



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**PANEVĖŽIO KOLEGIJOS
DAILĖS IR TECHNOLOGIJŲ PEDAGOGIKOS
PROGRAMOS
(65307S105 (653X13013))
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF ART AND TECHNOLOGIES PEDAGOGY (65307S105
(653X13013))
STUDY PROGRAMME
AT PANEVEZYS COLLEGE**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Dailės ir technologijų pedagogika
Valstybinis kodas	65307S105 (653X13013)
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4)
Studijų programos apimtis kreditais ¹	160
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	dalyko pedagogikos profesinis bakalauras, mokytojas
Studijų programos įregistravimo data	2002 m. rugpjūčio 30 d.

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	Art and technologies pedagogy
State code	65307S105 (653X13013)
Study area	social sciences
Study field	pedagogics
Kind of the study programme	college studies
Level of studies	first
Study mode (length in years)	full-time (4)
Scope of the study programme in national credits ¹	160
Degree and (or) professional qualifications awarded	professional bachelor of subject education
Date of registration of the study programme	30 August 2002

¹ – one credit is equal to 40 hours of student work

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I. INTRODUCTION

We have assessed the Professional Bachelor Programme of Art and Technology Pedagogy (hereinafter – ATP) at the Panevezys College (hereinafter – PC). The College was established in 2002 and consists of three academic divisions: the Faculty of Business and technology, the Faculty of Medicine and Social Science and the Rokiskis branch. The Art and Technologies Pedagogy Study programme (hereinafter – ATP programme) is realized in the Faculty of Medicine and Social Sciences, i.e. the Pedagogy Department. This Department also implements the other education field study programmes: Pre-school education, Primary education and Social pedagogics. The previous external assessment of the ATP programme was conducted in 2008. The assessment pointed to the following strengths of the programme: programme aims are clear, general courses well related to professional subjects; practical teaching is well organized, strong connections with social partners; artistic qualities well developed in the final theses; lecturers show great involvement and dedication there is a good variety of methods in delivering the programme and there is a good variety in assessment methods; good community links in order to solve different learning and social problems of students; whole Faculty community participates in quality assurance. The following weaknesses of the study programme were presented: lack of subjects related to modern design principles and processes; lack of teachers with various competences; level of technological resources is not enough to achieve aims declared, quality assurance system effectiveness has to be improved.

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 Teachers of Pedagogy Department surveyed the Art and Technology teachers demand in Panevezys County schools. This study shows that schools lack young teachers and that the age distribution is uneven. It is concluded that in the future the County schools will experience lack of these specialists. At the same time it should be said that art teachers look for work less than teachers of other subjects.

Nowadays pedagogical studies are not popular among young people, and of course this influences demand of the ATP programme. It is a big ambition for the country to strengthen the teachers professional status in Lithuanian. During the last 5 years, the number of entrants

choosing ATP programme as a first priority has seriously decreased (from 14 and 12 in 2005 and 2006 to 5 and 2 in 2008 and 2009). In the last two years, only 10 students were accepted.

Art and technology teachers in Lithuania are prepared at many places in the country (besides PC), including Vilnius Pedagogical, Klaipeda and Siauliai universities, and also in Vilnius, Kaunas, Marijampole and Zemaitija Colleges. The subjects taught in all these Universities and Colleges are basically the same. The major difference between the programmes offered at Universities and those at the Colleges is that graduates from universities can work at any level of the educational system, while the college graduates can only work in basic schools.

The arguments to label this programme as unique and original are not very clear. *“In opinion of programme designers, in art, household culture and various processing technology competitive specialists institutionalized in national schools would enable enough premises naturally change societal attitudes and opinions to the profession choice, personal self-expression freedom, equal possibilities for man and women and would stimulate development of democratic processes.”* (SAR, p. 6).

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

The PC vision, mission and aims are oriented to regional research and development, applied research activities important for regional development, research and consultation, and the development of a society open for education. The ATP programme aims and objectives complement the aims and objectives of the College, that is to allow persons to acquire higher education and professional qualification in line with the needs of the nowadays society of Lithuania. The Training of pedagogues in Lithuanian Republic is regulated by *Pedagogs' training regulation* (2008, new edit 2010), the *Law of Education of Republic of Lithuania*, the *Law of Education and Studies of Republic of Lithuania* and the *Description of teachers' profession competence* (2007). The ATP programme is prepared and implemented according to EU-documents (*Dublin descriptions*, 2004, *EU Directive 2005/36/EB*, and *Sorbonne Declaration*, 1998).

