used to promote the programme, including television advertising, the Internet (Marijampole College, AIKOS websites), informational brochures, and published articles in regional newspapers in Marijampole, the college newspaper, as well as the national press and magazines. Exhibitions, career information seminars, educational tours around the college, professional information activities in schools are also used.

5.1.2.2 Student motivation enhancement

The ASAR gives a thorough account of the procedures used to promote student interest and motivation in this study programme, including surveys and ongoing student encouragement and support from a range of College officers.

5.2. Study process

While the "Study Process" is referred to in the Table of Contents of the SAR as Sections 2.1.3 (full-time programme) and 2.2.3 (part-time programme), a different heading is substituted within the text of the SAR ("Implementation of Studies – Teaching, Learning and Assessment").

Section 2.2.3 of the SAR gives details of the manner in which the study process is organized for part-time students (which Paragraph 72 states "coincides with the structure of full-time studies"). The work is organised in sessions, which last from 1to 4 weeks. Academic load for students: there are 2-3 annual sessions (introductory, autumn and spring) which last from 1 to 4 weeks, at an average of 8 academic hours per day. First year students have one week introductory session. A lecture lasts 45 min., 2 academic hours are given to a subject. Lectures

start at 8.00 a.m. There is an hour lunch break for students. Because of a very big load in 2006-2007 a study plan was corrected, reducing the number of contact hours.

There is no comment in the ASAR under this heading.

5.2.1. Rationality of the programme schedule

There is no overarching comment in relation to the rationality of the programme schedule in the SAR or in the ASAR.

5.2.1.1. Schedule of the study classes

The SAR does not appear to address this issue. The ASAR gives a good overview of the student workload, a maximum of 32 hours per week, which equates to a 40-hour (1 Credit) workload made up of lectures, practical work, individual work, project work and examinations leading to an average student work load per day of about 7 hours. The ASAR concludes that the student workload per week and semester is distributed rationally with lectures (45 minutes each) spread over five working days through a semester of 20 weeks (16 weeks for the theoretical and practical training, four weeks for the examinations session).

In part-time studies, the schedule is set up for sessions (two weeks before the beginning of the session) and placed on the Internet (www.marko.lt). During the school year, there are two sessions of four weeks: three weeks for the theoretical and practical training, the fourth for examinations. First year students have a one-week introductory session.

5.2.1.2. Schedule of the examination session

In relation to the matter of the schedule of the examination session, this is not explicitly discussed in the SAR. The ASAR points out that there is agreement between teachers and students (full-time and part-time) in relation to the examinations session schedule.

At least three days are given to prepare for the exams in full-time studies. Credits are taken during the 16th week of semester, and project work is delivered and examinations are taken during the session. The examination schedule of the session is made at least two weeks before the session, and published a week before the examination session. Exams, credits, project work are arranged gradually (no more than 7 per semester).Part-time studies examination timetable is established within the first week of the session. Examinations schedule of the session is approved by the Dean of the Faculty

5.2.2. Student academic performance

There is no overarching comment in relation to student academic performance or in regard to changes in the success rates of students. On the other hand, Paragraph 52 gives details of students of the full-time programme who were rejected from the programme on an annual basis while Paragraph 82 does the same in respect of the part-time students.

Table 5: Year	Full-time Students	Part-time Students
2003-2004	3 students	2+1 students
2004-2005	10 students	4+2 students
2005-2006	4 students	5+2 students
2006-2007	10 students	7+5 students
2007-2008	5 students	8+3 students
2008-2009	1 student	8+4 student

The main reasons for these rejections are given, as follows in regard to the full-time programme:

> 10 students had low studying results,
> 1 student changed the study programme,
> 2 students – because of family and financial problems,
> 2 students – because of disease,
> 7 students changed into part- time studies,
> the rest – because of lack of motivation.

When the part-time programme is considered the following additional explanations arise: inability to combine work and study, emigrating to work abroad and employers not granting leave to study.

The ASAR does not make any specific comment under the heading of "Student Academic Performance" but these issues are then addressed under the heading which follows.

