STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO *ŠVIETIMO VADYBOS* PROGRAMOS (62607S113) VERTINIMO IŠVADOS

EVALUATION REPORT
of *EDUCATIONAL MANAGEMENT* (62607S113) STUDY PROGRAMME at KLAIPEDA UNIVERSITY

Grupės vadovas: **Team leader:**	Prof. Dr. Gillian Hilton
Nariai: **Team members:**	Prof. Dr. Peadar Cremin
	Prof. Dr. Jesus Maria Angélica Fernandes Sousa
	Dr. Lilija Duobliene
	Prof. Lex Stomp

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programmeos pavadinimas	*Švietimo vadyba*
Valstybinis kodas	62407S113
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2); Ištęstinės (3)
Studijų programos apimtis kreditais[1]	80
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programmeos įregistravimo data	**1997-05-19**

Title of the study programme	*Educational Management*
State code	62607S113
Study area	Social Sciences
Study field	Education
Kind of study	University studies
Cycle of study	Second
Mode of study(duration in years)	Full-time (2); part-time (2)
Study programme in credits	80
Degree and /or professional qualification	Master in Educology
Programme registration date	19-05-1997

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1. Introduction

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 Assessment Team (EAT) appointed by the Centre for Quality Assessment in Higher Education has conducted an Evaluation of the study programme *Educational Management* (state code 62607S113) which is offered by Klaipeda University.

In conducting their evaluation of the Study programme, the EAT have applied the methodological guidelines developed by the Centre for Quality Assessment in Higher Education to implement provisions of the 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).

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

The External Assessment was conducted in the period March 2010 to May 2010 with in-country evaluation taking place during the period 25 February to 1 March 2008. The assessment included a one-day field visit to Klaipeda University on 4 May 2010.

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

We would like to express our appreciation to the authorities of Klaipeda University 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 University.

The SAR is to be complimented on the quality of the reports which it prepared in advance of the visit and which presents, in considerable detail, the nature, structure, aims and content of the programme being evaluated, the methods of study, delivery and assessment, issues in regard to quality, resourcing, student support and participation as well as an analysis of strengths and weaknesses. The frequency of meeting of the Self-assessment Group during the period when they were conducting their work is noted. The EAT would suggest that future reports might be more analytical and reflective, showing, for the various key areas under evaluation, a deeper consideration both of the strengths and weaknesses of the programme for which approval is being sought.

In addition to its examination of the SAR, the EAT 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 Klaipeda University and the Faculty of Pedagogy
- 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.

2. Programme Analysis

2.1. Programme aims and learning outcomes

The programme of Educational Management (State Code 62607S113) is a Masters level programme which is offered by the Pedagogy Faculty of Klaipeda University (PF/KU). Educational Management (EM) is one of seven study programmes, which together with one special professional study programme, are offered by the PF/KU in the second cycle of studies. These programmes attract 169 graduate students (44 in the full-time and 125 in the part-time department), 53 in the special professional studies; and 23 in post-graduate studies. This study programme was assessed in 2003 and granted full accreditation until 2012. (Source: SAR, Paragraph 8).

For clarity in relation to the comments which follow, the evaluative tool which is to be used by the EAT in regard to 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	o Demand for the specialists in the labour market o Demand for the programme among applicants o The position of the programme among other study programmes
	1.1.2. Conformity of the programme purpose with the institutional, state and international	o Correlation of programme purpose with the mission and the development strategy of a higher education institution o Purpose of the programmes intended for acquiring regulated professions

		directives	
		1.1.3. Relevance of the programme aims	o Correlation of the aims with the purpose of the programme o 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	o Content of learning outcomes o Level of complexity of the learning outcomes
		1.2.2. Consistency of the learning outcomes	o Learning outcomes at the programme level o Correlation of learning outcomes of the programme with those of the subject level.
		1.2.3. Transformation of the learning outcomes	o Continuous assessment of learning outcomes o 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 seems reasonable to assume that these are the areas which should be addressed in the SAR.

The SAR provided by KU includes a section headed as follows:

1. PROGRAMME AIMS AND THE INTENDED LEARNING OUTCOMES
1.1. Programme demand, purpose, and aims.
1.1.1. Uniqueness and rationale of the need for the programme.

However, there is no text under these individual headings. Instead, the SAR presents three sections (numbered as a continuation of the Introduction), addressing the following areas (these essentially reflective of the three indicators which are to be applied by the EAT in its assessment!).

9. The need for specialists in the labour market.
10. The demand of the programme among applicants.
11. The position of the programme among other study programmes.

This form of presentation has posed a problem of evaluation for the EAT, as the areas, which ought to be addressed ("Aims" and "Learning Outcomes"), are not explicitly set out at this point. In fact, the word "aim" is not to be found in the SAR text until later at Paragraph 14 (1.1.3. Relevance of the programme aims). Neither is the phrase "learning outcome" used until Paragraph 16 (1.2. Learning outcomes of the programme). In the course of the field visit, the EAT was advised that the original draft of the SAR was twice as long as the current one and that consequently many of these aspects had been elided.

Under the Guidelines provided to the EAT, the assessment tool in regard to the relevance of programme aims specifies 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).

EAT has no desire to be critical of the SAR, appreciating the amount of preparation done, but it must be emphasized that the failure to closely follow the official Guidelines together with the adoption of an alternative structure of presentation might be interpreted as a lack of clarity in regard to the details sought in the Guidelines, especially in regard to programme purpose, aims and learning outcomes. On the other hand, it might be that the Guidelines are not sufficiently clear an explicit in regard to what they actually require of those engaged in the self-assessment exercise. This possibility is being brought to the attention of the Centre for Quality Assessment in Higher Education.

In the course of the field visit, the EAT had an opportunity to address these issues with senior administrators, members of the SAG and other teaching staff as well as with students, graduates and employers. It was emphasised that this programme is very significant for the University, that it is quite popular and that most of those responding to surveys report that it is meeting the needs of the moment.

2.1.1. Programme demand, purpose and aims

Paragraph 9 of the SAR addresses "The need for specialists in the labour market". It notes that, historically, following independence, the demand for educational managers had increased and refers to documents regulating the activities of education managers as attesting to this demand. However, it does not present any quantitative data to show the level of current demand for such specialists in the labour market. SAR Paragraph 10 presents data in relation to the demand for the programme among applicants, showing that in the period of 2004 to 2009, on average, there were three applicants for each place in the programme. On this basis, we are advised that "the EM programme is one of the most attractive and popular not only in the PF, but also in all the university" (Source: SAR Paragraph 10).

SAR Paragraph 9 indicates that, traditionally, quite experienced candidates had applied for this programme.

> ... after the completion of the graduate studies, the majority worked in executive positions in educational organizations, municipal departments of education, different organizations performing educational functions, in the Parliament of the Republic of Lithuania, in elderships, business organizations, NGOs, etc.

The finding that those graduating from the programme hold such posts on completion is scarcely surprising since we had already been told earlier in Section 9 of the SAR that state regulations from 2005 required "that the heads of educational organizations are to have attended a special course of *Fundamentals of School Management* or to have completed Master studies of Management. Graduate studies of *Educational Management*".

No data is presented to show that those completing the programme were actually at higher executive levels than those commencing. Even if they had been promoted while taking the programme (and presumably some may have been anyway), this would not provide evidence that possession of this qualification gave better promotional

opportunity. No data is presented into the post-qualification career paths of graduated students of the programme.

A weakening of demand from more experienced candidates is noted in the report, along with an admission that increasingly, "applicants have been young people immediately after the undergraduate studies" (SAR Paragraph 10).

