



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VYTAUTO DIDŽIOJO UNIVERSITETO
STUDIJŲ PROGRAMOS *KARJERA IR PROFESINIS*
KONSULTAVIMAS (valstybinis kodas – 612X30002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *CAREER AND PROFESSIONAL COUNSELLING*
(state code – 612X30002) STUDY PROGRAMME
at VYTAUTAS MAGNUS UNIVERSITY

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Karjera ir profesinis konsultavimas</i>
Valstybinis kodas	612X30002
Studijų sritis	Socialinių mokslų
Studijų kryptis	Andragogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4 metai)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Andragogikos bakalauras Pedagogo profesinė kvalifikacija
Studijų programos įregistravimo data	2002

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Career and Professional Counselling</i>
State code	612X30002
Study area	Social sciences
Study field	Andragogy
Kind of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full time (4 years)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Andragogy Qualification of a pedagogue
Date of registration of the study programme	2002

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programme is based on **Methodology for Evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (further – SKVC).

The evaluation is intended to help higher education institutions to improve constantly their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report (further – SER) prepared by Higher Education Institution (further - HEI);* 2) *visit of the review panel at the HEI;* 3) *preparation of the evaluation report by the review panel and its publication;* 4) *follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not being accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the area was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by Vytautas Magnus University (further – VMU) follows the outline recommended by the SKVC. Along with the SER and annexes, the following additional documents provided by HEI before, during and/or after the site-visit:

1.	Student admission numbers (year 2013-2014)
2.	Legal acts explaining the regulatory environment of the CPC programme: “Pedagogų rengimo reglamentas”, The Education and Science Minister’s of the Lithuanian Republic order no. V-54, 2010; “Dėl švietimo ir mokslo ministro 2011 m. liepos 29d. įsakymo nr. V-1485 “Dėl

	<p>švietimo ir mokslo ministro 2005 m. kovo 29d. įsakymo nr. 506 “Dėl kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo “pakeitimo” pakeitimo” - The Education and Science Minister’s of the Lithuanian Republic order no. “Reikalavimų mokytojų kvalifikacijai aprašas”, The Education and Science Minister’s of the Lithuanian Republic order no. V- 774, 2014.</p>
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1.3. Background of the HEI/Faculty/Study field/ Additional information

The Expert Evaluation Team (further-EET) assessed the four-year *Career and Professional Counselling* programme, which awards a Bachelor degree in Andragogy and a pedagogue qualification. The study programme was launched in 2002 under the title *Andragogy*, in 2008 the programme was renamed as *Management of Teaching Services*, and in 2010 the programme was registered as *Career and Professional Counselling*. The assessment of the programme covers the five year period 2009 - 2013. Since 2009, 71 students have enrolled on the study programme, with a current cohort of 43 students taught by 18 lecturers.

The organization of meetings by VMU, the Faculty of Social Sciences and the Department of Science Education is highly valued by the EET. All participants presented information that allowed the panel to evaluate the Bachelors programme in Careers and Professional Counselling.

1.4. The Review Panel

The review panel was completed according *Description of experts’ recruitment*, approved by order No. 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The Review Visit to VMU was conducted by the team on *8th October, 2014*.

1. **Prof. dr. Danny Saunders (team leader)**, *Emeritus Professor at University of South Wales, United Kingdom.*
2. **Prof. dr. Samuel Fernandez Fernandez**, *Professor of Education at University of Oviedo, expert of National Quality Assurance and Accreditation Agency of Spain (ANECA), Spain.*
3. **Dr. Eve Eisenschmidt**, *Vice rector for development at Tallinn University, expert of the Quality Assessment Council of Estonian Higher Education Quality Agency (EKKA), Estonia.*
4. **Ms. Danguolė Kiznienė**, *Partnerships and Project Manager at British Council Lithuania, social partner, Lithuania.*
5. **Mr. Justas Nugaras**, *PhD student at Vilnius Gediminas Technical University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the study programme is to prepare specialists in the field of education who are able to perform the five broad functions: 1) to evaluate the learners' and employees' career possibilities; 2) organise and analyse the data necessary for developing and implementing projects, career counselling and organising the teaching/learning process; 3) plan formal and informal teaching/learning processes for implementation within community organisations or schools; 4) counsel organisations of various types on aspects of staff training, career planning, and professional development; 5) assess the quality of educational services in organisations, education institutions and communities. The graduates obtain the Bachelor in Andragogy and also gain the qualification of a pedagogue. The programme has learning outcomes based on three perspectives: career counselling, andragogy, and teacher training.

The programme is advertised on the website of the University, the Department and the Faculty and meets the general legal requirements and regulations.