5.2.2.1 Monitoring of student progress and drop-out rate

This item does not seem to have been addressed in the SAR. However, it is examined in the ASAR which gives details of the system which is in place for monitoring student progression. This begins with monitoring by the teachers, taking test outcomes into account followed by engagement of the students in a reflective self-analytical manner and finally bringing outcomes before both the Dean of Studies and the Department at their end of semester review.

5.2.2.2. Students' participation in research

This item does not seem to have been addressed in the SAR. It is, however, addressed in the ASAR which suggest that students' research capabilities and skills are systematically cultivated, initially through the writing of papers but progressing to higher levels of research work which may be reported at conferences, regional and national. What is not clear from this section is the manner in which research questions are posed for students. Neither is it clear that students, particularly in their final theses, are encouraged to trawl the international literature so as to give a setting and context for their research.

Having examined many samples of the students' work, the EET formed the view that the quality of the final theses needs to be improved. Many lack balance between the literature review, the research conducted and the exploration of the outcomes in conclusions. The

measurement of word count would help to ensure such balance rather than the current emphasis on page count where much of the space is taken up with pages of charts and graphics. The use of a greater variety of data collection methods which would allow for the triangulation of results would also be useful. Many of the theses examined make little use of international resources. Finally, greater awareness needs to be nurtured in the students of the need for observing high ethical standards, especially when working with children as vulnerable subjects of research, as well as having a system for clearing ethical considerations through a duly structured ethical committee.

5.2.3 Mobility of teachers and students

With regard to the scope of teacher mobility and impact on the study programme, while Section 2.1.6 of the SAR, as was noted earlier, does make reference to the involvement of staff in study abroad as well as in presentations at conferences, there is no indication in the SAR as to how substantive this is, how many individuals are involved or what the impact on the study programme has been. For example, we are told that "Four Social Work Department teachers developed their theoretical and practical knowledge abroad: Austria, Belorussia, Ukraine, Germany, USA, Italy, and Holland, Norway, Finland", but we have no idea whether these nine states were visited by all four individuals or whether some have had many more opportunities for such travel than others. In any event, it is clear that only a minority of Department members have had such an opportunity.

In relation to the scope of student mobility and impact on studies, Paragraph 59 of the SAR states that students "can participate" in Socrates/Erasmus mobility programmes. However, no further information is presented to detail whether any student have availed of this possibility, whether the numbers have grown or decreased over the years or whether there are substantive differences in relation to mobility of full-time as compared to part-time students. (ASAR does not give a response under this heading). EET noted that none of the students (6 full-time and 8 part-time) with which it met in the course of the field visit had availed of this mobility option (although one had been in Germany prior to embarking on the programme).

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

Under this heading, ASAR deals much more comprehensively with the issue of mobility than the SAR, detailing both the scale and scope of teacher mobility, inward and outward. Two useful tables are provided which help to give a detailed picture. Whereas the outward flows led to a significant variety of institution in many different countries, it was surprising to read that the inward visits only led to students being exposed to teachers from Denmark and Sweden (text and Table 9).

ASAR also details the many benefits to teachers, including the improvement of qualifications, development of professional knowledge, increased competence in using diverse educational methods, etc.

5.2.3.2 Scope of student mobility and its impact on the studies

ASAR notes that there are considerable impediments to mobility, particularly for students on

part-time programmes – never more than 6% of the student cohort, even when First Year students are excluded from the count. ASAR also notes the difficulties which arise both in attracting foreign students to Lithuania and to the study programme in social pedagogy.

ASAR suggests that students prefer to go to institutions in English-speaking countries. It might also be noted that, in many non-English-speaking countries, institutions now provide programme options, including the provision of classes in English so that students both from the home country and from others can study together through the medium of English. It must also be considered that the absence of social pedagogy in very many Western European countries is also a mitigating factor as there are fewer parallel countries from which social pedagogy students might be drawn.

5.3 Student support

There is no overarching comment in the SAR or in the ASAR in relation to student support.

