



STUDIŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS PEDAGOGINIO UNIVERSITETO

SOCIALINĖS PEDAGOGIKOS PROGRAMOS (state code - 61207S138,
612X16002)

VERTINIMO IŠVADOS

EVALUATION REPORT

of ***SOCIAL PEDAGOGY STUDY PROGRAMME***(state code - 61207S138,
612X16002)

at Vilnius Pedagogical University

Išvados parengtos anglų kalba

Report language - English

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of study programme	Social pedagogy
State code	61207S138
Kind of study	University studies
Study level duration in years)	Full-time (4); part-time (5)
Volume of study programme in credits	160
Degree and professional qualification to be awarded	Bachelor of Educational Science; qualification of Social Educator
Programme registration date, order No.	February 17, 2004; ISAK-219

Additional data on the study programme*

Beginning of study programme implementation	01 09 2000
Language of the study programme	Lithuanian
Peculiarities of study programme implementation	-
Higher education institutions (partners) implementing the programme	-

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I Introduction

According to self assessment report The Bachelor study programme of Social Pedagogy was registered in 2004 following the order of the Ministry of Education and Science No. ISAK-219 (state code 61207S138). The study programme, which grants the qualification degree of Bachelor of Educational Science and social pedagogue's professional qualification, is implemented by the Department of Social Pedagogy (DSP) of the Social Communication Institute (SCI). Currently the Institute of Social Communication has 1430 students in full-time and part-time study programmes.

The Institute is now in the stage of being integrated in the Faculty of Education.

Following the Order (No. 22.7-14) of the Director of Social Communication Institute of January 29, 2010, the group for self-assessment of Bachelor study programme of Social Pedagogy was formed and Prof. Dr. Giedrė Kvieskienė was appointed its head. The group consisted of 7 people including a stakeholder and a student.

In its work the International Programme Assessment Team (IPAT) was guided by the "Methodological guidelines for experts" developed by the Centre for Quality Assessment in Higher Education in Lithuania.

IPAT report focuses on issues raised in the Self-Assessment Report and collected information, data and evidence during the field visit meeting the self assessment team, academic staff, students, graduates and stake holders and seeing of teaching facilities, library and other study resources.

II Programme analysis

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.

The mentioned concrete facts and data in self assessment report characterising the social situation in Lithuania completely justify the necessity of social pedagogues, the necessary input and support of Vilnius Pedagogical University for the development of social infrastructure in the country.

The demand of social pedagogues demonstrates the fact that the students do not need to be afraid about the possibilities of the working places after graduating University, they all are employed. It means that they can devote themselves to the studies, research and practice. Graduates find also themselves well prepared to be social pedagogues at schools, work in a number of other jobs or further their studies at Master's degree level.

The programme fits in logically among other study programmes, it serves as basis for on going education in the field of social education, supports the Lifelong Learning processes.

It is possible to draw the conclusion that the offered programme is completely relevant and appropriate according to demand for social pedagogues to develop infrastructure in the country, to satisfy needs of the labour market, demand for the programme among applicants and position of the programme among other study programmes.

1.1.2. Conformity of purpose of the programme to institution, state and international directives.

The analysis of the aims and purposes and the way of the implementation of the programme proves that it is based on the learning outcomes and student's orientated approach, directed to Lifelong Learning, knowledge based society.

The purpose of the programme is in conformity with European educational policies, Lithuanian laws and regulations, it corresponds to the University's context and regulations. As seen from the Report the programme has been designed following the demands of all the necessary documents, laws and regulations. (page 7,8 in the SAR.) It is felt throughout the analysis of the whole programme.

1.1.3. Relevance of the programme aims

The main aim of the BA programme of Social Pedagogy is to educate students to become well-qualified specialists with a University education, to obtain a Bachelor's degree and a professional qualification of social pedagogue. The programme goals stress the competences that the students are to acquire in order to become professional social pedagogue. The aims are relevant to the International and Lithuanian Laws and regulations of social pedagogue.