The title of the programme, the degree/qualification offered and the learning outcomes prompted several queries during the review visit.

The programme was named initially as Andragogy, but this title did not lead to wide public understanding leading to new names based on discussions within the Faculty Council. The panel noted that teaching staff considered the programme to be unique because of its focus on the research in the field of Andragogy.

During the visit the teaching staff indicated that the teacher' qualification is offered because it provides students with broader career opportunities, based on the possibility that graduates may decide to work within the school sector, where this qualification is a requirement. The Ministry of Education and Science supports through national policy the creation of career consultant positions in schools, a key factor that has influenced the Faculty's decision to offer such an additional qualification alongside the Bachelor degree.

The qualification of pedagogue (in Lithuania, this profession is regulated by ministerial order on May 15, 2012 Nov-19 827 as referenced by the SER), requires foundations on processes of education, educational legislation, inclusive education, design resources and teaching aids. The EET could not find these topics in the curriculum. Therefore the review panel found the incorporation of the pedagogue qualification as a part of the Career and Professional Counselling programme to be confusing. The programme awards the degree in Andragogue, provides teachers qualification and trains students as professionals in career and professional counselling. First of all, as have been already mentioned curriculum provision seems to be insufficient to reach all these wide-ranging goals. Secondly, programme customers – students may be confused with what they will get in the programme or they may have unfulfilled expectations. Students' perceptions are explored in more detail in section 2.5 of this report.

The sustainability of the programme is considered strong because of its inclusion of three major elements: consideration of strategic studies for the University, the continuity of the previous training for the occupation of andragogues as career teachers, and the possibility of internationalization for increasing the number of students.

To summarize, the programme's aims are justified by the demand for specialists in counselling in educational organizations. The EET recommends more of a focus on either preparing andragogues, or career teachers with a teacher qualification and notes the labour market need for both specialists. EET also supports ambition of the University to develop the field of Andragogy as a basis for the concept of lifelong learning in society.

2.2. Curriculum design

The curriculum design corresponds to the Description of the general requirements for degree providing undergraduate and consecutive study programmes. The distribution of LOs to courses is consistent and appropriate. The curriculum is divided into four groups of subjects: theoretical, practical, methodological and professional. Courses on Quality Assurance in Education, Research into Learning Needs and Career Research Methodology have the potential of exceeding the level of training required in the Bachelor level.

The learning outcomes also interrelate with the Regulation on Teacher Training (approved by order No. V-54 dated 08/01/ 2010). As mentioned in section 2.1, LOs are too broad and the scope of the programme is not sufficient to ensure the achievement of all intended learning outcomes. For example, the provision of the teacher qualification curriculum should include subject areas and topics addressing child development, special needs, teaching methodology, and ICT in teaching and educational organizations. Furthermore, the panel recommends the integration of more school-based practice into teacher education programmes (EU Commission suggestions: http://ec.europa.eu/education/policy/school/teacher-training_en.htm).

The review of the curriculum emphasizes that teaching and assessment methods are varied, appropriate and innovative. Individual and group-work, formal and informal modes of study, continuous and summative assessment, and theory and practice are addressed consistently and systematically. The EET recommend however that the programme team should inform students about the use of distance learning in specific subject areas, in addition to - or as an alternative- to face-to-face tuition (with examples including Group Learning Theory & Methodology, and Development and Project Management).

The relationship between the Final Project (3 ECTS) within the seventh semester and the Bachelor Thesis (15 ECTS) of the 8th semester is considered adequate for the preparation of the research thesis.

Curriculum content is stored successfully within a Moodle learning environment. The panel considered study materials to be up-dated and appropriate.

There is advanced usage of English language in teaching and the range of activities – including conferences and projects - is important for developing international perspectives.

To summarize, the curriculum design meets legal requirements. Teaching and assessment methods are varied, appropriate and innovative. The programme has learning outcomes based on three perspectives: career counselling, andragogy, and teacher training. However, the content of the programme is not sufficient to achieve all intended learning outcomes.

2.3. Teaching staff

The number and qualifications base of the teaching staff meet legal requirements. Staff turnover is reasonable with the average age being 45.36; five are below 40, eight are between 41 and 50, four are between 51 and 60, and two are over 60. The panel views the staff profile as both diverse and mature, and supports the intentions expressed in the SER for further encouraging the employment of younger scientists and lecturers as the programme develops in future years.

There is good practice with the programme's involvement of doctoral students for supervising seminars and assisting during lectures. The doctoral students receive training in pedagogy or didactics before assuming teaching assistance roles in the programme.