In the course of the field visit, the EAT had an opportunity to address these issues with senior administrators, members of the SAG and other teaching staff as well as with students, graduates and employers. The problems arising from so many entrants no longer having practical experience were explored. The necessity for changes in the programme to meet the needs of a student cohort increasingly lacking in managerial experience was noted. This is also acknowledged in SAR Paragraph 10.

In regard to the position of the programme among other study programmes, SAR Paragraph 11 notes that the uniqueness of the EM study programme at KU rests on the fact that it is the only study programme in Lithuania of such kind (even though similar programmes do exist), while also being unique in being open to Bachelors of other study programmes who intend to work in executive positions in the system of education (Source: SAR Paragraph 11).

In regard to the conformity of the programme purpose with the institutional, state and international directives, the SAR Paragraph 12 firstly traces the extent to which the programme purpose conforms with the mission and development strategy of KU. In summary, the EAT finds that, at the University level,

i) the programme accords with the mission of the University as set out in the KU website
ii) it is in conformity with the *Statute of Klaipeda University* (2001) and with the *Strategic Activity Plan of Klaipeda University* (2007).
iii) as set out in SAR Paragraph 12, the programme trains highly qualified managers of educational and social institutions who, in cooperation with teachers, develop research in the field of education management, thereby contributing to the improvement of the quality of science and studies at KU.

It, therefore, meets the indicators at this level.

SAR Paragraph 13 notes that "The EM graduate study programme is not oriented to specialist training for a specific profession, as Master of Educational Management is not an independent profession". For this reason, the EAT notes that the indicator in relation to "programmes intended for acquiring regulated professions" is not relevant in this instance.

In regard to the conformity of the programme purpose with state and international directives, SAR Paragraph 13 relates to compliance with the following documents:

(a) Documents that regulate the field of studies
Descriptor of Graduate Study Programmes, 2005;
On the Development of Higher Education (the Bologna Declaration)
The Role of Universities in the Knowledge Society, Brussels, 2003) a Communiqué of the EU Council

(b) Qualification-defining documents:
> *Towards a European Qualifications Framework for Lifelong Learning* (Brussels, 2005);
> *Outline of Lithuanian National Qualifications Framework, 2007)*

(c) Documents defining requirements for managers of the system of education:
> *Regulations of Attesting Heads of the State and Municipal Schools, their Deputies, and Heads of Departments in Charge of Education Organization, 2005*

However, other than the general statement that the programme is in compliance with such documents, no specific details are given by way of illustrating how this is the case in regard to any of the three areas listed. EAT considers that the lack of specific connections between the various documents and the programme purpose and aims is a weakness in the SAR.

In regard to the relevance of the programme aims and, specifically, in regard to the correlation of the aims with the purpose of the programme, the SAR in Paragraph 14 states that "the aim of the EM graduate study programme was formulated by detailing the purpose of the programme". The language used here by the SAR seems to indicate that the purpose of the programme has not been distinguished from the programme aim(s). It is not made clear whether the goal which follows is to be perceived as a purpose or as an aim:

> *to build Master students' competences to independently and analytically choose different ways and to organize other people's activity in order to conduct complex managerial activities in a constantly changing educational system, with the aim of improving its quality.*

While the text of Paragraph 14 does seem to include both purpose and aims, the lack of clarity between both makes it difficult for the EAT to apply the indicator in regard to the correlation of the aims with the purpose of the programme.

In regard to the compliance of the aims with the type and the cycle of the studies, SAR Paragraph 15 notes that, in accordance with the *Law on Higher Education and Science of the Republic of Lithuania (2009)* the EM studies are "second cycle consecutive university studies aimed to prepare student for independent research or work that requires thorough integral scientific knowledge and abilities". SAR Paragraph 15 also notes that the EM programme meets the requirements of both the European and Lithuanian Qualification Frameworks (2005, 2007).

The EAT recommends that the purpose and aims of the EM programme be re-examined and represented with a view to highlighting the relevance of the programme aims, specifically, in regard to the correlation of the aims with the purpose of the programme.

2.1.2. Learning outcomes of the programme studies

The expected learning outcomes of the EM study programme are clearly set out by the SAR in Paragraph 16. The content of the learning outcomes is clearly structured, distinguishing between gnostic outcomes, functional outcomes and general outcomes, as required by the Lithuanian National Qualifications Framework of 2007. Appropriate competences are identified in relation to each of these three areas. Paragraph 17 notes that, in focus group discussion, both those delivering the programme and those to whom it was delivered had expressed satisfaction in regard to the comprehensive nature, the complexity and the attainability of the learning outcomes.

From an international comparative perspective, both the content and the levels of complexity of the learning outcomes as presented are appropriate to a Masters level programme in this field, being comprehensive, adequately complex and attainable.

In particular instances, the outcomes might benefit from rephrasing. For example, in relation to "Ethical Competences", the general goal is limited to a capacity to 'observe' norms of behaviour and communication. The effective educational manager will be able to go significantly further in communicating and establishing high ethical standards throughout an organisation and in bringing others to aspire to and achieve the highest standards. When individual modules are examined, it is found that specific modular goals sometimes go to a deeper level than the general goals. For example, the module on "Educational Management" seeks to develop an "ability to follow the established norms of behaviour and communication".

In examining the specific fields listed and the commentaries in SAR Paragraphs 17 and 18, there seems to be a strong emphasis on the sociological and philosophical perspectives while there is little, if any, reference to psychological aspects, such as organisational psychology, or to the field of educational leadership, human development in an organisational setting or human resource management. These issues were raised with the SAG during the field visit and it is noted that there is a willingness to address these questions and to incorporate some of these elements into the programme.

It is recommended that consideration be given to the merits of including such perspectives as organisational psychology, human development in an organisational setting, human resource management and educational leadership in the programme. It is also recommended that consideration be given to a change of title to "Educational Management and Leadership".

Neither do the learning outcomes, as listed, offer any explicit geographical context (nor are they so required). It would be quite possible to teach this programme with a broad, global focus, taking examples from many places, or to teach it in a much narrower way, limiting examples to Lithuania and neighbouring states. The learning outcomes listed, taken together with the bibliographical references in the students' Masters' Theses, indicates that a much wider exposure to the international literature would be of great value in this programme.

In regard to the correlation of the learning outcomes at the programme level with those at the subject level, SAR Paragraph 19 presents a graphic and also a comprehensive table illustrating the correlation of the learning outcomes with those of the subject level.

The accompanying text indicates satisfaction with the level of correlation and with the manner in which it is monitored and attested.

Table 2. Correlation of the learning outcomes of the programme with those of the subject level.

Term	Academic subject	Gnostic competences				Functional competences				General competences					X
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	
I	Methodology of Educational Research				+				+	+					3
	Educational Management	+				+				+	+	+	+	+	7
	Legal Regulation of Education		+				+			+	+	+	+	+	7
	Comparative Educology		+				+								2
	Research 1	+	+		+	+	+		+	+	+	+	+	+	11
II	Philosophy of Education			+				+		+					3
	Educational Policies		+				+			+	+	+	+	+	7
	Behaviour of Educational Organizations	+				+				+	+	+	+	+	7
	Management of Education Content		+				+					+			3
	Research 2	+	+	+	+	+	+	+	+	+	+	+	+	+	13
III	Education Sociology			+				+		+	+	+	+	+	7
	Strategic Development of Educational Organizations	+				+				+	+	+	+	+	7
	Data Collection and Analysis				+				+	+	+	+	+	+	7
	Management of Educational Systems and Technologies														
	Research 3	+	+	+	+	+	+	+	+	+	+	+	+	+	13
IV	Master's Final Thesis	+	+	+	+	+	+	+	+	+	+	+	+	+	13
Z		7	8	5	6	7	8	5	6	13	11	12	11	11	

When the number of competences is examined in relation to the subject areas studied, it is surprising how few Gnostic (26) and Functional (26) Competences are developed when compared to the level of General (59) competences developed through these subject areas (Row Z). Table 2 shows that 30 competences have been developed in Term I, 33 in Term II and 34 in Term III with only 13 being developed through the Master's Final Thesis (Column X).