1.1.3. Relevance of the programme aims

The programme purpose, activities areas, competence definition and aims are defined in the *Art and Technologies teacher Training Standard*, 2008, which is designed taking into consideration labour market changes, qualification research performed by working group results

and other countries experience implementing project *Development of National Standard preparation system* (No. BPD2004-ESF-2.4.0-01-04/0156).

The ATP programme goal is to prepare a basic school subject teacher, who is able to develop and train creative visual expression and practical activity skills, technological literacy, consumer culture, and visual communication skills.

The conformity of the programme is regulated by legal acts. The ATP programme is prepared and implemented according to all requirements of non-university studies and is compatible to fifth professional education level.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

The programme seems to provide those learning outcomes that graduates need to have acquired necessary for their particular professional activities. From our discussions and analysis it is safe to conclude that possible opportunities remain unused due to the strong subject oriented focus of the programme. A stronger embedded competency approach could create an added value in this sense.

The link between competencies, learning outcomes, content, methods and assessment really has to be made more visible. This would help to strengthen the programme to what is really relevant. This needs to be articulated very clearly not only in the overall curriculum design, but also at the level of individual subjects in their relation to the whole programme.

The complexity of learning outcomes regarding the teaching practice competences (e.g. the relation between theory and practice) needs a more thorough dimension in the curriculum and the learning path should be described more explicitly. For example, it needs to become clear how the pedagogy (which is now taught in year 1) is integrated to the subject content.

1.2.2. Consistency of the learning outcomes

The SAR (p. 8) states that the programme learning outcomes are directly oriented to three clear activity areas defined in the Standard. It is not clear however which these are and how they are articulated in the curriculum. Reference is made to Bloom's taxonomy to connect the subject and programme level, but neither in the SAR, nor during the meeting with the different groups is it made clear what is meant by this and how this is reflected in the implemented curriculum, e.g. when applied to teaching practice.

1.2.3. Transformation of the learning outcomes

There seems to be efforts to update the programme on a regular basis. In the period 2005-2010, the programme was twice completely renewed accommodating the new *Art and technologies teacher's training Standards* (2003; 2008) and *Regulation of pedagogs' training* (2008). According to the SAR, teachers, students and social partners are involved in these activities. From the discussions it became clear that an overall vision, where the programme wants to go to in the future, is missing or at least unclear for different stakeholders. It is also unclear in the current programme how theory and practice are linked. The focus mainly lies on content and how to improve this, and not on competences and how to aim at these.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The total volume of ATP programme is 160 credits, which is in line with the existing regulations. It takes 4 years of study, with 8 semesters having 20 credits each. The general subjects include 11 credits, the fundamental programme subjects 40 credits (= 25 % of total programme), the specialized i.e. professional part 72 credits (45 %), the professional activity practice 23 credits, electives 8 credits and the final work 6 credits.

The SAR states that the total number of study hours is 6400, amongst other 2676 hours of autonomous work for the students. How these figures are calculated is unclear.

2.1.2. Consistency of the study subjects

It seems that the subjects were set out in an appropriate order and that the programme schedule was designed in such a way that the learning outcomes can be achieved in a consistent order. There remain doubts to what extent the teaching practice can be organised in a more powerful way, e.g. by making more explicit what the specific focus is of the observation phase, and by organising micro-teaching sessions.

The number of elective courses is very limited. The SAR states that the programme developers 'believe all subjects in [the] programme are important for art and technologies teacher's theoretical knowledge, abilities and skills formation' (p. 10, own underlining) and therefore no separate branches are defined. Convincing arguments are missing, however. The same can be said for the idea that '*art and technologies are strongly connected but at the same*

time very different (...)' (p. 11). Students do wish to have more choices in their programme, and the authors of the SAR state that (according to the well-known requests of students) it is planned to develop a general list of optional subjects is planned to be made as from the next study year on. It seems that at this stage those plans are not much more than an idea and they miss a concretisation at this moment.