The EET recognised that academic staff are actively engaged in research work, local or international education projects, and they present papers in local and international conferences. The staff members participated in a number of significant EU Structural Fund and Framework 6 education projects. They include the following research themes: social inclusion in education, quality assurance, virtual mobility, and quality studies in education. The panel considered scientific output to be impressive, with staff publishing in local and international peer-reviewed journals; monographs and study material. Some of the lecturers are members of the editorial boards of 19 scientific journals, and share their expertise in various projects and curriculum fields, especially in Andragogy. The review panel is impressed by this output in the general area of education, but encourages the programme

team to engage in more research that is directly related to the study programme of Career and Professional Counselling.

Staff mobility is strong, with 14 outgoing and 26 incoming lecturers over the last five years. It is worth noting that some academic staff also engage in virtual mobility through the use of new technologies and visiting international experts. The EET therefore recognizes strong international themes within the programme, and encourages the further engagement of a wider group of staff in mobility opportunities. This international potential is enhanced through the high level of English language proficiency within the programme team.

The EET recognises the University's promotion and encouragement of in-service training and engagement in scientific activities through using differentiating wages, and bonus systems. Student feedback is also taken into account when staff performance is evaluated and recognised.

During discussions the panel enjoyed a positive, open and self-critical attitude of staff to improvement, which signals the potential for the programme to grow. Among the areas for development, pedagogical and didactical competences were mentioned specifically. The panel supports the programme's ambition for improvement in this area, but also recommends the adoption of a more managerial and strategic approach to staff development at programme level. The overall current impression involves staff development as operating more at individually driven levels rather than focusing on programme goals and needs. The consideration of more formalised team and individual development plans related directly to programme goals and needs is therefore advised.

To summarise, the panel was convinced that staff feel supported by the institution, they participate in scientific clusters and international projects, and they can get university funding for research activities, conferences and open methodology seminars. In addition, all teachers of the University can attend language courses for free. The EET consider this amount of substantial University support to be a considerable strength, with much potential for the future internationalisation of the programme.

2.4. Facilities and learning resources

Study programme Career and Professional counselling is located within several places at VMU, mostly concentrated at the fully renovated premises at Jonavos str. 66. This building is adapted fully to students' needs and includes the library, lecture theatres, self-study and group-work rooms, resting areas, and the canteen for students and staff.

The EET observed the Faculty's exceptional attitude towards the use of ICT in the education process, thereby preparing students for contemporary technology applications in teaching and learning. Two approaches in particular are identified. First, students are introduced to new technologies within the subject of "Information technologies in Education". In these lectures students gain competences in the creation of virtual learning environments and associated curriculum design. They are also introduced to collaborative and individual study, content production, creativity and mind mapping, and data analysis tools. The University has introduced tablet computers for students and teachers. Even with this advanced level of ICT usage, teachers at VMU are open-minded, considering the speed of development in this field at the university to be slower than the rate of technological change. This understanding underlines a desire for constant improvement. Second, teachers use Moodle and First class systems to create virtual environments in other courses, creating opportunities for virtual mobility. There are sufficient and accessible computers for the use of virtual resources for studying at the main campus of the program, and in other buildings of the University.

Learning resources and especially the manuals proposed by subjects are considered suitable and sufficient. The EET noted that the Study Programme Committee could ensure a more comprehensive reflection of available e-resources (books, data basis, digital tools) in course descriptions, and to take into consideration the literature out-dating of paper-based literature in the coming years. Students and staff have advanced access to appropriate databases. The University might also, subject to sufficient resourcing, wish in the longer term to consider using a unified system for operating a virtual learning environment; the current use of two platforms – Moodle and First Class- can be overly complicated for students and staff.

In conclusion, the facilities are adapted to students needs and learning resources are suitable and sufficient. The exceptional attitude towards the use of ICT in the education process is observed.

2.5. Study process and students' performance assessment

The study process and the assessment of students' performance in the study programme is well organized with students commenting on clear criteria and procedures. The EET noted that students are supported in their composition of individual study plans, with substantial choice of electives.

Students and graduates are satisfied with the programme, the teaching methods, and relationships with teachers. A variety of modern teaching and learning methods are used although the panel notes that teaching staff should focus more on practical projects, case study analysis and integrate interactive methods and technology, especially when introducing and developing practical skills such as counselling.

Students are challenged and encouraged, but at the same time they have a positive and open attitude to improvement. The panel also appreciated students' advanced proficiency with languages skills.

During discussions with current students and graduates, the EET recognised strong appreciation of mobility opportunities. They provided a number of examples involving internships abroad, or participation in study exchange programmes. The panel viewed the scale of international engagement to be very impressive, by way of illustration, 28 out of 71 students participated in some form of exchange programme over the period of assessment.