In regard to the transformation of learning outcomes, SAR Paragraph 20 is dedicated to the issue of the continuous assessment of learning outcomes and also to the reasonable renewal of learning outcomes. It notes the need to constantly revise and update both the aim and the learning outcomes so as to match them to changing labour market needs as well as to professional activity and to the requirements of official standards. A particularly valuable source of feedback comes in the form of surveys of outgoing students, as well as the professional judgements of those charged with implementing the programme.

One final point needs to be addressed here. In the course of the field visit, the EAT had an opportunity to meet with a 19 of the current students. In response to questioning by the EAT, it became clear that only four of those students are currently working in an Educational Management role, while twelve of them had come directly onto the

Masters programme from undergraduate studies. This fundamental shift in intake raises important issues about the level of practical experience that students have. It poses new challenges to the programme team in respect of how opportunities for gaining such practical experience should be incorporated within the period of study and also raises issues for the content of the programme. It may be that the programme needs a fundamental reconceptualisation in order to address these significant changes.

EAT recommends that the learning outcomes of the EM programme be reviewed with a view to more closely aligning them with the purpose and aims of the programme (which, as outlined above are also to be revised) in light of the changing context in which the programme is being offered.

2.2. Curriculum design

As pointed out previously, the structure of this SAR creates a very considerable difficulty for the EAT as, here again, the major headings of the assessment tool are not specifically addressed. There is no overall presentation of the curriculum design and the sub-themes of programme structure and programme content are not explicitly addressed (except when one leaps forward to Table 3 where the programme structure is given in tabular form or to the programme content in Appendix 1). Instead, as before, the SAR addresses the individual indicators, commencing with that relating to the compliance of the study volume with the requirements of legal acts.

2.2.1 Programme structure

Based on the material presented in the SAR it is clear that the EM programme is compliant with the legal requirements in relation to the volume of credits (80 credits), the sequencing of modules during the two years of study, contact workload and level of independent study.

In regard to the compliance of the study volume with the learning outcomes, SAR Paragraph 22 notes that most of the academic subjects are allotted 4 credits with two subjects having 3 credits each. No analytical data is presented. Conclusions in relation to satisfactory levels of compliance are based on the annual discussions with students. One example of a programme change is given where a gap was noted in the programme, filled initially with an elective which went on to become a compulsory part of the programme, but there is no quantitative evidence presented to support the change made or to track the changing level of compliance (or student satisfaction). We are not told if, when the subject of *Data Collection and Analysis* was made compulsory, the number of credits was changed or remained the same.

It might be noted that there is no detailed consideration of the learning outcomes contained in this section.

2.2.1.1 In regard to the **consistency of the study subjects**, EAT accepts that the EM graduate study programme is largely laid out in a logical manner, as shown in Tables 2 (above) and Table 3 of the SAR. SAR Paragraph 23 states that this fact is borne out by annual student and graduate surveys, but no detail from these surveys is given here (not is there any reference to its availability in Appendices or elsewhere). It seems strange to the EAT that the Module on the Methodology of Educational Research should be placed first coming before Educational Management in Table 2 above. In regard to the module entitled "Educational Management", the EAT was of the view that, as the

programme title is "Educational Management", this particular module might more usefully carry a title such as "Theories of Educational Management".

2.2.1.2 In regard to the availability of **compulsory, elective or free-choice subjects**, SAR Paragraph 24 the core of this programme is based on compulsory elements. SAR Paragraph 24 does not that there is scope for one elective element, but this is not based on individual choice, but depends on an agreement being reached within the group of students. Further consideration should be given to widening the scope for individual choice in this programme.

2.2.2. Programme content

2.2.2.1.1 SAR Paragraph 25 records the fact that the field of Educational Management, *per se*, is not officially regulated at this time in Lithuania.

2.2.2.1. 2 SAR Paragraph 26 notes that the content of the EM study programme was developed and reviewed in accordance with the order of the Minister of Education and Science "On General Requirements for Study Programmes" of 22 July 2005 (No. ISAK-1551), which provides for general requirements for the Master study programme and other legislative acts, such as the Law on Higher Education and Studies of the Republic of Lithuania (2009), Regulations of Consecutive Study Programmes (2000), Descriptor of Consecutive Study Forms (2000).

In the course of its discussions during the field visit, the EAT formed the view that this programme might benefit from a broader interpretation of the phrase "Educational Management" so as to allow a focus on the field of educational leadership (note recommendation made above). Among suggestions emerging from stakeholders consulted were proposals for a greater focus on project management and the inclusion of more on finance management (possibly as elective areas at the outset).

2.2.2.2 Comprehensiveness and rationality of programme content

The manner in which the SAR addresses this topic is through its subthemes. There is no overarching discussion of the "comprehensiveness and rationality of programme content". EAT is of the view that there is a need for such discussion arising, in particular, from the changing circumstances, economic and educational, in which this programme is being offered, the number of similar programmes in Lithuania and the changing nature of programme entrants.

2.2.2.2.1 SAR Paragraph 27 distinguishes between lecture themes and class/seminar themes but without giving examples of how the themes are so classified or the criteria for such classification. It would be helpful had this been elaborated upon. The close relationship between each theme and its underlying learning outcomes is noted and developed. The procedures at KU for quality assurance are outlined, including the role of the Study Programme Committee and the Attesting Committee in these and allied processes.

2.2.2.2.2 SAR Paragraph 28 addresses the forms and methods used in class, noting that the most frequently used study forms and methods are presentations of the theoretical materials, demonstrations of video materials, reflection and discussion. The necessity for the use of diverse teaching methods, so as to ensure the engagement of learners in a participative manner, is noted. Such approaches include "group discussion, case study

(analysis of practical managerial situations and problem resolution), designing, project writing, simulation, model designing, computer-aided statistical analysis methods, etc". The challenges of a part-time delivery model and the extent of a consequential reliance on independent study are acknowledged.

No specific data is presented in the self-assessment report on the relative amounts of time devoted to lectures, seminars, practical classes and students' independent study.

The self-assessment report states that the principal form of assessment is an examination. Presumably, what is meant here is an end of term traditional-type examination. Yet, later, in Paragraph 36, we are told that "analysis of students' survey revealed different kinds of assessment". It seems surprising that in a programme requiring and allowing for such diversity of delivery, there would not be considerable opportunity for continuing assessment matched to the modes of student engagement.

In the course of the field visit and from a range of its meetings with those involved, the EAT formed the view that greater consideration needs to be given to the issue of the language competence of students. It is clear that many students are impeded in their use of the internet for research and other purposes, by their lack of competence in this area. In the context of globalisation, there is a pressing need to address this issue, which will have implications both for programme content and delivery as well as for the learning outcomes.

It is also clear, from the meetings which EAT held with students, former students and employers, that new forms of student placement will need to be considered as a consequence of the changed profile of entrants, many of whom have no practical experience. To compensate for this gap, it seems clear that opportunities for deeper and longer placements, probably with more work shadowing and occupational twinning, will now be required and the programme content and structure will need to be modified to take account of this. In order to underpin this understanding of practice in the field, there may also be a need for a new style and content in the Masters Theses.

2.3. Staff

Under this heading the SAR addresses the fifteen different areas listed as indicators in Table 1 of the evaluation Guidelines, beginning with the qualification of teachers.