During the interview with the staff it became clear that an articulated vision is missing on what it means to run a competence-based programme, e.g. from the perspective of a year-1 student.

2.2. Programme content

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

As indicated in the SAR, the study contents comply with the necessary legal requirements. The content of the ATP programme is regulated by *Pedagogs' training Regulation*, conformed to *Teacher's profession competence description*.

2.2.2. Comprehensiveness and rationality of programme content

The SAR states that the actuality and conformity of the ATP programme content "*to modern assessment*" (p. 13) is clear from subject topic names such as: Learning in modern school; Requirements for modern lesson; Educational learning – modern teaching trend; Trends of modern psychology; Education management – part of modern education; Main trends of modern education; Definition of modern art and technologies; Classic and modern sculpture materials; Modern home decoration technologies and so on.

After a closer investigation of the course descriptions this statement cannot be confirmed. Furthermore, during the interviews, there was no clear evidence that there is 'modern' assessment involved in these subjects. The expert team comes to the conclusion that the compliance of themes with learning outcomes is unclear. It should be clear that the programme can really benefit from a clear alignment between competences, learning outcomes, methods and assessment.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

The ATP programme has 18 full-time and 3 part time teachers. All teachers have a master degree and no less than 10 percent of teachers have practical experience, complying to the requirements of *Pedagogs' training Regulation* (2008). Six teachers have acquired second master diploma and one teacher is a doctor of sciences. It has to be said that the majority of teachers (89 %) have been working at the College since its establishment. The remark of the previous experts group -about the lack of teachers with various competences - still holds. Therefore a clear personnel policy plan (which includes a strong Continuing Professional Development programme for existing staff members) should be developed in order to adequately address this shortcoming. The forthcoming wave of people that will reach the retiring age is an ideal moment to significantly reshuffle the staff composition. During the interviews the management of the college expresses their awareness of this situation and put forward the plan to attract more people from abroad, show respect to the current group of teachers but at the same time stimulate them for further studies, work on career planning for all teachers.

According to the SAR, the 4-year programme (only) has 44 students. Of course, this small number of student allows to organize intensive activities, but at the same time we have to ask ourselves the question if the resources are adequately invested, with other words: is it efficient to have such a small group of students in the whole programme?

The proportion of full-time and part-time teachers corresponds to the requirements of the legal acts. No problems were noticed with respect to the distribution of the teachers' workload.

3.1.2. Turnover of teachers

During the period assessed, no significant changes in personnel composition took place. It is good to note that as from 2009 a Doctor in Education Sciences works in the programme. In the near future, many staff members will retire which offers opportunities to increase the overall academic competences of the staff.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

The teachers of this ATP programme have a lot of experience in pedagogical activities (on average 27 years), the majority of them have been working at the College since its establishment. During period assessed, the staff prepared and published 24 books (textbooks, collections of practical tasks, methodical publications).

Several teachers are recognized artists and publish their work in the College periodical publication *Applied research in studies and practice*. Art subject teachers' work is published in *Ziemgala*, *East highland traditional country architecture* publications and others. Many teachers of the programme participated in research activities, adequate for the programme. It remains unclear what is meant with 'scientific' in this area. The recent investment in research methodology is applauded, but a clear link with the programme still needs to be established (and it is now too soon to see outcomes e.g. at the level of scientific publications).

The teachers of the professional study part subjects participate in various local and international art and technologies exhibitions, prepare personal art exhibitions, organize and participate in various international Plein Airs. During the periods assessed teachers presented their works and participated in more than 30 national, 15 international exhibitions and 10 Plein Airs. Creative activities of ATP programme teachers are often presented in various Lithuanian and Latvian newspapers, catalogues presenting exhibitions and cultural events, journals such as *Daile* (Art) and *Ziemgala* (Semigallia) amongst others. Teachers are awarded diplomas and acknowledgements for contribution to regional art culture development.

One can conclude that the teachers have sufficient practical work experience in the area of subject taught. Teachers of professional study part subjects are known artists actively taking part in cultural life, presenting their creations in Lithuania and abroad.