5.3.1 Usefulness of academic support

Neither SAR nor ASAR specifically address this heading.

5.3.1.1 Informing about the programme and its changes

In regard to informing about the programme and its changes, the SAR does not appear to address this issue. ASAR gives a clear account of the manner in which the programme is initially introduced to students, including advising students of their elective options and of the devices and procedures which are used to disseminate information whenever further information is required.

5.3.1.2 Student counselling on study issues

With regard to student counselling on study issues, this item does not appear to have been addressed in the SAR. ASAR notes the availability of both group and individual counselling on study issues.

5.3.1.3 Student counselling on career possibilities

The SAR, in Paragraph 68 notes simply that "there is a Career centre at college which helps students to plan their career in a changing labour market and successfully integrate into it". ASAR addresses this issue more comprehensively noting that "the Career Centre provides constant counselling to Social Pedagogy study programme students about career possibilities: employment possibilities, plans for further studies". It also notes that Marijampole College has a close relationship with the Labour Exchange and consequently gets all the latest information from Labour Exchange about the situation in Labour Market. This section makes it clear that the teachers of the Social Work department inform their students about

programme branches, the importance of compulsory and alternatively elective study subjects and possibilities for future career. The extent to which practice placements may lead to employment opportunities is also noted.

5.3.1.4 Possibilities to study according to individual programme

The issue of the possibilities to study according to individual programme does not appear to have been addressed in the SAR. The ASAR indicates that both full-time and part-time students have the opportunity to study according to individual study schedules but the ASAR goes on to note that students of the Social Pedagogy study programme have, in fact, never studied according to an individual study schedule.

5.3.1.5 Possibilities of students to repeat subjects and to retake examinations

This matter does not appear to have been addressed in the SAR. However, the ASAR shows that a comprehensive system is in place for dealing both with students who are unable to take the initial examination (for valid reasons) as well to allow students to retake examinations in which they have not reached a passing grade.

5.3.2 Efficiency of social support

This heading is not specifically addressed wither in the SAR or in the ASAR.

5.3.2.1. Psychological, sports, health and cultural support

In regard to psychological, sports, health and cultural support, the SAR does not appear to address this area. The ASAR outlines a comprehensive system which includes support to first-year students in making the transition to college. ASAR outlines other opportunities for development of students' extra-curricular aptitudes and skills, both formal and informal.

5.3.2.2 Grants and benefits

The SAR, in Paragraph 104, which relates to grants and benefits, notes that the benefits and grants which may be available to students suffering hardship or as a consequence of some traumatic loss.

ASAR gives a comprehensive account of the range of grants and benefits which are available. In particular it notes the incentives offered to students on the basis of academic successes. These may include cash prizes or lump sums. The availability of financial support for students with disabilities is also noted. (cf. also: SAR, Paragraphs 105-107 inclusive).

5.3.2.3. Provision with dormitories

Whereas this item does not appear to have been addressed in the SAR, the ASAR notes that all full-time and part-time students are provided with dormitories. The number of beds is sufficient.

5.4. Student achievement assessment

There is no overarching statement in relation to this topic in either the SAR or ASAR.

5.4.1. Suitability of assessment criteria and their publicity

This heading is not specifically addressed in either the SAR or the ASAR.

5.4.1.1. Correlations of criteria with the intended learning outcomes

In relation to the correlations of criteria with the intended learning outcomes, the SAR in Paragraph 40 notes simply that the "criteria of subject assessment are linked to subject aims", but offers no elaboration on how this is achieved. ASAR, on the other hand, gives a considerable level of detail on how assessment is conducted. It concludes by indicating that

> All assessment criteria of the tasks for different forms of achievement assessment are connected with learning outcomes. For example, there is made a description how to do self-study tasks, where together with the requirements there are indicated learning outcomes that are being checked. The assessment table explains what criteria are going to be used for assessing subject learning outcomes.