2.3.1 Staff composition and turnover

The Department of Social Pedagogy, which is one of six Departments in the PF/KU, is responsible for the implementation of the EM study programme. This Department has a full-time academic staff comprising one (1) professor, five (5) associate professors, four (4) assistants as well as six (6) doctoral students. The SAR notes that "the PF practices inter-departmental cooperation in implementing study programmes" involving other researchers of the PF departments as well as two visiting professors, ("the most outstanding specialists in the field of educational management from other Lithuanian universities, are employed in the programme as visiting professors". (Source: SAR: Introduction, Sections 4, 5).

2.3.1.1 Rationality of the staff composition

There is no specific commentary on this issue in the SAR.

2.3.1. Staff composition and turnover

Under the heading of **qualification of teachers**, SAR Paragraph 29 notes that the teaching on this programme has been, for the past five years, conducted exclusively by professors and associate professors. Appendix 2 registers the fact that, in 2008/2009, 14 staff were involved in programme delivery, with just over one-third of programme delivery being done by those of professorial rank while 93.3% of all those involved in programme delivery have had managerial experience.

In regard to the **ratio of teachers and students**, Paragraph 30 of the SAR notes that over the last five years, the ratio of teachers and students in lectures and seminars was 1: 20 in the First Year and 1: 15 in the Second Year of the EM study programme. It argues, reasonably, that such ratios favour the employment of more interactive and engaging methods of delivery. This same Paragraph notes that the Senate of the University has decreed that teachers should have not more than five Masters level students for supervision.

In regard to the **ratio of full-time and visiting teachers**, the SAR in Paragraph 31 presents a detailed analysis of this issue, showing that 85,7 % of the total number of the teachers in the programme are full time KU staff, which meets the general requirements for graduate study programmes. This paragraph also notes the rationale ("with the aim of increasing the openness of the programme and improving its quality"), for involving non-KU staff such as professors from other Lithuanian universities, among whom there are individuals of very high quality. There is no reference to the inclusion of professors from outside of Lithuania.

In regard to the **distribution of teachers' workload**, the SAR at Paragraph 32 notes that KU workloads have been regulated by the Decision of KU Senate No. 11-71, 22-05-2009 with the workload of a full-time academic staff member being set at 36 hours a week, which includes

Table 3: University Teacher's Workload

	Activity	Hours
(a)	Academic activity (lectures, seminars, classes, lab works, practices, and exams)	14-10 hours
(b)	Methodological activity (preparation for contact hours, organization and monitoring of students' independent work):;	12-10 hours
(c)	Research and / or artistic activity	16-10 hours

While SAR Paragraph 32 records that the workloads of the teachers employed in undergraduate and graduate study complies with the KU Senate's requirements on this matter, specific data in relation to the EM study programme is not recorded here.

In regard to the **number of technical staff** employed on the programme, the SAR Paragraph 33 notes that, following upon their doctoral studies, departmental assistants are employed at the Methodological Centre where they assist students of this and other programmes. The other staff, who may be called upon are also listed, leading the SAR

to conclude that "the number of the technical staff is sufficient for successful implementation of the study programme". This claim may well be true, but no evidence is presented to support its veracity in regard to this specific programme.

2.3.1.2 Turnover of teachers

SAR Paragraph 34 notes that the level of staff turnover in relation to staff employed in the EM graduate study programme during the period of 2004/2009 was insignificant

Under the heading **reasons for staff turnover**, it is noted that the primary cause of turnover related to staff changing their workplace with detailed explanations given in relation to individual members of staff.

On the **impact of staff turnover on the study programme**, the SAR at Paragraph 35 outlines a number of grounds, including the engagement of a greater number of full-time staff, for improvements in the EM study programme over the five year period under analysis.

2.3.2 Staff competence

There is no overarching statement in the SAR on this item.

In the course of its meetings with various stakeholders, but most especially with the students and former students, it became clear that few staff engage in quality assurance and surveying, not of the content of the programme (which many do), but of the effectiveness of their own teaching. All teachers need to be learners, constantly seeking to improve. While changes in content will help, changes and improvement in teaching methods wall also greatly benefit the student/learners. Staff have considerable opportunity for research into their own practice, either doing so privately by including questions in regard to the quality of their teaching in their end of session surveys or centrally as part of internal quality assurance.

It is recommended that the Department of Social Pedagogy encourage and support its teaching staff in conducting research and evaluation on the quality of their own teaching as a means of improving programme quality.

2.3.2.1 Compliance of staff experience with the study programme

There is no overarching statement in the SAR under this heading.

In regard to the **teaching experience of teachers** SAR Paragraph 34 notes that the average age of the teachers in the programme over the 5 analyzed years slightly changed, reducing from 52.9 in 2004 to 49.2 in 2009. SAR Paragraph 36 notes that all the teachers employed in the EM graduate study programme have long-term experience of teaching in a higher school, having taught at that level for periods varying from thirteen (13) to thirty (30) years (an average of 19.6 years) (Detailed in Appendix 3). Issues relating to pedagogical styles, assessment models and even the publication records of teaching staff are dealt with under this heading. In the case of the latter, we are told that "during the analyzed period, the staff implementing the study programme published 23 methodological works related to the subjects taught in the programme or to the supervision of Masters' research papers".

Paragraph 37 of the SAR deals with the areas of the **scope of teachers' research (art) activities and correlations with the study programme**. It notes that the teachers of the EM study programme are active researchers and gives a cumulative record of their publications:

> Over the analyzed period, they published 2 monographs: *Volunteering in the System of Social Education* (2007) and *Drawing Outlines: Context of the Education Reality* (2006) and 74 scientific articles in reviewed Lithuanian and foreign journals and proceedings of scientific conferences. (See Appendix 3). The content of the publications is related to the subjects taught by the teachers or to the subjects of Master research papers supervised by them.

An examination of the fifteen Curriculum Vitae presented in Appendix 3 does indeed show a solid record of publication for which the faculty members are to be commended. However, not a great deal of the material published relates directly to the field of educational management.

In examining the compliance of staff experience with the study programme from the perspective of the "experience of teachers' practical work", while it is stated that 92.8% of those involved in delivering the EM study programme have managerial experience of from two to fifteen years, it is difficult to assess (even from the Curriculum Vitae in Appendix Three how substantive this managerial expertise actually is. With notable exceptions, much of the expertise noted seems to relate to posts within the University or school, rather than to heading up institutions, projects or facilities where a higher level of management skill, expertise and knowledge might be both needed and acquired over time.

Having regard to the "scope of teachers' other activities (expertise, organizational, etc.) and correlations with the study programme", the SAR, at Paragraph 39, offers a very impressive summary of the collective activities and expertise of those teaching on the programme. If, as might be assumed from this text, **all** members of faculty are equally engaged in these activities, then this is a very impressive and exceptional group of people.

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.

In examining the compliance of staff experience with the study programme from the perspective of the "experience of coordinator of the study programme" it is clear that the Department of Social Pedagogy has carefully considered who might be dedicated to this role and has selected a scholar of considerable experience and reputation in the field for the post.

2.3.2.2 Consistency of teachers' professional development.

There is no overarching statement in the SAR on this item.

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 indicates that the University has a staff evaluation model which is regularly and rigorously applied, that tenure is depended on having a good research and publications record and that participation in international events and conferences is supported and promoted.

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 SAR, in Paragraph 42, presents cumulative data in relation to the academic staff of the EM graduate study programme showing that, overall, staff had attended 55 seminars and courses in Lithuania, Latvia, Sweden, and Italy over the last 5 years while other research trips took place in other countries also. A ratio (14:1) illustrates that all staff had participated. The problem with such data, as noted earlier, relates to the difficulty in disaggregating it to find whether **all** members of the Department have been equally engaged in this kind of professional development. The SAR notes that the themes of twenty two of these seminars and courses were directly related to the subjects taught, others to the research interests, the improvement of educologist training, and the development of teacher competences, although it is not recorded how many were directly related to educational management, per se.