3.2.2. Consistency of teachers' professional development

Despite the concrete areas for improvement given by the previous external evaluation group of experts, teachers are entitled to choose directions and means of qualification improvement by themselves. One would hope that, given the previous recommendations, that a clear policy with respect to continuous professional development would have been established. As no concrete plan (at the level of this programme) is available (there are general plans at a very global level), we recommend that this point is seriously addressed.

It is essential for the College to identify a clear Continuing Professional Development (CPD) policy that brings, at least on specific areas, all the staff together. This is essential not only for creating a sense of community so essential in any organisation, but also for the type of programme and more so the recommendations that have been given.

Given the constantly evolving nature of the teacher's work and especially within the context of Lithuania, which has been clearly described in the introduction of the self-assessment report, it has to be noted that there is no mention in the self assessment report about supporting systems for the professional development of the staff. During our meetings with the lecturers no evidence was presented to conclude that this is a wrong conclusion. Staff development is, as it seems, an individual responsibility and is not related to an overarching view on professional development.

The national training programme (as referred to in par. 64) could be a starting point, but so far this is only at the planning stage.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

The available premises seem to be sufficient for the study process organization. There are 5 auditoria with 30 working places each and one with 80 working places for the general subjects. The auditoria are well-equipped (computer, video recorder, printer, scanner, data projector). The technical and hygiene conditions of these premises meet the requirements of occupational safety and hygiene norms.

The working conditions in libraries and reading rooms are adequate for successful implementation of studies. There is a sufficient number of working places in the library.

The opening hours of the library are limited (from 8 to 17, also during the examinations), the internet room is opened till 21.30. The central college library working hours are from 8 to 18 h. (during examination, the library is open till 21 h.).

The number of subscribed publications seems to be sufficient, but there are hardly any publications in the English language. The opening hours of the faculty library and the number of books in English are two areas for improvement.

4.1.2. Suitability and sufficiency of equipment for studies

For professional oriented subjects, there are premises for food preparation, for technology and wood and metal work (each has 16 working places). 4 auditoriums are allocated for plastic-visual expression skills training, 16 working places for drawing, painting, sculpture, and graphic studies. The equipment and the materials are suitable for the implementation of the study programme. There is one exception: for the technology room there is still the plan to acquire three additional electrical sewing machines. This was already planned at the moment of the previous SAR. It is not clear why this is not yet realized.

The technical and hygiene conditions of these premises meet the requirements of occupational safety and hygiene norms.

There are 72 computers available for the Faculty. All computers are connected to the Internet. The Faculty has an IT classroom with 13 working places. Internet connection is also available in the College Hostel. The appropriate computer software is present (for general purposes: MS Office 2003/2007, Open Source Open Office programmes, for Design, Graphic Design, School Design, Composition and other specialized subjects: CorelDRAW, Corel PHOTO-PAINT, AutoCAD (the latter one only in the Business and Technology Faculty). During the interviews, it became clear that the faculty is aware that renovation and modernisation of the IT-classroom is really necessary. *‘We try to do our best, but we are still waiting for improvements’*. The programme management hopes to have computers with better capacity, next year (i.e. 2011).

4.1.3. Suitability and accessibility of the resources for practical training

The ATP programme can count on sufficient premises for the practical training as these are suitable for the aims and learning outcomes of the study programme and are in line with the number of students.

Places for ATP programme students are chosen following these principles: compliance of institution's working places to study programme aims; proper professional qualification of mentors and experience in work with students. Schools in the community provide adequate support and students are easily allocated classes during their practicum.

4.2. Learning resources

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

A further increase in the number of international publications - textbooks and (international) journals - is desirable. There is a sufficient number of printed publications in Lithuanian in order to get the programme aims realized. The content of the publications is suitable, though a significant point of attention, as already noted, is to foresee English literature in a sufficient number of courses. At the moment, foreign literature is rather exceptional or non-existent. Another disadvantage is that the access to electronic databases has to go via the University. There are no records to what extent these facilities are actually used.

4.2.2. Suitability and accessibility of learning materials

The methodology publications are limited and are (according to international standards), besides a single exception, all in Lithuanian. More in depth learning materials are really necessary to bring this at an adequate level. Of course, this is a professional bachelor programme but further investment is necessary in order to be comparable with European standards. Some of these materials (and surely the journals) are available via the internet and databases like EBSCO but, besides the handicap of the indirect access, there is no evidence that these sources are also effectively used. Such usage needs to be monitored.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

According to the admission rules of PC, the ATP programme entrants competitive scores include Lithuanian language, history, foreign language and mathematics scores. In the table below, an analysis of 5 years admission results are shown.