5.4.1.2. Composition of the assessment grade

On the matter of the composition of the assessment grade, the SAR addresses assessment in Paragraphs 39-41. ASAR goes into greater detail on the composition of the assessment grade, indicating that

> Every subject is finished with examination or presentation of project work. Accumulative assessment is used during studies. If the subject ends with examination, final assessment is calculated according to the formula: $GV = TA\ 40\% + E60\%$, where GV- final assessment, TA – average of intermediate tests, E – examination score. Together with examination tasks there are presented tables with assessment criteria for every task and the score system of assessment. In the table of final assessment there is presented the assessment of every task in scores and the examination score (arithmetic average of all tasks assessment). If the subject finishes with project work presentation, the formula is: $GV = TA40\% + Dp60\%$, where TA – average of intermediate tests, Dp – project work presentation assessment score. The arithmetic average of intermediate tests is calculated from a number of tests foreseen in detailed

programmes (usually 2-4). Their form and themes are also indicated in detailed programmes. The number and form of intermediate tests depends on study aims and learning outcomes. The assessment of professional practical activities is calculated using the formula the same as for project work.

5.4.1.3. Publicity of assessment criteria

In regard to publicity of assessment criteria, the ASAR makes it clear that the assessment tools are introduced to students at the commencement of programme elements. Furthermore, students can find the assessment criteria on the electronic media at the department of Social Work.

5.4.2. Feedback efficiency

There is no substantive response to this item in SAR and the heading is not specifically addressed in ASAR.

5.4.2.1. Methods of feedback

While Section 5 (Paragraphs 120 to 131) of the SAR relate to feedback, this has more to do with feedback in relation to the programme and little to do with feedback to the students on their academic achievement or performance. Students who were interviewed in the course of the field visit reported that each tutor "has his/her own way of giving feedback".

The ASAR notes that varying forms of feedback are given, including discussion and written comments and remarks.

In the course of the field visit, and arising in particular from its meetings with students and former students, the EET came to the view that there should be greater standardisation of the forms of feedback so that every individual student can have frequent formal feedback, whether by individual discussion, written response or email but that written feedback would be preferable.

5.4.2.2. Effect of feedback on student achievements

The SAR does not appear to make any comment on the effect of feedback on student achievements. The comment under this heading in the ASAR focuses more on the desirability of giving feedback than on the benefits to the student cohort of regular and accurate feedback as part of a loop of ongoing improvement.

5.4.3. Efficiency of final thesis assessment

This topic is not specifically addressed under the given heading either in the SAR or in the ASAR.

5.4.3.1 Requirements for final thesis

The ASAR notes that the requirements governing the assessment of final theses are set out in governmental regulations, including Order No 35 "Regulations of Final Assessment of Learning Outcomes of non-university studies", issued by the Minister of Education and Science on January 15, 2002, and the brochure "Methodical Guidelines for Preparing Written work" (Marijampole College Publishing Centre, 2004) and recommendations "Requirements for writing term and graduation papers for Social Work department students", discussed and confirmed at the meeting of Social Work department on 11 October, 2010.

It appears that the requirements are clearly set out and that students are comprehensively advised in relation to the various requirements. (However, please note comments made at Section 5.2.2 above).

5.4.3.2 Procedure of final thesis assessment

Paragraph 41 of the SAR sets out the procedures governing the assessment of the final thesis. Having identified the regulations which govern such assessment, the SAR summarises the procedure as follows:

> A final thesis is assessed in three stages: final thesis is assessed by a thesis tutor, whose assessment mark comprises 10 per cent of final assessment mark; second stage – assessment of reviewer, which is 30 per cent; and final thesis' presentation and defence in public with 60 per cent of a final mark.

The ASAR adds that the Commission of Assessment includes experienced social partners

5.4.3.3 Results of final thesis assessment

The SAR, in Annex 3, gives a list of final theses, including the names of topics, the names of supervisors and the grades awarded. The ASAR summarises the manner in which a final thesis topic is approved as well as outlining the assessment process.