2.4. Facilities and learning resources

There is no overarching statement in the SAR on this item.

2.4.1. Facilities

There is no overarching statement in the SAR on this item.

2.4.1.1. Sufficiency and suitability of premises for studies

There is no overarching statement in the SAR on this item.

2.4.1.1.1 With regard to the issue of the sufficiency and suitability of premises for studies, the SAR (Paragraph 43) addresses this issue under the heading of the "number and occupancy of premises for studies", indicating that the premises of the Faculty of Pedagogy provides sufficient classrooms, conference halls and other physical facilities. It is noted that the Department of Social Pedagogy provides a specialized classroom equipped with multimedia and computing facilities which are up to date. It indicates satisfaction with the numbers per room during instructional time, noting that no special facilities are required for time spent in independent study.

2.4.1.1.1 The SAR (Paragraph 44) addresses the theme of "technical and hygienic condition of the premises for studies", noting the levels of expenditure on a range of facilities over recent years. It also notes the need for further expenditure and the challenges in this area due to the current economic climate, not just in this institution but across Lithuania. The general challenge is made more difficult by the protected nature of the building and the need to conserve many features but it is clear that work is ongoing.

2.4.1.1.3 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 (Paragraph 45) notes that, in addition to the availability of the general KU Library, there is also a

more specialised library at the Pedagogical Faculty of which Masters students may avail. This library has 14,463 copies of scientific literature and 32,399 copies of educational literature. Both space and facilities have been considerably increased and enhanced in recent year.

The SAR cites students' surveys in which a majority of students reported satisfaction with the services of the KU library. Specific data on the level of satisfaction is not presented and it is not clear from the SAR whether this survey was limited to the KU Library or also included the PF library

2.4.1.2. Suitability and sufficiency of equipment for studies

The SAR does not make any general comment in relation to the suitability and sufficiency of equipment for studies, addressing it under the two headings which follow.

2.4.1.2.1 In regard to "laboratory (art) equipment and appliances" the SAR (Paragraph 46) notes that there has been very considerable expenditure on the upgrading of laboratory equipment in the Pedagogical Faculty at KU during recent years, including the upgrading of video and audio systems, modernised classroom etc. It concludes that the existing equipment meets current needs. .

2.4.1.2.2 On the issue of "computer hardware and software", the SAR (Paragraph 47) states that the staff of the Social Pedagogy Department can use all the computer equipment of the PF, although it does not say whether or to what extend each individual staff member has access to his/her own computer equipment. It details the range of equipment, both computer facilities and other, such as photocopying, noting that all software is legitimate. It highlights the fact that Masters students have unrestricted access to the Internet, as well as a range of specialist programmes, such as SPSS and Kokybis, in addition to having their own individual PCs. It concludes that the computer resources of the Faculty meet the needs, both of the students and teachers of the EM study programme.

In the course of the field visit, it became clear that while students have ready access to computing facilities and to the Internet, they are currently not directed to Internet sources in their lists of texts. There appears to be a university ban on bibliographies and booklists citing internet sites, which should be re-considered. Students ought to be encouraged to make extensive use of internet material especially in modules such as Comparative Educology and Education Managment.

EAT recommends that a policy be adopted approving the inclusion of Internet sources and citation in bibliographies and booklists.

2.4.1.3. Suitability and accessibility of the resources for practical training

The SAR did not address this area.

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

The SAR did not address this area.

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

The SAR did not address this area.

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

The SAR did not address this area.

In the course of the field visit, the EAT was able to assess the suitability and accessibility of resources for practical training, but would have preferred to have had the benefit of statements from the SAG on these issues.

2.4.2 Learning Resources

There is no overarching comment in the SAR in regard to learning resources.

2.4.2.1. 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".

In relation to the "provision with printed publications required for the study programme" Paragraph 48 of the SAR makes it clear that there is an excellent supply of texts, particularly those which are on the obligatory reading lists, together with relevant and current journals, some electronic, available in the University/Departmental library. It is reported that this situation has been commented upon positively in student surveys, although no specific data is presented in the SAR. The SAR does not suggest that there are any areas for improvement, concluding that "the EM graduate study programme is well provided with learning resources".

In relation to "access to electronic databases", the SAR (Paragraph 49) presents a similarly rosy picture of easy and free access to a wealth of data bases (36 licensed).

2.4.2.2. Suitability and accessibility of learning materials

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

2.4.2.1.1 In relation to "provision with methodological publications", the SAR (Paragraph 50) notes the extent to which staff of the EM study programme have written their own methodological publications designed to lead to the effective attainment of the aims and the intended learning outcomes of the programme. An impressive list of such works is provided in the SAR. It is noted that such work is ongoing, with further works required in the future to meet the needs of more novel aspects of the programme. It is also noted that most of the teachers present students with transparencies made for lectures and classes and other methodological handouts to facilitate Master students' learning

2.4.2.1.2 With regard to "access to methodological publications", the SAR (Paragraph 51) points out that access to such materials is largely through the Methodological Centre of the Department of Social Pedagogy which has accumulated over 1,133 different publications, including 287 devoted to the EM graduate students.

2.4.2.1.3 In regard to "provision with learning aids" the SAR in Paragraph 52 notes the extent to which staff having been making provision in this area, drafting and rewriting materials to keep them up to date, while doing this on an ongoing basis. It concludes that "the EM graduate study programme is sufficiently provided with methodological aids".

2.5. Study process and student assessment

The SAR does not make any overall comment on this theme.

2.5.1. Student admission

The SAR does not address this area specifically.

2.5.1.1. The matter of the "rationality of requirements for admission to the studies" is addressed under two aspects. Firstly, the SAR discusses issues relating to the competition and minimum requirements for applicants in Paragraph 53. Some of the key points are:

1. Entry is based on a points system
2. There are no age restrictions
3. Compensatory studies and individualised learning plans are set out for those not holding degrees in educology
4. All Masters students are required to pay tuition fees.

Table 4:Number of applicants and number of those accepted on programme

Year	Number of Applicants	Number accepted on programme
2004/2005	46	20
2005/2006	61	15
2006/2007	51	20
2007/2008	59	29
2008/2009	27	25

No reason is given in the SAR for the significant level of decreased demand in 2008/2009. In the course of the field visit, members of the SAG suggested that the drop is connected with the general economic context. In the course of the field visit, it was also indicated by the Head of Department that there had been an improvement in 2009/2010 with some 38 applicants of whom 33 were admitted to the programme.

In Paragraph 53, the SAR notes that the established minimal requirements for the applicants are sufficient to admit people ready for studies, as proved by their academic record, citing in sup0port of this claim the fact that "in the analyzed period, no student from the graduate study programme dropped out due to academic failure" (No other data is presented here on completion rates)..

Next, in regard to "special requirements", the SAR in Paragraph 54 indicates that bonus points are on offer for applicants with certain prior experience. For example, one point is added to the applicants' competition score for scientific publications, and two points for practical experience in the field of education management. This is seen as an

encouragement to attract those working in executive positions in educational institutions. Furthermore, in the case of equal scores, priority is given to those a) who have scientific publications and b) to those having higher grades for the Bachelor's final thesis.

2.5.1.2 The issue of "efficiency of enhancing the motivation of applicants and new students" is dealt with under the following two headings:

> Actions of a higher education institution in attracting students capable to study
> Student motivation enhancement

The SAR, in Paragraph 55, sets out the various steps taken by the institution in order to attract higher calibre students and one more capable of undertaking study at this level, ranging from bonus points as outline above to Open Days and publicity of varying types.