At the same time it is necessary to make a remark, that the aims formulated in the programme are quite general, very wide. In discussions the self assessment team and academic staff agreed to the IPAT's view that the aims of the programme has to be concretized.

1.2. Learning outcomes of the programme.

1.2.1. Comprehensibility and attainability of the learning outcomes.

The envisaged outcomes of the study programme of Social Pedagogy is reflected in Table 2. The outcomes are enlisted as knowledge and abilities in a detailed way, but nevertheless the accent should be on the development of competences.

The discussions with the staff did not create clear connections between the goals, content, competences, the process of their development, i.e. the methodology, the criteria and methods of assessment of the competences. The relation between the set of competences and the methodology of their development and assessment is not visible enough in the course descriptions.

1.2.2. Consistency of the learning outcomes

The learning outcomes of the courses are formulated on the basis of the learning outcomes of the programme, i.e. concrete knowledge, abilities.

The learning outcomes of the programme are linked with the graduate's competences. The level of the complexity of the study outcomes is in conformity with the recommendations (Dublin descriptors, 2004) for the studies of first level. According to the self- assessment report and talks with the staff, the use of the concept competence has not found yet its unified understanding, application.

The learning outcomes should include more values and attitudes, that are so essential for a social pedagogue.

However, in some course descriptions, the outcomes are formulated vaguely and do not coincide with the table Nr. 3 Links between the study subjects taught in the study programme and outcomes of the study programmes.

Analyzing SAR and discussions with staff IPAT came to the conclusion that the goals and outcomes have to be concretized.

1.2.3. Transformation of the learning outcomes

Following the self assessment report and results of the discussions the outcomes of the study programme are renewed regularly considering changes in the society and new requirements of the labour market, i.e., a demand for specialists with new competences. Social stakeholders from the Ministry of Social Security and Labour, the Ministry of Education and Science, public organisations that take care of children's well being and other institutions express their opinion regarding new requirements that are taken into account.

During the accreditation period the programme was supplemented by courses that facilitate the development and strengthening of general, professional and special competences of graduates: "Family Sciences", "Social design", "Civic society and participation". The number of credits for practice was increased thus strengthening the balance of theory and practice. The components of practices were changed according to the new Regulation of Teacher Training (2010). The information about practice is given in table Nr.5.

In discussions the students confirmed that every year some changes take place in the programme also according to their wishes, proposals.

It was mentioned in SAR and in discussions that since 2010 the Department of Social Pedagogy has had a unique possibility to renew the study programme of Social Pedagogy (outcomes, content of the taught study subjects, etc.) participating in the project of structural funds.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study programme

According to SAR the volume of studies meets the requirements of legal acts provided for in the Regulations of Teacher Training approved by the order of the Minister of Education and Science No. V-54 of January 8, 2010 and the Descriptor of the General Requirements for First Level and Integrated Study Programmes Granting the Degree (April 8, 2010, No. V – 501).

The programme comprises 160 credits: 11 credits are allocated to the study subjects of general university education, 109 credits to the fundamentals in the study

field, optional study subjects (established by the university or freely chosen by students) and practices make up 40 credits. The duration of full-time studies is 4 years and those of part-time last 5 years.

The stakeholders and graduates in talks confirmed that social pedagogues are well prepared to cope with different roles, problems related with child's welfare. It was proved also by research carried out by faculty. It allows to do the conclusion that there is conformity between study volume and study outcomes.

2.1.2. Consistency of the study subjects

In the first years of studies students learn general university education subjects (Improvement of foreign language use, Specialist language use, Philosophy of education and Basics of philosophy). They are obligatory to all the students of VPU. Students learn the subjects of the fundamentals in their study field, but before that introductions to these study subjects (Introduction to speciality and practicum of survival pedagogy, Introduction to child's care and socio-cultural education, System of social security and other study subjects presented in Table 5).

IPAT shares the view with the self-assessment group considering that the study subjects of fundamentals in the study field make up the core of knowledge and abilities in the field of social pedagogy and are directed to formation of general and professional competences.