> Final theses are assessed by tutors and reviewers as well as qualification commission during the defence. Tutors and reviewers show the advantages and disadvantages of final thesis in detail. Qualification commission assesses how professional competences are demonstrated and learning outcomes achieved.. The assessment results objectively show the quality level of the final thesis. The students themselves choose the topic for the final thesis, then they discuss and agree with the tutor. The topics are confirmed at the department meeting and are given to the dean for confirmation. The topics of final thesis coincide with the aims of the programme.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

Neither the SAR nor the ASAR address this heading separately.

5.4.4.1 Assessment demand

This issue does not seem to have been addressed in the SAR but is addressed in the ASAR which states that:

> The system of assessment and recognition of achievements acquired in a non-formal and self-study way at Lithuanian higher institutions is only being prepared. There is no demand for assessment and recognition of achievements acquired in a non-formal and self-study way among the students of Social Pedagogy study programme.

5.4.4.2 Assessment procedures and results

The issue of assessment procedures does not appear to have been addressed in the SAR. The ASAR notes that this area is the subject of ongoing discussion at MC as well as among faculty. It notes that there is a case for creating a system of assessment and recognition of achievements acquired in a non-formal and self-study way, and that there are plans to establish assessment stages and procedures as well as assessment models.

5.5 Graduate placement

This issue is not separately addressed in SAR or in ASAR.

5.5.1. Expediency of graduate placement

The issue of the "expediency of graduate placement" is not explicitly addressed either in the SAR or in the ASAR, *per se,* but are considered under the following headings:

> Number of employed graduates and reasons of failure to get a placement
> Correlations of graduate professional activity with the study programme

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

In Paragraph 138, the SAR gives details of the level of graduate employment over a period of years (2005-2009). The table presented in the SAR s repeated in the ASAR. The accompanying commentary notes that, for full-time students, measured about nine months after graduation, 53.66% (71.29%) of Social Pedagogy graduates were employed in their area

of specialism while 35.77% (17.82%) were not. Some 37.4 % (34.65%) of the graduates were engaged in continued studies in the same field at universities.

5.5.1.2 Correlations of graduate professional activity with the study programme

Paragraphs 138 and 139 of the SAR address this issue. The SAR summarises the situation by reporting that "High employment indices and positive employers' evaluation show that graduates apply acquired skills in their professional activities well". The ASAR goes on to suggest that this is because the nature of professional activities of most of the graduates correlates well with the purpose of the study programme.

ASAR also draws attention to the fact that students who perform well during professional activities practice, very often stay to work in the same institutions.

5.6 Summary in relation to study process and student assessment

In its summary, the ASAR indicates that student admission at MC is well organised and that much thought is put into ways of motivating students. Student results and drop-out rates are carefully monitored and analysed with a view to maximising student gain and minimising student "wastage". ASAR notes the benefits of cumulative assessment and, particularly, the challenge represented by the final thesis.

5.6.1 Strengths

ASAR suggests the following strengths:
- Dispersion of information about the study programme and its changes is constant, timely, various means of dispersion are used, and this helps strengthen students' motivation.
- Having in mind the students' needs, flexible study possibilities are created, various forms of material and moral stimulation are used.
- The structure of assessment score, assessment criteria are constantly reviewed and this allows to objectively evaluate the students' progress.
- The participation of social pedagogues – practitioners in the commissions of final thesis defence allows to evaluate the possibilities to apply the empiric research in practice.
- The participation of teachers in international mobility is increasing.
- Good placement indicators show that a lot of graduates practice the profession (especially of part-time studies).

5.6.2 Weaknesses

ASAR identifies the following as weaknesses:

- The system of recognition and assessment of knowledge gained in informal way and via self-education is only being created.

- Insufficient foreign language skills of teachers and students hinder the development of the mobility process.

5.6.3 Action for improvement

ASAR identifies the following priorities for action:

- To create the system of recognition and assessment of knowledge gained in an informal way and via self-education in cooperation with universities having experience in this area.
- Organize foreign language courses.
- To prepare subject abstracts in a foreign language.