The panel recognised that students enjoyed the practice/internship element in the programme, although the web-site information for internships focused exclusively on school-based opportunities with little reference to other work organisations and noted examples of how students during practice observe class lecturers, and prepare lecture plans. Students also expressed a concern that practice and academic workloads could be better balanced. They mentioned that the third year of studies is the most difficult – they have simultaneous practice placements and campus classes; as a result, some lectures have been missed due to practice commitments. The panel therefore recommends the improved management of internships with reduced timetable conflicts.

The EET further noted that at present there are sufficient numbers of placements for students in schools and other teaching institutions, but if there is a growing focus on the preparation of human resource specialists in a wider range of organisations – including the business sector – more diverse placements should be considered.

The University provides good quality academic and social support for students, who are encouraged to participate in community life, including the teachers club. The panel recognised the detailed provision of learning opportunities for students with disabilities. The Moodle learning environment is extensively used throughout the study process. Academic staff provide individual consultations, at approximately 20 hours per semester per staff member.

The EET appreciates that it is a legal prerequisite to have a Pedagogue qualification if graduates of the programme choose to work as career specialists at school. The panel was not convinced that the programme covered the entire curriculum of a general Pedagogue qualification, with students displaying limited awareness and knowledge of theory and history of Pedagogy. Finally, the focus of the curriculum tends to be lost, covering too many areas such as andragogy, pedagogy, career counselling, managing teaching and learning processes. As a result, it may lead to raising unfulfilled expectations of students and graduates and not providing adequate education in all the above mentioned areas.

As noted in section 2.1, the EET recognised that students found the title of the programme to be confusing on occasions. During discussions within the review visit it was clear that students of the programme had different expectations about future employment, with their “wish lists” ranging from being a teacher of adults, a primary school teacher, a social worker, a journalist, a specialist at HR department in an organization, and a counsellor.

Discussions with staff, social partners and previous students also noted the varied employment destinations of graduates: they work in different educational institutions, at labour exchange centres, or in business organizations. Programme managers should therefore reconsider either the name of the programme or its curriculum focus, in order to manage the expectations of future students.

To summarise, the study process and the assessment of students' performance in the study programme is well organized. Students receive good academic and social support. The diversity of student expectations and graduate employment indicates that graduates have a number of skill sets that they apply in different employment contexts. This is viewed as strength of the programme. However, there is a risk of the programme losing focus in covering too many areas. The EET recommends the selection of a more focused programme: prepare andragogues with specialization in career counselling, or prepare careers teachers. The title of the programme should then reflect the chosen focus.

2.6. Programme management

The responsibilities of decisions and the monitoring of the implementation of the programme are clearly allocated. The programme is implemented by the Department of Education Science of the Faculty of Social Sciences. At the University level, responsibilities of all parties associated with internal quality assurance processes are regulated through appropriate documentation and regulations. The EET acknowledges the role of the Study Programme Committee in supervising the implementation of the Programme, evaluating its quality and renewing the curriculum where appropriate.

The procedures for collecting and analysing information and data on the implementation of the programme are clearly described by the university. The SER states that the internal study quality assurance at VMU is an on-going process on three levels: programme, course, and teaching staff.

At the end of each semester students are requested to express their opinion about the teaching quality of every subject they study by filling in an electronic questionnaire. The programme's self-evaluation team recognises that the ratio of respondents is low because this system relies on voluntary participation by students. The EET encourages the team with their search for alternative ways to collect student feedback.

Outcomes of internal and external evaluations of the programme are used systematically for improving programme performance and outcomes. The Study Programme Committee organizes periodical meetings to discuss implementation as well as any issues surrounding learning quality. The Committee reports annually to the Rectorate about quality issues and also prepares next year's action plan for improvement. Staff members mentioned that they

receive informal feedback from the head of the department, and they also participate in meetings where the report made to the Rectorate is reviewed.

As noted in section 2.4 a bonus system for academic staff has been introduced in order to reward attainment and improvement; this procedure is viewed by the panel as good practice with quality management and enhancement. Based on last year's achievements (good teaching and research) academics are rewarded financially; they can use these finances for research activities or for developing new courses and study materials.

The programme development is a continuous process. The programme was updated in 2011-2012 during the implementation of a large scale project, and national and international experts were also used to update study content. The pedagogical module was integrated into the programme based on perceived public need. As noted by the head of the programme Andragogy has not been a popular or appealing title for prospective students, and based in particular on feedback from social partners the practical course *Supervision in Counselling* has been added to the programme. The EET views this responsiveness to demand as management strength within the University.