According to SAR the students have the possibility to select alternatively and freely optional study subjects. These subjects are meant to satisfy the interests of the students and to deepen their knowledge.

The following courses are offered as elective -Prevention of dropouts from school, International professional communication, Social Photography, Social Competencies. At the same time it is necessary to mention that it cannot be considered as a specialization for example in journalism or some other field, because there is so little amount of credits and courses to be considered it as a specialization as it was stressed by students. It causes even some misunderstanding - no appropriate subjects, but specialization.

During the studies students carry out also obligatory practices of professional activity that aim at the implementation of the acquired theoretical knowledge in practice and development and strengthening of practical professional competences (Table Nr. 5). The practice starts from observation and leads to self-dependent work through reflective thinking and analytical research activity. Every practice has concrete tasks to be performed. In 2010 ERASMUS mobility programme started to be used to improve the practice and to make it more exciting. Duration of such practices lasts from 3 to 12 months. 11 SCI students have started a three-month practice in the Centre of Children and Youth in Latvia, in Kazimierz Wielki University in Bydgoszcz and in one of non-governmental organisations Association for Self – help for the Homeless.

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts

The content of the programme of Social Pedagogy has been formed in accordance to the regulations of study field in the Republic of Lithuania. It is

described in the SAR in a detailed way. It meets the requirements for First Level and Integrated Study Programmes Granting the Degree.

The study content is based on the International and Lithuanian legal acts (see SAR p.20) It is stressed in the SAR that the study content itself creates conditions for achievement of all the outcomes defined in sub-chapter 1.2.1., i.e., to develop abilities necessary for a social pedagogue.

2.2.2 Comprehensiveness and rationality of programme content

The topics of study courses in the study programme of Special Pedagogy are reflected in course descriptions. These topics are chosen with the aim to reach the study outcomes, to facilitate the development of the competences necessary for social pedagogue. The topics give students the possibilities to be acquainted with the current topicalities.

Having analysed the topics of separate study subjects and also judging from the talks with students the IPAT states that in the most part of the courses, the content of the study subjects is up-to-date, the topics are renewed regularly and meet the topicalities in Lithuania and in foreign countries in the field of social pedagogy.

Basing on self assessment report ,talks with students and teaching staff a wide range of teaching forms and techniques are applied such as : theoretical lectures, practical classes , consultations, problem and experience-based seminars, subject-related games, discussions, researches, analysis of situations (case-studies), group and individual projects ,computer based learning ,individual work to achieve the aims of the programme.

Students confirmed that theory and practice are well balanced within the programme.

Students were satisfied with the integration of ICT in the study process.

It is excellent that the majority of the study subjects offered in the programme are also available in the virtual environment MOODLE. It is of particular importance for students, who due to personal, social and geographical reasons cannot attend classes regularly, but in discussions with students it turned out that a quite small amount of students uses this possibility.

3. Staff

3.1. Staff composition and turn over

3.1.1. Rationality of the staff composition

The Bachelor study programme of Social Pedagogy employs 44 (38 full time, 6 part time) people among them (full time) 6 professors, 10 assoc. professors , 22 lecturers and assistant lecturers. Annex Nr.3 Descriptions of research and pedagogical activity of academic staff shows that the majority of the academic staff involved in the implementation in the study programme are well-known specialists in the field of Social pedagogy not only theoretically but also practically.

At the same time the talks with teaching staff demonstrated that there is one group of people that are active, deeply involved in the programme but some are passive, not able to talk about the programme. Not all of the academic staff can communicate in foreign languages, that is an obstacle to participate in projects, to

read lectures in other Universities or even to read a topical question for the renewal of the course.

The staff composition in general meets the official requirements put in place by the Ministry of Education and Science. The SAR contains the necessary information that is included in the CVs of the staff teaching in the programme. Lecturers are employed through a system of open competition

According to the SAR, the ratio between the teachers working in the study programme and students is balanced integrating theoretical lectures in particular. The proportion is determined by the form of classes. During lectures the ratio is 1 to 50 students, whereas during seminars and practical classes it decreases to 15-20 students.