Among the techniques used to enhance student motivation, the SAR, Paragraph 56, depends in the first instance on surveys and meetings through which the programme is assessed by its students. Positive techniques, such as allowing free choice of research themes and topics as well as financial supports to encourage student engagement in research and in its dissemination are also included. The Dean and Rector also play a role in acknowledging achievements of merit while employment opportunities either outside or inside the University may be made available to the most gifted. A small number manage to progress to doctoral study.

2.5.2. Study process

No specific comment is made in relation to the study process itself.

2.5.2.1. Rationality of the programme schedule

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

With regard to the schedule of the study classes, the SAR, in Paragraph 57 notes that all classes are accommodated in a single building. The work is front-loaded into the first three weeks of term, followed by a period of independent study with staff support where required leading up to end-of-term examinations. Due to the work commitments of these students, most formal classes or lectures are scheduled for the afternoon. There is some demand for more intensive day-long work which would reduce the number of days of attendance required.

In relation to the matter of the schedule of the examination session, Paragraph 58 of the SAR indicates that considerable flexibility is allowed in relation to the timing of examinations, with scope allowed to the students to specify the timing that suits them best.

2.5.2.2. Student academic performance

There is no overarching comment in relation to student academic performance which is therefore discussed under two headings.

> Monitoring of student progress and drop-out rate
> Students' participation in research

In relation to the monitoring of student progress and drop-out rate, such monitoring is conducted by the Pedagogical Faculty's Department of Studies, the Administrator of Studies, and the Vice-Dean of Studies, as well as the Department of Social Pedagogy. Paragraph 59 of the SAR sets out in some detail the regulations governing assessment and the right to resit examinations as well as the reasons for which a student might be exited from the EM programme of study. There is a detailed discussion of the levels of drop-out, the reasons for same and the strategies which are being or may be employed for reducing levels of drop out.

Paragraph 60 of the SAR relates to both the individual research conducted by EM students as well as indicating that some research is conducted in collaboration with or on behalf of their academic supervisors, sometimes leading to publication in prestigious journals or conference presentations.

2.5.2.3 Mobility of teachers and students

The SAR considers this topic from the perspective of i) the scope of teacher mobility and impact on the study programme and ii) the scope of student mobility and impact on studies.

In regard to the scope of teacher mobility and its impact on the study, Paragraph 61 of the SAR acknowledges that this was not a priority for staff of the Department with only 13.3% participating in such mobility in the five year period 2004 to 2009 (at most two persons in any one year). It is not clear what the percentage is of those who specifically teaching on this programme of study. Despite the availability of Erasmus support and departmental incentives, the level of uptake is low. Of the seven trips made, three were to the USA, one other to Latin America and only one to Europe (the Netherlands). Furthermore, the SAR reports that there is little inward mobility from abroad. In the course of the field visit, it became clear that staff had actually engaged in a greater number of mobility visits.

In the context outlined above, it is scarcely surprising to find that there is little or no student mobility, particularly since only full-time and evening students can avail of Erasmus grants. Intriguingly, in this context, SAR Paragraph 62 reports that

> The Department of Foreign Relations of KU hold annual seminars to present the opportunities for Master students to join different international programmes and projects and to provide information about research trips or student exchange programmes abroad.

Clearly, there is a difference between dissemination of information and actually ensuring that individuals are in a position to benefit from the information provided.

2.5.3 Student support

2.5.3.1. Usefulness of academic support

There is no overarching comment in relation to student support or in relation to the usefulness of student support. The topic is explored through the following themes:

Informing about the programme and its changes
Student counselling on study issues
Student counselling on career possibilities
Possibilities to study according to individual programme
Possibilities of students to repeat subjects and to retake examinations

In regard to "informing about the programme", Paragraph 62 of the SAR indicates that students on the EM study programme benefit from obtaining "full information" in regard to the programme. The modes of communication are many and varied and include the University website, the Methodological Centre, group monitors whose role is to relay information to students, emails, announcement boards, meetings and other means of communication. In summary, the SAR, in Paragraph 62, summarises by stating that "In our opinion, the dissemination of the information is consistent and timely, and the means of its dissemination are appropriate, as the information reaches the addressee on time".

With regard to "student counselling on study issues", Paragraph 63 of the SAR points out that counselling time is part of the staff workload and that staff are actually required to counsel Masters students under University and Senate regulations. It is noted that, in the past, there had been some difficulties in regard to the time set for such sessions arising from students on the EM study programme having their own jobs, but that now counselling hours are largely if not entirely in the afternoon. (Paragraph 63 of SAG).

In regard to "student counselling on career possibilities", it is noted that whereas the University offers the benefit of a Careers Centre, the main counselling function in relation to EM study programme students relates to the purposeful choice of a research theme which may be of benefit to the students in their career path.   Examples of the outcomes of the counselling function are given in Paragraph 64 of SAR.

The issue of the "possibilities to study according to individual programme" is addressed in SAR, Paragraph 65 where it is pointed out that, arising from a decision of the Council of the Pedagogy Faculty at KU in 2005, Masters students are free to design individual study plans for one academic year in all the compulsory and elective subjects, as well as the subjects of the compensatory study programme. The individual study programmes are designed by the Head of the Department in charge of the study programme and agreed with the Vice-Dean for studies. Theoretically, provision has also been made for especially gifted students to follow the programme using a shortened timeline (but this has not happened as yet).

Finally, in relation to the "possibilities of students to repeat subjects and to retake examinations", the SAR, in Paragraph 66, Individual programmes are designed by the Head of the Department in charge of the study programme and agreed with the Vice-Dean for studies points out that the University has quite a benign approach allowing students to retake an exam without necessarily having to repeat a course, where they resit an exam within three months. Alternatively, a student may withdraw from the

course by suspending their study or taking academic leave for up to three years or longer as set down in state law.

2.5.3.2. Efficiency of social support

The SAR points out that students are provided with social, psychological, and cultural support in accordance with their needs, that the Pedagogy Faculty has its own Psychological Help Centre that provides free psychological help to University students and that all the KU students get free medical aid in all Klaipeda health care institutions. In summary, it states that such support function effectively.

The SAR, in Paragraph 68, which relates to "grants and benefits", notes that the principal financial support for Masters students from KU comes in the form of a reduced tuition fee: to Master students from socially supported families or those living alone to 100%, and to students whose average grade of the term is from 9 to 10 and who are active in the University public work, up to 75%. The SAR also notes that Master students can get financial support from the state in the form of loans for paying the tuition fee. There are a range of other benefits including tax benefits, subsidised transport privileges and supports from governmental and non-governmental Foundations.

One of the indicators listed in the Assessment Form relates to the "provision with dormitories". This item has little relevance to the cohort under consideration due to the fact that, as the SAR points out (Paragraph 69), "most of the EM Master students live either in Klaipeda or close to it" and, therefore, to date, none of them had applied for dormitory accommodation.

2.5.4. Student achievement assessment

There is no overarching statement in relation to this topic.

2.5.4.1. The question of the "suitability of assessment criteria and their publicity" is addressed through Paragraph 70 of the SAR, under the following headings:

Correlations of criteria with the intended learning outcomes
Composition of the assessment grade
Publicity of assessment criteria

In regard to the "correlations of criteria with the intended learning outcomes", the SAR (Paragraph 70) asserts that the criteria used in assessment match the expected competences of the programme.