6. Programme management

There is no overarching discussion of programme management in the SAR or in the ASAR.

6.1. Programme administration

Programme administration is not separately addressed in either the SAR or the ASAR, being considered under its constituent elements.

6.1.1 Efficiency of the programme management activities

Programme administration and the efficiency of programme management activities are discussed in the SAR and in the ASAR under the following headings:

> Composition and functions of the programme management
> Coordination of collegiality with personal responsibility in decision making
> Information about programme monitoring

6.1.1.1 Composition and functions of the programme management

This issue is addressed in the SAR under Paragraph 137. That section, together with the ASAR makes it clear that a study programme committee, consisting of 8 members working as a team, take care of the quality of programme implementation. Every member of the committee is responsible for implementation of a certain area in the programme, coinciding with his/her qualifications and experience. The current membership, together with the functions and expertise of the various members of the Committee, is listed in ASAP. The committee includes members of the Department, along with one Professor, one pro-Dean, one current student and one graduate along with the Head of Department who is coordinator of the programme.

6.1.1.2 Coordination of collegiality with personal responsibility in decision making

This item does not seem to have been specifically addressed in the SAR. However, the ASAR indicates, each year, two special meetings, attended by all of those who teach on the programme, are organised. ASAR records that:

> At these meetings the issues of study progress are discussed according to prepared reports of the heads of full-time and part-time departments, decisions about the implementation of the programme are made, about the organization of self-study tasks, criteria for assessment of learning outcomes. The students studying in the programme are questioned about the quality of programme realization, methods used by teachers. The 4th year students are questioned about the recommendations for programme development.

Any decisions emerging from such meetings about programme development are passed to the programme committee. Students are also invited to give their ideas on the development of the programme.

6.1.1.3 Information about programme monitoring

The issue of programme monitoring is addressed in the SAR at Paragraph 136. There and in the ASAR an overview is given of the procedures for programme monitoring, ranging from the regulations which guide this activity to the procedures for implementing any proposals for change. This normally happens once a year and is based on data emerging from the various departments and sub-divisions.

6.2. Internal quality assurance

The issue of programme monitoring and quality assurance is addressed in the SAR in some detail in Section 6 of the report.

6.2.1. Suitability of the programme quality evaluation

The question of the suitability of the programme quality evaluation is addressed under the following three headings:

> Evaluation as a regular process
> Preparation of evaluation parameters, methods and aids
> Publicity of evaluation process and results

6.2.1.1. Evaluation as a regular process

The SAR (Paragraphs 133-`35, inclusive) and ASAR describes the annual cycle of quality assessment which includes a written self-assessment of departmental activities.

6.2.1.2. Preparation of evaluation parameters, methods and aids

The response to this issue, the ASAR identifies a range of evaluative tools including students' study results, surveys, questionnaires to employers, students' reports about professional activities practices, discussions, meetings, teachers' self-assessment reports, reports written by the heads of qualification commissions and their discussion. ASAR notes that

> The changing requirements for a specialist raised in the labour market stimulates us to correct the learning outcomes, to renew the study aims, and this was done when adapting the programme to the new standard. The internal evaluation is performed by the academic community of the department by analyzing strengths and weaknesses using the main evaluation parameters influencing the activities: the process of collecting information and implementing evaluation procedures, which allows the participants of this process to analyze the activities in a systematic and critical way.

6.2.1.3. Publicity of evaluation process and results

The ASAR indicates that a wide range of strategies are used to disseminate the findings of the evaluative process and its results. In addition to reports to departmental meetings, this may include the organisation of seminars, conferences, discussion and meetings of other types.

Furthermore, the self-assessment report of the department is made available to all on-line together with the results of external evaluation which are also available on the College website.

6.2.2. Efficiency of the programme quality improvement

This matter is not addressed under this specific heading in either the SAR or the ASAR. However, it is addressed though these headings:

> Application of evaluation results
> Benefit of the actions for quality improvement
> Dissemination of quality improvement results

6.2.2.1. Application of evaluation results

Paragraphs 134 and 135 of the SAR addresses the manner in which the results of a quality assessment can contribute to programme quality improvement. ASAR notes the role of the Centre of Study Quality and Project Management which annually conducts student evaluations of the study programme.