Following the data given in the SAR the study programme is implemented by 38 full-time and 6 guest teachers. Choice of guest teachers to teach in the study programme is determined by teachers' competences necessary for achievement of the study outcomes. It is necessary to point out that guest teachers - social stakeholders are used as supervisors of Bachelor papers.

The given data in the SAR demonstrate that 50 foreign scientists and researchers from various countries delivered lectures and held practical classes from 2005 to 2009. The staff exchange in the frame of ERASMUS programme is used to be up dated in Social Pedagogy problems in different European countries.

According to the SAR and talks with academic staff the Teachers' pedagogical load is distributed meeting the general requirements for studies at VPU and norms of workload at Vilnius Pedagogical University. It is stated in the SAR and was confirmed in the discussions that the annual teaching loads have increased and now are equal to 300 contact hours per semester.

The IPAT states that there is a necessity to look for measures to minimize the load for the academic staff, especially professors giving them possibility to contribute more for the development of science in Lithuania.

The IPAT states that the number of technical staff specialists (7 people) giving services to the study programme and students is sufficient.

3.1.2. Turnover of teachers.

The IPAT disagrees with the self-assessment group seeing a turnover of teachers as a natural process that is common in modern society and among employees in other spheres. During the analysed period 10 teachers went to other Universities for personal reasons.

The IPAT considers to point out that qualified teachers' leaving for other universities is not a positive tendency at all. It proves that there is a space for a work with staff to keep them working in the programme.

It is quite natural that any staff turnover influences the study process. It takes time, energy to introduce new teaching staff in the implementation of the programme. "On the other hand, inclusion of new members into the implementation of the programme renew the study programme, the content of the study subjects" states the self assessment group in the SAR, but at the same time following the data of the survey "The Study Quality in the Eyes of Students" (2009/2010), the self-assessment group itself points out that the change in academic staff did have a negative effect on the quality of the analysed study programme

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme.

The information in the SAR about the qualifications of the teaching staff is related to their scientific degrees, research in the module related sciences, doctoral studies and duration of work at the university. The description of the staff qualifications include quantitative data , participation in conferences; the number of published articles; participation in various activities outside the University, including expert work, organization of competition, participation in various boards, international and national projects. These data meet the official demands to the scientific and practical qualification of the staff. The number of staff with a doctoral degree meets and even exceeds the requirements put in place by the Ministry of Education and Science.

The teachers working in the study programme have sufficient pedagogical experience: most of them have been working as educators for more than 10 years.

According to the information of the SAR and talks with teachers, the IPAT states that the teachers conduct researches, participate in international scientific conferences, go on professional development trips abroad, implement national and international projects, write monographs, publish research papers in journals that are included into international data bases, the majority of them have published methodological teaching aids, that are used in the study programme. In the discussions students named portfolios of the materials prepared by teaching staff to enrich the course and to support studies.

The self-assessment team points out that the majority of teachers in the study programme publish the results of their research in the scientific journal “Social Education” (published since 1999, 19 issues so far). The Programme teachers have published 10 monographs. Analyzing learning materials for students the IPAT learned that the researches conducted by the teachers reflect their investigated problems and enrich the content of the subjects they teach (see: reports of teachers’ research activities at www.vpu.lt/socpedagogika).

The SAR (see: Annex No. 3) reflects the facts that teachers carry out expert and educative activities in higher education institutions countrywide and in national and international projects .

The practical teaching experience of teachers delivering theoretical study subjects and that of practice tutor is sufficient.

Assoc. Prof. Dr. Odeta Gurskienė is the study programme coordinator. She has 5-year experience in pedagogical work at university and college. The self-assessment group members point to the necessity to establish closer collaboration between programme coordinator and teachers implementing the study programme.

3.2.2 .Consistency of teachers ‘professional development.

Professional development of the academic staff is based and guided by the Regulations, Laws of the Republic of Lithuania and VPU .They are stated in the SAR.