In relation to the "composition of the assessment grade" SAR Paragraph 71 points out that Master students' achievements are cumulatively graded on a ten-point scale with their final grade bringing together the grades for students' independent work assignments and students' performance during the final exam (which contributes not less than 50% of the final grade). A student's attendance record may also impact on the grade awarded. The SAR registers the view that "said structure of the final grade is appropriate for the comprehensive and objective assessment of Master student achievements".

The EAT notes the absence of procedures for external evaluation of modules (other than the Master's Thesis) as well as the lack of a general policy on double or second marking of work as a way of ensuring consistency of standards.

EAT recommends that consideration be given to the adoption of procedures to assure consistency in assessment and grading with other universities in Lithuania and across Europe, as well as procedures to heighten awareness of the need for internal consistency in marking.

In regard to the "publicity of assessment criteria", the SAR makes it clear that students are advised, from their first class in relation to the assessment mode that will apply. This material does not appear to be on the web or otherwise available as the SAR states that "on Master students' request, they can get the information in writing or by e-mail". It seems strange that students should have to apply for such information. The SAR concludes on this item by recording that "the transparency of the assessment criteria, their introduction during the first lecture, and their reminding and discussion in the performance of each assignment are sufficient for students to be aware of them."

2.5.4.2. Feedback efficiency

There is no substantive response to this item in general. Instead, it is addressed under the following headings:

>   Methods of feedback
>   Effect of feedback on student achievements

In regard to the "methods of feedback", the SAR indicates that very diverse methods are used for giving feedback to students. Feedback may be "presented orally (during meetings with teachers or their tutorials), in writing, by e-mail, or in a combined way". This diversity of approach may be the source of a difficulty that is acknowledged, as it is pointed out that the "students are not always happy with the feedback". As it is to be expected that there would be cases where students would not (and should not be) happy with the feedback, as would be the case with poor work, it is assumed that a wider difficulty is being acknowledged here and that there are structural problems with the way in which feedback is given. This may arise from inconsistence between tutors. It could even arise from inconsistence in the manner in which individual tutors give their feedback. The references in the report to teachers personally informing students of their achievements and to feedback being presented orally do not make it clear whether this is done on an individual basis or in front of others (at meetings or tutorials). A decision has already been made to improve feedback provision ("to present general comments by the group e-mail and involve Master students in the assessment process (by means of reflection")) but it is not entirely clear that this goes far enough.

In relation to the "effect of feedback on student achievements" the SAG notes the value of timely and pithy feedback, especially when it is integrated into the teaching/learning process.

In the course of the field visit, and arising in particular from its meetings with students and former students, the EAT came to the view that written feedback should be given to Masters students in every instance, as opposed to the current situation where some feedback is oral while more is written.

The EAT recommends that written feedback should be given to Masters students in the case of all assessments.

2.5.4.3. Efficiency of final thesis assessment

This issue is addressed in the SAR under the following headings:

Requirements for final thesis
Procedure of final thesis assessment
Results of final thesis assessment

2.5.4.3.1 Requirements for final thesis

Whereas, as noted earlier, the Final thesis seems to carry a relatively small weighting of competencies, SAR Paragraph 75 notes that "The attainment of the learning outcomes of the study programme is proved by the Master's final thesis". A considerable degree of guidance and regulation is given to the students on this matter. In the course of the field visit, EAT had the opportunity to examine closely a range of these theses and noted that they all followed a very particular style and model. Whereas the SAR (Paragraph 75) states that most of the students express satisfaction with a consistent and well-organized process of writing Master's final thesis during all the period of graduate studies, it is also likely that the structures being proposed limit the students to a particular approach. EAT is concerned about what seemed to be a general pattern showing little use of international sources, limited awareness of linkage to international sources, and an almost complete absence of critical analysis and discussion of the relationship of the field research done to the literature on the theme. In particular, the theses examined by EAT show little regard for locating the findings and research outcomes in the context of the general research and findings in the field, as set out in the earliest chapters of the theses. The high grades awarded do not seem to be merited when this gap in linking research to previous work in the field.

EAT recommends that the current framework for the Masters' thesis, based largely on presenting findings from the administration of questionnaires, be reconsidered and that due cognisance be given to the inclusion of an approach which links particular findings to the broader field of research in the area, as evidenced by comprehensive discussion of the particular findings in the context of broader international understandings and insights in the field.

2.5.4.3.2 Procedure of final thesis assessment

The existing structures for examining the Master's thesis are presented in SAR Paragraph 76. These structures are explicit and clear.

2.5.4.3.3 Results of final thesis assessment

SAR Paragraph 77 discusses the "results of the final thesis assessment", noting that "The grades for the Master's final theses in the EM graduate study programme are from 5 to 10 and correspond to the level of the theses". The SAR also notes that in 2008, the average grade for the final theses was 8,22, and in 2009, 8,41. The EAT suggests that the grade levels be monitored so as to avoid grade inflation.

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

The "functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education" is discussed under the following themes:

Assessment demand
Assessment procedures and results

2.5.4.4. 1 Assessment demand

Paragraph 78 of the SAR notes that the "The assessment and recognition of achievements acquired in a non-formal way and by self-education has been implemented at KU since 2009 .on the basis of the regulations approved by the Senate (2008) and Rector's Order (2009)". The EAT commends this approach but notes that, in the case of the EM programme, students are not making the most of the opportunities available them in this regard.

2.5.4.4. 2 Assessment procedures and results

Paragraph 79 of the SAR notes that the recent introduction of procedures for the assessment and recognition of achievements acquired in a non-formal way and by self-education means that detailed procedures and regulation are not yet available in respect of the EM programme. The SAR also notes that the absence of detailed regulations "does not prevent the staff of the programme from integrating the achievements acquired in a non-formal way and by self-education into the study programme and relating them to the assessment criteria".

2.5.5 Graduate placement

2.5.5.1. Expediency of graduate placement

The issues of "graduate placement" and the "expediency of graduate placement" are not explicitly addressed, *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

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

In Paragraph 80 the SAR notes that about one third of the EM study programme graduates (2004-2009) are employed in the field of educational management (as heads or deputies of educational institutions or in other executive positions) but also notes that these are mainly graduates who had occupied executive positions before their studies. The SAR notes that this is not the case in regard to others. In particular, it acknowledges the particular difficulty for those moving on to such study immediately after their Bachelor's degree as such students do not have "sufficient professional experience for executive positions". More explicit data might usefully have been included in this paragraph.

2.5.5.1.2 Correlations of graduate professional activity with the study programme

As above, the discussion of this matter in Paragraph 81 of the SAR lacks explicit detail. It is noted that "during the assessed period, no graduates of the EM study programme were registered in the Job Centre", which implies a high level of success, but there is also an acknowledgement that there are significant levels of unemployment or of people not working in the area for which they are qualified.

2.6. Programme management

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

2.6.1. Programme administration

Programme administration is not separately addressed, being considered under its constituent elements.

2.6.1.1 Efficiency of the programme management activities

Programme administration and the efficiency of programme management activities are discussed in the SAR, Paragraph 82, under the following headings:

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

2.6.1.1.1 Composition and functions of the programme management

Paragraph 82 of the SAR notes that, arising from the current self-assessment process, a decision had been made to form a special programme committee, subordinate to the Social Pedagogy Department and accountable to its Head, for the EM study programme. The paragraph details the functional responsibilities which had been delegated to various members of staff at KU arising from this new arrangement.

2.6.1.1.2 Coordination of collegiality with personal responsibility in decision making

SAR, Paragraph 83, (note inaccurate statement or translation in regard to EM programme being formed only a year ago – this statement should relate to the EM programme Committee). Paragraph 83 itself is a well written presentation on the principle of collegiality which, at the same time, notes the need for individual engagement in decision making. The paragraph gives a practical example of how course had been modified arising from a consultatative process involving a range of stakeholders, including students, teachers, employers, representatives of the administration, and the authorities of the PF and of the University administration.