Table 1: Entrants' competitive scores

Year of entrance	Study form	Highest competitive score	Lowest competitive score	Score average
2009	Full-time	16,42	5,00	9,06
2008	Full-time	17,76	4,60	9,82
2007	Full-time	12,36	4,60	6,93
2006	Full-time	12,68	4,90	7,97
2005	Full-time	11,64	4,60	7,36

From 2010 minimal requirements for entrants are defined for government-financed places. Candidates for government-funded places must pass three examinations. There are no special requirements defined for the ATP programme entrants in the College.

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

One cannot deduce special actions to attract capable students. The SAR states that “*some of the students arrive incidentally*” (paragraph 88), which is difficult to understand. An advantage of the choice for the college would be that the distance to their residence is close.

During their studies, the students are encouraged to take part in social projects, research and creative activities to widen their professional perspectives in the future.

5.2. Study process

5.2.1. Rationality of the programme schedule

According to the *College Study Regulation* (2009), the studies are organised in two semesters of 20 weeks each, including 2 weeks for examinations. There are 3 or 4 lectures per day (min. 2 hours).

The professional subjects (for example food preparation technologies, sewing, sculpture and painting) last for 4 hours. In the third study year one day per week is allocated for pedagogic practice in school. In the fourth year theoretical and practical teaching is implemented simultaneously.

At the end of each semester, (a maximum of 7) examinations are organised during 2 weeks.

5.2.2. Student academic performance

The monitoring of the student progress and drop-out reveals most that the drop-outs mainly take place during first study year. Main reasons for the drop-outs cited are: wrong choice of study, learning inabilities, weak prior knowledge, unwillingness to work systematically, financial problems, residential place changes, and marriage.

Table 2 shows that in 2005 15 students were accepted, the studies were accomplished by 8 graduates, in 2006 – 14 students accepted, now in the fourth year of studies are 13 students, in 2007 – 14 students accepted, now there are 11 third year students.

The drop-out rate in the ATP study programme is acceptable. At the end of each semester, the academic students' results are discussed with the faculty managers and students' association representatives.

Table 2: Change of students' numbers during studies

Study year	Change by academic study course (year)				
	I	II	III	IV	Total:
2009	9	9	11	13	42
2008	10	13	14	8	45
2007	14	14	10	12	50
2006	14	12	14	-	40
2005	15	13	-	12	40

The participation of students in activities within the community is a priority for the Faculty community. During 2005-2009 10 ATP programme students under teachers' tutorship prepared and presented reports in National and international scientific-practical conferences in Panevezys College and other higher education institutes. For example, ATP students and teachers actively took part in Panevezys Region children and youth cultural education project *A flag for the King*, Lithuanian Painters Association project *We live here*, National poster's competition *Harmony of Human and Nature*. During assessed period ATP programme students' works exhibited in more than 20 creative exhibitions in Panevezys city, the region and Country.

It is unclear how many students are participating in scientific research activities in a more strict meaning of the word. There is no orientation to publish results in scientific journals, nor in local, nor in international journals.

5.2.3. Mobility of teachers and students

In the period 2005-2009, just a few ATP programme teachers participated in mobility programmes. The main obstacle for international development is the insufficient knowledge of foreign languages. This is an area of further improvement, especially taking into account that there is no thorough policy to encourage teacher mobility.

Up to the present just two ATP students were involved in the Erasmus exchange programme. Again the management of the programme really needs to encourage more students to take part in such programmes. This too is a point of attention.

And finally, there is also no incoming study mobility in ATP programme (with the exception of a single Czech student).

The SAR does not mention incoming teachers for academic work in the study programme (at the moment of the site visit, one foreign teacher from Estonia was mentioned). Therefore, it is also necessary that the management find more possibilities to attract teachers from other countries for a long-term work in the study programme.

One has to conclude that there is a strong need to address this area.