It is stated in the SAR and was confirmed in the talks with the teachers that during last five years, the teachers of the study programme Social Pedagogy have been included in courses of professional development, international conferences, in workshops and projects for the development of their professionalism. They have taken part in the developing of strategic documents and conducting important researchers for Lithuania. Last 2 years 3 doctoral theses of Social Sciences (Educational Science)

were defended, 5 teachers went through habilitation procedure. All these above mentioned activities give possibilities to renew the programme, to introduce new courses. Every year some new courses were introduced to make the programme more attractive for students. Students and graduates are positive about the teaching staff.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

The enumeration of premises in the SAR and the observations during the site visit in VPU demonstrate the suitability and sufficiency of premises for qualitative studies.

During sessions of part-time studies there is a problem of classrooms, but it is solved in cooperation with administration of other faculties.

The IPAT states (according to observations and SAR) the use of ICT in VPU in the implementation of the programme has become a norm. , the technical and hygienic conditions are very good, there is a big amount of working places for students and teachers as well. (SAR p.24) The created modern infrastructure in the classrooms ensure education services of high quality. Even the rooms for employees have been newly equipped: 1 classroom has been provided with 6 computers for teachers: renewal of the study programme, distant studies, interactive communication between students and teachers. The audio visual room gives the possibility to up date distance education. The learning materials for DE in the form of e-learning have been prepared in the Lithuanian and English languages.

All above mentioned facts and data prove that the learning environment is considered as a very important component of the effective study process to reach the goals and outcomes of the programme.

After analyzing SAR and visiting library, study Room of Pedagogy and the Democracy Study Room, the IPAT states that the working conditions are favourable and appropriate for the implementation of the programme .The students are provided with the main study material, additional literature and other internet data basis. The working hours and other services of the library satisfy student's needs.

The IPAT considers that a strategy has to be worked out how to stimulate students and teaching staff to use more foreign language based sources.

4.1.2. Suitability and sufficiency of equipment for studies

The SAR lists laboratory equipment and appliances and gives concrete sums spent on it, that overlaps to a certain extent when The IPAT was discussing with the administration and academic staff premises and how they are equipped. (see - detailed description SAR p...24.....)

Hardware and software is completely enough to work practically and carry out research process, research data. There are some programmes developed by teachers such as SKIBIS, Kokibys e.t.c.

4.1.3. Suitability and accessibility of the resources for practical training

The Institution pays great attention to organisation of practices – from observation to practical activities. Special assignments for practices are worked out. VPU has signed cooperation agreements with organisations that correspond to the requirements of University and Republic of Lithuania for organising of practices. It is worth mentioning that the activities during practice is in accordance to students' personal perspectives of further career. Following SAR statement the majority of students during practice integrate into the activities of the community of the institution professionally and creatively; therefore, very frequently they are offered a job in these institutions when they graduate. The talks with students and graduates demonstrated the above mentioned SAR's statement.

In discussions with students they expressed the view that there is no lack of places for practice, that they are about 10 students in one institution. It is stated in the SAR as well.

There is a coordinator for practices in University, who chooses places for practices, but SCI according to specific features of practices additionally chooses institutions. These places are chosen according to two criteria: firstly, competence and qualification of social pedagogues working in an institution; secondly, possibilities and conditions for accepting students for practice

Students during the talks expressed the satisfaction with places for practice.

4.2. Learning resource

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

As described in SAR, the students of the analysed study programme have access to the major funds of the VPU library, which include 743698 copies, publications of 180325 titles. Each year the funds of the library are enriched by approximately 12–15 thousand copies of documents.

34 journals in Lithuanian; 42 journals in English; 3 journals in French; 12 journals in Russian are subscribed for the use of students and teaching staff (social pedagogy) (www.vpu.lt/bibl/mod/periodika.html), that is sufficient to implement the programme. Each year the teachers renew the list of necessary literature.

At the same time the use of sources in foreign languages in preparing Bachelor paper is miserable, the same concerns the literature for courses.

Following SAR the library itself draws up the list of databases and subscribes to them and students have access to them from the university computer network and a number of them are accessible from external computers with passwords.