Evaluation and improvement processes involve stakeholders several ways. The representative of social partners belongs to the Study Programme Committee and also to the final theses defence committee. The Vice- Rector of Development introduced the University level Study Management Council as a new initiative for involving more external experts to improve the quality of study programmes. During the meetings with social partners the EET noted close connections with University staff but also recognised that social partners have never participated in feedback surveys.

To summarize, effective and efficient internal quality assurance have been achieved through the use of regular management and feedback systems at the university, faculty and department levels. The panel agrees that responsibility for the implementation, monitoring and decision making of the Study Programme is clearly distributed. Quality improvement is a continuous process. The EET suggests implementing regular web- based feedback system for graduates and social partners. Programme leaders and staff members have open and positive attitudes towards improving the programme, and finding the best solutions to meet the needs of labour market. The University should find solutions to meet national regulations (offering

pedagogical preparation) and managing the expectations of stakeholders, learners and employers.

III. RECOMMENDATIONS

- Focus either on preparing andragogues with specialization in career counselling or careers teachers; and reconsider the title of the programme according to the chosen focus;
- Manage the expectations of stakeholders and learners in relation to the pedagogue qualification;
- Include more teaching on Research and Evaluation Methodology, and consider the Bachelor thesis as an exercise in the implementation of a program for career education;
- Improve the management of internships so that they do not conflict with the timetable;
- Expand practical project work and case study analysis in the teaching process;
- Implement regular web- based feedback systems for graduates and social partners;
- Adopt more of a managerial approach to staff development at programme level;
- Extend the internships list on the website, including more business internships.

IV. EXAMPLES OF EXCELLENCE*

1. *International links / exchanges/ volunteering*
2. *Positive and open attitude to improvement*
3. *Active research and professional profiles for staff*

V. SUMMARY

The title is justified by the demand for specialists in counselling in educational organizations. However, the title of the programme is found to be confusing in the context of programme aims and qualifications awarded, which may result in unfulfilled students' expectations. The learning outcomes are very broad promising to specialize in three perspectives: career counselling, andragogy, and teacher training. The EET recommends more of a focus on either preparing andragogues, or career teachers with teacher qualification. There is a labour market

need for both specialists. EET also supports ambition of the University to develop the field of andragogy as basis for concept of lifelong learning in society.

The curriculum design meets legal requirements. Teaching and assessment methods are varied, appropriate and innovative. As the learning outcomes of the programme are too broad (career counselling, andragogy, and teacher training) the content is vague to achieve all intended learning outcomes. The review panel found the incorporation of the pedagogue qualification as a part of the Career and Professional Counselling programme to be confusing. It is misleading for students to have the qualification of pedagogue but not to be able to teach any subjects. The curriculum doesn't cover all areas of a general pedagogue qualification.

Programme leaders and staff members have open and positive attitudes towards improving the programme, and finding best solutions to meet the needs of labour market. The University should find solutions to meet national regulation (offering pedagogical preparation) and managing the expectations of stakeholders, learners and employers.

The panel views the programme team as a strength. Staff members are mobile, they support the internationalization of the curriculum, they participate actively in local and international education projects, and they engage actively in research and produce significant research output. Their level of foreign language skills is good, which supports further internationalization. Their open-mindedness and self-criticism provides potential for programme improvement. The involvement of PhD students in teaching assistance is also viewed as good practice. Professional development is supported successfully by the university. However, the EET recommends the adoption of a more managerial and strategic approach to staff development at programme level.

Students and graduates are satisfied with the programme, the variety of modern teaching methods, and the relationship with teachers. However, the panel would like to encourage to include more practical projects, case study analysis and integrate interactive methods, especially when training practical skills such as counselling. Students actively participate in mobility opportunities; they enjoy internships and practice provided by the programme. The University provides good academic and social support for students.

The facilities and learning resources are suitable and sufficient to achieve the programme aims and learning outcomes. The Faculty has a very good attitude towards the use of ICT in education processes, preparing students to be up to date with technology in teaching and studying.

Effective and efficient internal quality assurance is achieved through regulations and regular feedback systems at the university level. The responsibility for the implementation, monitoring and decision making of the Study Programme is clearly distributed. Quality improvement is demonstrated successfully as a continuous process.

** if there are any to be shared as a good practice*

VI. GENERAL ASSESSMENT

The study programme *Career and Professional Counselling* (state code – 612X30002) at Vytautas Magnus University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	20

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

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

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

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Danny Saunders
Grupės nariai: Team members:	Prof. dr. Samuel Fernandez Fernandez
	Dr. Eve Eisenschmidt
	Danguolė Kiznienė
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