5.3. Student support

5.3.1. Usefulness of academic support

The ATP students are provided with continuous academic support. And they receive textbooks, lecture material, and can make use of additional learning resources presented in virtual learning environment MOODLE. The computers in the Faculty reading room and classrooms have Internet access. The consultation time is announced in the timetables. Especially during examination sessions, preparing term papers and other written tasks this happens intensively.

The Faculty informs students and graduates about employment possibilities, changes in the labour market, international mobility and possibilities for studies abroad (the latter one without much success).

Failing students have the right to retake examination one time with no charge, within a month time from the beginning of new semester. (if an additional examination is necessary, the student has to pay).

5.3.2. Efficiency of social support

The College ensures students support and has developed a system of financial support (through scholarships and loan systems).

All students from other towns or regions have the possibility to reside at the College students' hostel.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

It seems that the assessment criteria are suitable at the level of individual courses in a subject-oriented curriculum. The division over the different parts of the total assessment is clearly described in the course descriptions. The students' knowledge is assessed systematically

during all term following Panevezys College Study Regulation and applying the accumulative assessment system: $FA = 0,3 IA + 0,7 E$ (FA – final assessment, IA – interim assessment, E – examination). An intermediate assessment consists of active participation in seminars, practical activities, projects, and creative tasks.

However, the SAR states that *‘the basic way of study assessment is examination’* (par. 108).

The assessment criteria at the level of the individual courses are presented to the students at the start of the courses.

What is missing however is an appropriate assessment policy at the level of the competences. The shift towards a more competence-based curriculum also requires a shift in the assessment. At the moment the assessment is not really suited to assess competences. Therefore a clear assessment policy should be developed at the level of the programme. This is necessary to fulfil the requirement of a coherent alignment between the competences, aims of the courses, teaching methods and – last but not least- the assessment methods.

5.4.2. Feedback efficiency

The students are continuously acquainted with their assessment results. Comments about the interim assessments are presented orally and the main mistakes are analysed. The assessment scores are not announced publically, every student is personally informed.

The student's achievement monitoring system is continuously improved, but further systematisation is desirable.

5.4.3. Efficiency of final work assessment

Students are stimulated to research less common problems, perform applied research in educational institutions. An analysis of final work results shows, that ATP programme students' final work assessment score average is about 8,3 (with little variance).

The expert team observed that the literature referred to is only in Lithuanian (except in a single case). There are hardly any references to international publications (be it books or journals). Given the (indirect) possibility to access to local and international peer reviewed journals, this practice is not really acceptable.

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

At the moment there is no existing legislation to organise these procedures, so for the assessment that takes place now, this criterium is not applicable.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

According to 25/11/2009 data of Panevezys Labour Exchange during 2009 8 ATP programme graduates were registered in Panevezys Labour Exchange. 5 of them got placements in the same year, 2 persons stayed registered and continue their search for placements. This is ¼ of the students.

The highest concurrence for art and technologies teachers is in cities that offer the same programme. Schools in the countryside are not easily chosen by young teachers because of the low work load of these subjects. The graduates' placement process is also influenced by personal factors, such as nursing children, study in universities, leave to work abroad and others.

The students' attitude to labour market demands, personal qualities, skills and factors that can help enter a successful career are analysed in order to increase the competitiveness of the students on the labour market.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

The ATP programme implementation is managed by the Programme Preparation Committee, under supervision of S. Laurinavicius. All the members of the Committee have pedagogical degrees and have relevant working experience in schools. The administration and quality management of the programme is reflected in several college and institutional documents.

Quality assurance and management is one of the main Department activity objectives. In the Department meetings quality development issues are systematically discussed. Data related to study programme implementation is collected and a follow up is done by relevant stakeholders. A lot of data is collected for study programme assessment. The question is however how these are used and translated into policies for the next few years. It seems that

there is a clear need for a management team to be established with the explicit aim to develop an articulated mission and vision for the college and to develop a strategic plan for the next 3 to 5 years. This would offer safeguards for a more efficient programme quality improvement process.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