The IPAT agrees with the self-assessment group that provision of students with publications and access to electronic databases is appropriate and sufficient for implementation of the study programme.

4.2.2. Suitability and accessibility of learning materials

The staff is very active in developing teaching aids and books, lecture notes needed for studies. The learning materials in Lithuanian and literature are sufficient on all topics included in the content of the curriculum. The students can get and read these materials in resource centre. Attending the Resource Centre the IPAT became as witnesses that it was full of students reading literature.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

The admission to the study programme of Social Pedagogy is conducted in compliance with the Regulations for Admission approved by the Rector of VPU and following General Requirements for Admission approved by the Association of Lithuanian Higher Education

As pointed in SAR the requirements are announced in the daily papers, on the Internet (www.vpu.lt, www.vpu.lt/socpedagogika), information publications (“Magister Vitae”). The number of admitted students is established by the Ministry of Education and Science and distributed within the study programmes following the decision of the Senate. The admission point consists of the marks of maturity examinations of the Lithuanian language (test) history and foreign language

Entrants to the study programme of Social Pedagogy have to take a motivational test additionally.

The IPAT shares the view with the self-assessment group thinking that this will ensure the motivation of enrolled students to become qualified social pedagogues.

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

The SAR describes the work of the teachers of the Social Communication Institute visiting Lithuanian schools, participating in annual exhibition “Study Fair“, scientific-practical conferences, VPU events related to Days of Studies. Besides that advertising-informative articles are published in the publication “Dialogas“, “Švietimo naujienos“, on the SCI website. To enhance the motivation of the Programme students for studies, SCI carries out national and international projects, where students are invited to participate in them in cooperation with teachers and researchers. Moreover, various festivals, the events of Social Educator’s Day, various exhibitions, campaigns and other events are held to enable students to feel themselves a part of SCI community.

This described work is carried out by teaching staff, but the question arises – what is done by students themselves, by student’s board? Discussions with students proved that they are passive, they admitted it themselves. There is a little amount of male students between future social pedagogues. It is necessary to think about strategy of attracting boys to the study programme.

5.2. Study process

5.2.1. Rationality of the programme schedule

In talks with students it turned out that students are satisfied with timetables in the study programme that is really prepared considering students’ possibilities to attend lectures, to participate in seminars. Contact work volume is about 160 hours (40 contact hours per week). Each semester ends with the period of examinations (pass or fail) (approximately 3 weeks)

Examination session is organised following the procedure established in the University and the timetable devised in advance and approved by the Dean.

5.2.2. Students' academic performance

It is said in the SAR that the monitoring of students' academic progress is held constantly by collecting data for generalising assessment. It is conducted by teachers of separate study subjects. In talks the teachers stressed that the biggest attention is paid to the drop out rate due to reasons related to academic work of students. They have observed that students with academic debts fail to plan their activities, miss deadlines for assignment completions and then they are not able to eliminate academic debts. The staff hopes the learning and assessment strategy, which has been introduced recently, should contribute to summative mark.

SAR gives a concrete drop out (Table Nr.6) saying that dropout of students in the programme is not high but analysis of its reasons reveal that students, who pay tuition fee, usually terminate their studies because of changes in family's financial situation, other students leave the study programme due to complicated adaptation at university, failure to study self-dependently insufficient. In talks the students pointed out that many students go to work abroad and do not finish their studies.

5.2.3. Mobility of teachers and students

There is quite a number of international relations and activities: contracts for exchange of lecturers and students in the Socrates/Erasmus programme, participation in international projects and participation in international scientific conferences.

The international contacts and mobility opportunities for students considering the total number of students is not satisfactory. The number of mobilities of the staff (outgoing) and visiting lecturers is quite good.

SAR states that during the analysed period only 2-3 students of the Bachelor study programme of Social Pedagogy went to study within ERASMUS exchange programme. The SAR gives the explanation that such a small number of students participating in mobility can be explained in the following way : the majority of students work and they are afraid to lose their jobs; students' foreign language skills are insufficient for studies abroad; limited financial possibilities (frequently personal funds are also needed going to study on exchange programme), etc. Due to this small amount of students ' mobility it is not possible to draw any conclusions about the impact on studies.