6.2.2.2. Benefit of the actions for quality improvement

An outline of the benefits of acting for quality improvement is presented in Paragraphs 134-136 of the SAR. The ASAR argues that such surveys have lead to more active learning methodologies and greater use of information technology, noting that it also contributes to better student motivation and, therefore, to improved progression. This in return contributes to more effective use of resources, including time and finance.

6.2.2.3. Dissemination of quality improvement results

ASAR details the procedures used to make the results of quality improvement more widely known through seminars, conferences, Internet and other forms of publicity.

6.2.3. Efficiency of stakeholders' participation

This issue is explored under the following headings:

> Participation of students in quality evaluation and improvement
> Participation of teachers in quality evaluation and improvement
> Influence of external stakeholders on the study quality

6.2.3.1 Participation of students in quality evaluation and improvement

The ASAR details the many different ways in which students are encouraged to participate in programme administration, quality evaluation and improvement:

> The students studying in the programme are surveyed about the quality of study programme implementation, teaching methods used by teachers. Survey is unified, computerized, strictly anonymous and done in a centralized way. The questionnaire is prepared by the Centre of Study Quality and Project Management in cooperation with vice director for academic purposes.

ASAR reports that students' answers to the questions are analyzed at the meetings of department community where the teachers are introduced to the students' answers, the discussion is organized, solutions are found, and decisions are made. In addition, individual surveys may be conducted by individual lecturers on the programme. Furthermore, the student association is free to conduct its own evaluations.

In the course of the field trip and through discussion with the students and graduates, the EET was satisfied that there is a considerable engagement of students, former students and employers in the processed of quality evaluation and course improvement.

6.2.3.2 Participation of teachers in quality evaluation and improvement

In its discussion of quality assurance and assessment (Section 6 and Table 22), the SAR gives clear evidence that a key role in evaluating, updating and improving the study programme is played by members of the teaching staff. ASAR notes that

> College teachers, who are not members of study programme committee or administration, also participate in the activities of study programme quality evaluation and development. Every year they write the self-assessment of their activities and subject programmes they teach, where they point out the strong and weak sides, plan the aspects for development.

ASAR goes on to record how such analysis leads to change and updating of the programme.

6.2.3.3 Influence of external stakeholders on the study quality

SAR, in Paragraph 121 details the involvement of external actors and agencies in giving feedback which contributes to the cycle of programme improvement. ASAR point out that both graduates and employers play key roles in this process, both in relation to identifying what is needed and what is lacking.

EET is of the view that steps to improve this programme might usefully be taken in the light of international developments in allied fields. The development of this programme should be based upon the trends in the work field and from a study of international contexts. Topics and research questions should be taken from close cooperation with the work field, locally, nationally and internationally.

6.3 Summary in relation to Programme Management

ASAR points out that "constant social, economic changes, competition between institutions of higher education, changes in labour market make it necessary to constantly review, analyze the study programme, our activities and try to reach study quality". It goes on to emphasise the need for a systematic approach to quality assessment and improvement, including not only the national dimension but also an international hallmark of god quality. It goes on to identify specific strengths, weaknesses and desirable actions which are presented below.

6.3.1 Strengths

- The practical experience of programme committee members allows to develop the quality of study programme realization.
- Systematic surveys of students, stakeholders and round table discussions influence the constant development of the study programme quality.

6.3.2 Weaknesses

- At the end of semester the Centre of Study Quality and Project Management question not all the students about teaching subjects.

6.3.3 Action for improvement

- To improve the student survey system.

End Note: Paragraphs 47 and 49 to 51 of the Marijampole SAR deals with the financial issues, most especially in regard to the number of places for which the state pays and those accepted on a fee-paying basis. It should be noted that, within the current guidelines for evaluation, financial issues are not specifically addressed.