Quality assessment and development is a part of the strategic College aims and objectives. This area is regulated by the Panevezys College Statute, Chapter 9. A Quality Council was established in 2003, and includes members of the administration, students, branch and faculties. Different stakeholders are involved in the quality assurance process amongst others college academic community members are (students, teachers, supportive staff) and social partners (graduates, officers of municipal education Department, institutional practice tutors, employers). Every year students, teachers, employers graduates are surveyed. Some of the surveys are performed systematically and periodically: adaptation problems of entrants and characteristics of social group (first year students' survey in December); evaluation of subject taught (students' survey after on completion); opinion of employers on student competence level in practice (survey of institutional practice tutors on completion of professional activity practice); abilities and problems of graduates knowledge and skills assimilation (survey at the end of studies). The dissemination of the results happens through the College Internet Site, Department, Deans' office, Directorate meetings, meetings of the teachers and community members, seminars and scientific conferences in the College, higher education and social partners' institutions.

On top of this whole range of questionnaires and other approaches, since 2009 onwards, the College prepares for the implementation of quality management system meeting ISO 9001/2008 Standard requirements. Four procedures are directly connected to study programmes: Study programme creation and development, Study process organization, Final projects assessment organization and Practice organization.

It is unclear how this is related to the other efforts with respect to quality assurance. During the interviews, the expert team observed that the staff is not really aware of these actions or what this mean in relation to their daily activities as a teacher.

6.2.2. Efficiency of the programme quality improvement

The SAR refers to the feedback offered by the previous international expert group to illustrate some changes that took place in the programme. For example, in the professional part

subjects like *Wood work technologies*, *Metal plastic technologies* were withdrawn and the practice expanded with *Technology cognitive practice*, new software is used in *Graphic design*, and *Design*, a new subject *Research methodology* was introduced.

More evidence should be given as to how the internal quality assurance process really works and what concrete actions are undertaken due to the outcomes of the self-evaluation reviews. Now the information remains very vague. All the nice words are there, but what do they mean in reality? There is a lot of data available but it is unsure if and how the quality assurance PDCA-circle goes round when it comes to internal quality assurance.

6.2.3. Efficiency of stakeholders' participation.

Students, teachers and external stakeholders participate in the process of quality evaluation and improvement. This seems to affect the evaluation and improvement of the programme quality.

III. RECOMMENDATIONS

It seems that there is a clear need for a management team to be established with the explicit aim to develop an articulated mission and vision for the college and to develop a strategic plan for the next 3 to 5 years.

At least four areas need further attention in order to bring this programme at an appropriate level.

1. regarding the curriculum design and planning: theory and practice needs to be brought together, both at individual and collective level. In a teacher education programme, the curriculum should reflect that theory and practice are one. The expert team is aware that it takes time to move from a content-oriented to a competence-based programme.
2. there is a clear need to link the learning outcomes, content, methods and assessment over the four year programme. This needs to be articulated very clearly in the overall curriculum design, but also at the level of individual subjects in their relation to the whole programme.
3. the language issue is a critical one for the future development of the programme in order to increase staff and student mobility. A clear language policy needs to be formulated with visible effects at the level of staff, students and exchanges of both groups. Of course, the evaluation team is aware of the institution's and country's history, but a serious effort in this area is unavoidable. Both staff and students need more exposure and challenges to speak, use and write in English.
4. there is a clear need for a continuous professional development plan for **all** staff members focussed on the abovementioned areas.

Furthermore, the different plans that are mentioned in the programme need to be verified if they are put into practice (e.g. sewing machine, library renovation, education-oriented implementation of ISO, personnel policy, professional development plans). It might be helpful to establish partnerships with higher education institutions within Lithuania and abroad.

There is already a strong focus on change and change management and this will have to be continued (and strengthened) for the next few years in order to make the above-mentioned recommendations possible.

IV. GENERAL ASSESSMENT

The study programme **Art and technologies pedagogy** (state code – 65307S105 (653X13013)) is given **positive** evaluation.

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

No.	Evaluation area	Assessment in points*
1	Programme aims and learning outcomes	2
2	Curriculum design	3
3	Staff	3
4	Facilities and learning resources	3
5	Study process and student assessment (student admission, student support, student achievement assessment)	2
6	Programme management (programme administration, internal quality assurance)	2
	Total:	15

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated

2 (poor) - meets the established minimum requirements, needs improvement

3 (good) - the area develops systematically, has distinctive features

4 (very good) - the area is exceptionally good

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