It is necessary to work out the strategy how to motivate students to use the possibilities of exchange programmes.

5.3. Student support

5.3.1. Usefulness of academic support

The website of SCI (<http://ww.vpu.lt/socpedagogika/>) contains the information for students regarding the study programmes, requirements for studies, timetables, teachers teaching in the study programme and their consultation hours, publications and events of the institute.

Students are provided with consistent and constant academic support consultations. This refers both to full-time and part-time students.

Each week, according to the special timetable, open lectures are organised that aim at self-education of students and enable them to discuss topical questions and

problems, career possibilities. SAR points to practice when tutors familiarise students with the particularity of future activity and employment opportunities.

Basing on talks with students the IPAT learned that each student during the first days of the academic year get information about studies that is about study procedure, possibilities for repetition of course or retaking of examination, possibilities to learn some study subjects according to the individual plan.

5.3.2. Efficiency of social support

The system of scholarships and loans is administered. The staff and the administration of SCI are very supportive and helpful to students in financial difficulties. The self assessment team states that it is complicated to discuss the efficiency of social support because under current economic conditions the number of students who need social support is much bigger than possibilities of SCI to provide it.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

Following the SAR and talks with staff and students the formative and cumulative achievement assessment is applied in the programme that promotes the learning, the achievement of the goals and outcomes of the programme.

The criteria of the assessment are revealed in course descriptions. At the same time, there are no concrete criteria and methods mentioned for assessing competences.

The descriptions of the study courses and assessment criteria are available not only at VPU virtual learning environment http://vma.vpu.lt/login/index.php?lang=lt_utf8 but at ISC website <http://ww.vpu.lt/socpedagogika/>, www.superstudijos.lt as well.

The criteria of the assessment are discussed also at the beginning of every course.

5.4.2. Feedback efficiency

Students are satisfied about the system of the feedback in the implementation of the programme. They assured that they have been receiving information in time and in various ways: discussions, consultations face-to-face, by e-mailing etc.

5.4.3. Efficiency of final thesis assessment

The Requirements for Bachelor paper are stated in general requirements for Bachelor research papers of VPU and concretized by the Department of Social Pedagogy. The requirements for the Bachelor papers and related information are placed on the website of the Department at <http://ww.vpu.lt/socpedagogika/>, and in the brochure "Preparation of Bachelor Paper"(2009)

Students choose Bachelor paper themes themselves .The supervisors are appointed by the Department. The work is defended in the Defence Commission for Bachelor Paper's approved by the Rector, where the representative from social partners or stakeholders are appointed as a chairperson. After the completion of the Bachelor paper the reviewer is appointed.

Evaluating the defended Bachelor paper, evaluations of the reviewer, supervisor and commission members are considered.

During the visit the expert group got acquainted with Bachelor papers and came to the conclusion that students use very little sources from data basis and in foreign languages.

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

It was stressed in the SAR and in the talks with self assessment group that the system for evaluation and acknowledgement of outcome achieved non-formally or through self-education started not long ago in 2009; therefore it is not possible to evaluate its efficiency.

5.5. Graduates' placement

5.5.1. Expediency of graduate placement

During the talks the social stakeholders confirmed the view that the social pedagogues are well prepared, that they have all necessary competences to work with different groups of children, parents as well as to work in different organisations, institutions or to held different positions.

According to the talks with the self assessment team and graduates all graduates are employed.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

The programme is managed by a specially organized team, including the head of the department, the coordinator of the programme and leading professors.