C. Recommendations to the institution

At the end of each chapter of the Marijampole College ASAR, strengths and weaknesses were carefully and seriously pointed out, revealing good self-criticism capabilities. The proposed actions for improvement were also realistic.

The EET recommends:

- That Marijampole College executes the actions of improvement that they have been formulated at the end of every chapter. We find them adequate and much needed. We suggest that Marijampole College puts them in an improvement plan with concrete results, deadlines, persons identified as being responsible for implementation of the elements of the plan.
- That Marijampole College checks the weaknesses that have been presented at the end of every chapter and that they confirm if they are covered by the actions for improvement in every chapter. If they are not covered by these actions, then Marijampole College should add them to the improvement plan mentioned above.
- The improvement plan can then be the core of the PDCA cycle of quality assurance. So a path needs to be described for the improvement plan (P), the concrete actions (D), the checking of the concrete results (C) and finally new actions or plans (A).
- EET stresses that the management and faculty administration (and primarily, the Dean) is ultimately responsible for the actions of improvement and should therefore take the lead in setting the PDCA cycle in motion and should keep a constant watch over the system of quality assurance and its results that will improve education at Marijampole College.
- The programme of Social Pedagogy seems very subject oriented and fragmented. There is no competence-based assessment and the learning outcomes are at the subject level not connected to the themes. A rethinking of the curriculum is required.
- The EET is very concerned that there is an apparent confusion of professional roles with many statements in both the SAR and the ASAR which seem to imply that the social pedagogues may act as teachers.
- EET is deeply concerned as to how the Social Pedagogy programme can continue to be economically viable for the institution in light of decreasing demand for the programme.
- It would be helpful to EET if each theme in the framework provided were addressed in future SAR submissions. Whereas, at present, all of the sub-themes are addressed, there are many occasions when an overarching comment in relation to the general theme being addressed would be useful.
- The EET wishes to register its concern that it is involved in the evaluation of an existing programme, which is 3.5 to 4 years in duration and that it is being asked to grant approval to this programmes for up to six years, in spite of the fact that the length of all such programmes has now been reduced and that it is evident that these new programmes are being introduced without being subjected to the rigour of any initial Quality Assessment. It is the view of EET that new programmes should have been subjected to assessment prior to being launched or that, at the very least, they ought to be subjected to such evaluation within the first cycle (three years) of their delivery.
- The development of this programme should be based upon the trends in the work field and in international contexts. Topics and research questions should be taken from close cooperation with the work field.
- The capacity of the staff to deliver the programme is satisfactory in order to deliver the programme as it is now, with an emphasis on knowledge. The staff is motivated and dedicated to the students. However in a changing society, this is not enough, as

programmes will get more general themes and competences. To enter into this future, staff development should be geared much more towards modern day teaching methods, including further use of ICT/e-learning platforms, connecting to international developments and literature.

- In the course of the field visit and arising, in particular, from its meetings with students and former students, the EET came to the view that there should be greater standardisation of the forms of feedback so that every individual student can have frequent formal feedback, whether by individual discussion, written response or email. Written feedback is preferred.

- The quality of the final theses needs to be improved. They lack balance between the various sections, most often lacking triangulation, are too often qualitative and often make little use of international resources. The main problem appears to be the lack of a comprehensive discussion of the findings of the research presented against the theoretical sources presented in the initial section. There also needs to be a far greater awareness nurtured in the students of the need for observing high ethical standards, especially when working with children as vulnerable subjects of research, as well as having a system for clearing ethical considerations through a duly structured ethical committee.

D. Generalising assessment

The study programme *Social Pedagogy* (state code – 65307S113) is given **positive** evaluation.

No.	Evaluation area	Assessment in points
1	Programme aims and learning outcomes	**2**
2	Curriculum design	**2**
3	Staff	**3**
4	Facilities and learning resources	**3**
5	Study process and student assessment (student admission, student support, student achievement assessment)	**3**
6	Programme management (programme administration, internal quality assurance)	**3**
	Total:	**16**