2.6.1.1.3 Information about programme monitoring

Paragraph 82 of the SAR outlines the University's procedures in regard to the administration and quality assurance of the EM study programme, in particular, noting the procedures for storing of documentation, information and other details of the studies engaged in throughout this programme.

2.6.2. Internal quality assurance

There is no overarching comment in respect of this item.

2.6.2.1. 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

2.6.2.1.1. Evaluation as a regular process

In Paragraph 85 of its report, the SAG notes that internal study quality assurance is implemented on the basis of the KU-Senate approved study quality system (2006) and by the orders of the PF Council and Heads of the Department. The report details the manner in which this activity is conducted. The processes include the following:

- A questionnaire type-survey is organized after the completion of each academic subject of the study programme;

- Each term (after the exam session), Master students are asked to fill in a questionnaire of a general character to assess the organization of the studies of the programme.

- Systematically (twice a year), meetings – discussions between the Master students and Department staff are organized.

- Regular surveys of the staff, graduates, and employers are conducted, and discussions about the programme implementation are held.

- Once a year, the conformity of the academic subjects of the study programme with its goals and objectives is assessed.

- The study programme is confirmed and partly updated every two years.

The EAT notes, with some concern, that the current SAR makes few references to the outcomes of previous evaluations. The field visit provided a valuable opportunity to the EAT to hear staff speak about the outcomes of previous reviews and of the manner in which suggestions made had contributed to a reshaping of the programme structure, content and learning outcomes.

2.6.2.1.2. Preparation of evaluation parameters, methods and aids

The response to this issue, contained in Paragraph 86 of the SAR, gives comprehensive details on the manner in which a range of assessment procedures are systematically applied to the EM study programme.

2.6.2.1.3. Publicity of evaluation process and results

Paragraph 87 of the SAR states that following upon an assessment, the current and former Master students are informed about its exclusivity, potential, prospects, and quality in different ways and by different means. The staff, Faculty Council, and the administration are also introduced to the self-assessment results. The information is distributed among all stakeholders.

2.6.2.2. Efficiency of the programme quality improvement

This matter is addressed under the headings of

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

2.6.2.2.1. Application of evaluation results

Paragraph 88 of the SAR addresses the manner in which the results of a quality assessment can contribute to programme quality improvement.

2.6.2.2.2. Benefit of the actions for quality improvement

A brief outline of the benefits of acting for quality improvement is presented in Paragraph 89 of the SAR.

2.6.2.2.3. Dissemination of quality improvement results

The SAR (Paragraph 90) notes that the results of quality improvement are discussed in the meetings of the PF Council, Dean's Office, and Department, as well as in the meetings with Master students, graduates, and employers. It goes on to outline the procedure whereby changes and improvements are brought about in a way that is transparent to the stakeholders.

2.6.2.3. 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

2.6.2.3.1 Participation of students in quality evaluation and improvement

The SAR, in Paragraph 91 and elsewhere, records that students are regularly surveyed in regard to their views of the programme and how it might be improved and also that students are free to give feedback in different forms and fora.

In the course of the field trip and through discussion with the students and graduates, it became clear that there is a very high level of satisfaction among these cohorts with the programme and with the fact that changes are made to address new needs. The example that was repeatedly given in support of this related to the inclusion of the elective

module on Data Collection and Analysis as part of the compulsory programme once its popularity had been shown.

2.6.2.3. 2. Participation of teachers in quality evaluation and improvement

The SAR, in Paragraphs 91 and 92, registers the fact that staff implementing the EM study programme systematically assess the study programme and the quality of studies on an ongoing basis. The process for doing this is clearly presented in Paragraph 92.

2.6.2.3.3. Influence of external stakeholders on the study quality

SAR, in Paragraph 93, records the fact that those who implement the EM study programme maintain close contacts with the employers and professional associations: the Ministry of Education and Science, Education Departments of Klaipeda County and Klaipeda Municipality, with educational and social institutions of Western Lithuania (comprehensive schools, non-formal educational institutions, job centres, vocational schools, etc). The close engagement of a wide range of stakeholders in the process as well as through involvement in the Masters' Theses is detailed.

In the course of the field visit, the EAT had an opportunity to address these issues with members of the SAG and other teaching staff as well as with students, graduates and employers. Strong evidence was presented in support of the view that external stakeholders play a significant role in keeping this programme up to date with developments in the field.

Before closing this consideration of Quality Assurance, there is one issue that became clear in the range of meetings conducted in the course of the field visit. While noting the strength of quality evaluation and ongoing improvement as outlined above, the EAT came to the view that there is a risk that the learnings accruing to the University from the present quality review might not be fully internalised. In this context, it is noted that the University and the Department have committees responsible for quality which seem to work effectively. From the current process, it is clear that the Dean and the members of the SAG will have learned a great deal. This learning should be fed into a central repository at the University so that the consequences of this evaluation are internalised and not having to be repeated in every future evaluation. It was noted that when faced with the new Guidelines, the University had to call repeatedly on the Centre for Quality Assurance nationally for guidance. This is very understandable at the beginning of a new process. However, some individual within the University needs to develop the expertise to deal with such questions as they arise from different Department and programme reviews.

EAT recommends that KU review its internal procedures for Quality Assurance, specifically in regard to the manner in which it provides guidance to those charged with preparing Self-Assessment Reports and the extent to which the learning arising from this process accrues and resides with a single office/individual.

3. Recommendations to the institution

The EAT recommends that the purpose and aims of the EM programme be re-examined and represented with a view to highlighting the relevance of the programme aims, specifically, in regard to the correlation of the aims with the purpose of the programme.

It is recommended that consideration be given to the merits of including such perspectives as organisational psychology, human development in an organisational setting, human resource management and educational leadership in the programme.

It is recommended that consideration be given to a change of title of the Educational Management programme to "Educational Management and Leadership".

EAT recommends that the learning outcomes of the EM programme be reviewed with a view to more closely aligning them with the purpose and aims of the programme (which, as outlined above are also to be revised) in light of the changing context in which the programme is being offered.

It is recommended that the Department of Social Pedagogy encourage and support its teaching staff in conducting research and evaluation on the quality of their own teaching as a means of improving programme quality.

EAT recommends that a policy be adopted approving the inclusion of Internet sources and citation in bibliographies and booklists.

EAT recommends that the current framework for the Masters' thesis, based largely on presenting findings from the administration of questionnaires, be reconsidered and that due cognisance be given to the inclusion of an approach which links particular findings to the broader field of research in the area, as evidenced by comprehensive discussion of the particular findings in the context of broader international understandings and insights in the field.

EAT recommends that consideration be given to the adoption of procedures to assure consistency in assessment and grading with other universities in Lithuania and across Europe, as well as procedures to heighten awareness of the need for internal consistency in marking.

The EAT recommends that written feedback should be given to Masters students in the case of all assessments.

EAT recommends that KU review its internal procedures for Quality Assurance, specifically in regard to the manner in which it provides guidance to those charged with preparing Self-Assessment Reports and the extent to which the learning arising from this process accrues and resides with a single office/individual.

4. General assessment

Hereby the undersigned experts confirm that they agree with the conclusions of the report and give the program the following assessment points:

The study programme *Educational management* (state code – 62607S113) is given positive assessment.

Table. *Study assessment in points by evaluation areas.*

No.	Evaluation area	Assessment in points
1	Programme aims and learning outcomes	3
2	Curriculum design	3
3	Staff	4
4	Facilities and learning resources	3
5	Study process and student assessment (student admission, student support, student achievement assessment)	4
6	Programme management (programme administration, internal quality assurance)	3
	Total:	20