Decisions regarding the study programme are made in the department meetings. The programme is developed and improved systematically taking into consideration the emerging needs, national development tendencies and experience acquired in other countries. It was strengthened by practical examples during the discussions with teaching staff and students. The proposals from the teachers and students regarding the quality of the programme are discussed in the Council of the Institute of Social Communication. Students' questionnairng is organized to evaluate the study programme and teacher's work. It can influence the choice of teachers for courses. The quality of the study programme is controlled by the Study Division of VPU and administration of the directorate of the Institute of Social Communication. New teaching staff is introduced in the work of the programme where the administration of the Institute and Head of the department act as mentors. The head of the department and the programme coordinator follows the content ,the structure of the programme, choose the teaching staff , guide it ,evaluate the implementation of the programme together with teachers and students .It is stressed in the SAR that choosing teacher, the personal qualities , subject-based competence, pedagogical

abilities, an ability to convey the taught subject in writing, an ability to apply various teaching methods and experience in research activity are considered.

The process of programme administration and quality assurance finds its reflection in the documentation of the Department of Social Pedagogy.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

The head of the department, the coordinator of the programme and teachers in the talks have stressed the role of Study Monitoring Group working within the Council of ISC, which regularly discusses quality issues of the programme, its changes, new study programmes and submits them for approval to the Senate.

The methods of discussion and observation, questionnaire survey were applied to analyze the quality of the programme. The head of the department of social pedagogy stressed in the talks that the results of the quality assessment of the study programmes are discussed in the meetings of the department and the Institute of Social Communication; students and social stakeholders are also familiarised with the results of the quality assessment.

In the talks students stressed that they take part in the evaluation process of the programme but they have to be more active in the implementation process of the programme.

Following the SAR, talks and observations the expert group considers that there is a certain system in the evaluation of the programme that is directed to the improvement of the quality of teaching and learning, better use of sources to reach the aims and outcomes of the programme.

6.2.2. Efficiency of the programme quality improvement

The results of the evaluations are used for modelling of courses, foreseeing new forms and methods of teaching, learning and assessment. The students have expressed the wish to have more practice and their wish was satisfied.

Some new courses were introduced as well. E learning courses were offered to students who are not able to attend lectures. Widely integrated modern technologies in study process create up to date learning environment that give satisfaction with studies, promote the learning, the research, the development of competences that are necessary for social pedagogue to compete in the labour market and for any University graduate holding Bachelor degree.

According to the SAR the self assessment group states that quality assurance lack of some systematic approach and strongly recommend to start the implementation of quality assurance procedure (PDCAa) – Plan, Do, Check, Act.

6.2.3. Efficiency of stakeholders' participation

The representatives from the Ministry of Education and Science, the Ministry of Social Security and Labour, Associations of Social Workers, Social Educators, Lithuanian Association of School Principles, the Confederation of Non-Governmental Organisations for Children with the participation in discussions demonstrated the attitude to the programme ,the greatest interest in the implementation, evaluation,

renewal of the programme .The same statement could be referred to the graduates, that were more active than students.

III. Recommendations

1. The aims and learning outcomes of the study programme should be more concrete, including also the development of attitudes.

2. Modular system has to be introduced thus avoiding small courses, making closer links with clustering courses, practicing more cooperation of teaching staff, working in teams to develop study process.

3. It is necessary to work out the strategy how to motivate students to use the possibilities of exchange programmes.

4. There is a necessity to look for measures to minimize the load for the academic staff, especially professors to give them possibility to contribute them more for the development of science in Lithuania.

5. Strong language policy should be created to avoid exclusion of the staff and students from international activities in studies, research and professional development.

6. Together with students to work out measures for activating students in decision making for the development of study process, students' life in faculty.

7. To think about strategy of attracting boys to the study programme.

8. The professional development of the staff should be competence-based and aligned with the needs of the students' learning-centred approach and competences as outcomes based approach.

9. To establish closer collaboration between programme coordinator and teachers implementing the study programme.

10. To rethink the staff policy to avoid turn over.

11. To think about deeper cooperation of similar programmes in Lithuania.

The study programme *Social pedagogy* (state code – 61207S138, 612X16002) Vilnius Pedagogical University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Facilities and learning resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	19

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
 2 (poor) - meets the established minimum requirements, needs improvement;
 3 (good) - the field develops systematically, has distinctive features;
 4 (very good) - the field is exceptionally good.

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