SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VYTAUTO DIDŽIOJO UNIVERSITETO
STUDIJŲ PROGRAMOS *ŠEIMOTYRA*
(valstybinis kodas – 621X20023)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *FAMILY RESEARCH* (*state code – 621X20023*)
STUDY PROGRAMME
at *VYTAUTAS MAGNUS UNIVERSITY*

1. **Prof. dr. Danny Saunders (team leader)**, *academic*.

2. **Prof. dr. Samuel Fernandez Fernandez**, *academic*.

3. **Dr. Eve Eisenschmidt**, *academic*.

4. **Danguolė Kiznienė**, *social partners' representative*.

5. **Justas Nugaras**, *students' representative*.

Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Šeimotyra***
Valstybinis kodas	621X20023
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	1,5
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	2008

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***Family Research***
State code	621X20023
Study area	Social sciences
Study field	Educology
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	1,5
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Educology
Date of registration of the study programme	2008

CONTENTS

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 areas 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:

No.	Name of the document
1.	None

1.3.   *Background of the HEI/Faculty/Study field/ Additional information*

VMU is a university recognized in international rankings, active in the development of European programmes and offering 22 Master programmes taught in English. VMU has been offering educational specialization studies for 20 years.

The second cycle study programme Family Research has been implemented by the Department of Theology of the Faculty of Catholic Theology together with Department of Educology of Faculty of Social Sciences since 2005. The Faculty of Catholic Theology is the only ecclesiastical faculty in Lithuania. It is responsible for the study process and quality assurance of this programme. The Faculty of Social Sciences is responsible for the compliance to the requirements of the master studies of Educology.

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 HEI was conducted by the panel on 7th October, 2014.

1. **Prof. dr. Danny Saunders (team leader)**, *Emeritus Professor at the 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 mission of this Master's study programme is to strengthen the role of the family as an institution in society. This is a unique programme for preparing highly competent specialists in family research, who are capable of working in schools and various govermental, NGO-s and Catholic institutions. The public need for this programme is evident and has been recognized by social partners. The graduates of the programme work in both governmental and non-governmental family support programmes with examples drawn from a wide-range of educational and social service projects within the Lithuanian Family centre (the institution of Catholic Church) and other organizations.

As Family Research has been implemented by the Faculty of Catholic Theology (FCT) together with the Department of Educology of Faculty of Social sciences, this is an interdisciplinary programme strongly grounded through the faculty's Research Centre for Marriage and Family. The aims are well defined and publicly accessible through the University's website (http://www.vdu.lt). The aims and learning outcomes of the programme are consistent with the type and level of studies and the level of qualification offered.

The Expert Evaluation Team (EET) noted however that the aims of the 1.5 year and 90 ECTS Level 7 programme are demanding for preparing specialists who (i) carry out research; (ii) design teaching and learning processes for assuring effective family education of young people and (iii) recommend support for families experiencing a variety of crisis situations. The diverse student profile makes the achievement of these aims even more challenging. The administration of the faculty emphasized that students have mainly humanitarian, theological and social sciences backgrounds. Some of the students have pedagogic experience, and those who do not can complete non-degree studies in pedagogy. The panel also noted that bridging course including Educology and Psychology - are available for students with non- pedagogical backgrounds. The Dean of the Faculty commented that the variety of   students enriches the learning process, with many learners already having some work experience within their field of studies.

During the institutional visit, the administrative staff confirmed that research is the main focus of the programme. The panel noted comments from graduates about the need for more research

activity and methodology in order to justify the programme title "Family research". The graduates also suggested the addition of subjects on consulting and counseling. Social partners and employers expressed the need for specialists prepared by this programme and also referred to the need for two kinds of professional practitioners and experts– family consultants and family teachers in schools and family centres.

To summarize, the programme is based on clear labour market needs and is welcomed by the employers and social partners.

The education of specialists in the three areas of research, teaching and consulting is very demanding; the EET therefore recommends the development of programme specialization based on students' individual interests. The achievement of learning outcomes, highlighting students' competence in design teaching and learning processes, can be strengthened further through developing internships.

2.2. Curriculum design

The curriculum conforms to the standards of the Ministry of Education and Science of Lithuania. However, the programme has a stronger theoretical load as compared with specialized intervention methodology. Although it is indicated that the structure of the programme balances theoretical and practical subjects, the courses show a single practical workshop (community based models). In this sense, the professional perspective (LO 3 to 6) should include more content for the design and development of socio-educational projects.

As further work experience of the graduates are diversified to different type of family related activities, the Master thesis should also provide opportunities for personal development - from a professional perspective for example, implementing and evaluating educational intervention programs. The panel noted that the methodology used in the work of Master thesis should be more explicitly described. Surveys and descriptive analyses were prevalent, supporting the view that the scientific research foundations for the thesis should be increased through introducing more advanced methods used, especially for students who may have longer-term ambitions for pursuing a doctoral degree.

Discussions with administration, staff, students, graduates and social partners noted that an

increase in the number of students would allow incorporating electives and some specialization in social and educational issues such as: emigration, disability and family, health education, parenting, and reconciling work with family life.

The EET recognised that although the programme meets the overall regulation for contact hours, the use of teaching and learning methods involving case studies, simulation, and role play requires a mediated or guided working system of at least 40 per cent contact hours.

The workload is considered adequate by students, but learning times should be detailed more successfully in the course descriptions for written homework, research papers, exams and the Master thesis. The panel considered the relationship between family research and career design to be confusing within Part 2 of the table linking learning outcomes with assessment criteria (SER, page 59) in the subject of Family Research, and requires further clarification. Curriculum design could be also improved through better needs analysis in the field of help and counselling families, where the provision of professional practice opportunities for students would be also beneficial.

To summarize, the programme curriculum design is well constructed and Learning Outcomes are achievable. Some issues - such as the use of more diverse research methods, the better realization of practical skills related to LO's; and the introduction of more contemporary family research related topics - should be included within the study programme development plan.

2.3. Teaching staff

The number and qualifications of staff associated with the Family Research programme comply with the requirements of Lithuanian legislation. The programme is delivered by nine teachers, three professors, five associate professors, and one doctor. The research field of the majority of the staff (80%) correspond to the course subjects they teach. The age of staff ranges from 36 to 58 with the average age being 49, which makes the staff body diverse and mature at the same time. The turnover of staff is insignificant, with one leaving and two joining the programme over the period of evaluation.

The majority of academic staff are active researchers; they participate in international and local conferences (38 papers presented since 2009) related to the Family Research field, and publish

articles in local and international science journals (29 articles published) that are incorporated within international databases - including the ISI database. A number of articles and monographs are published in specialized professional journals either managed by VMU or other Lithuanian universities. Five teachers prepared updated didactic materials and textbooks for use in four course units. Four of the academic staff participate in the editorial boards of scientific journals.

The teaching staff of Family Research programme have backgrounds in social and education sciences, theology, medicine/biomedicine, and humanities. This mixture of academic specialisms provides a good opportunity for cross-disciplinary research. The EET noted that such activity is supported through collaborative research clusters at VMU. Four teachers of the programme participate in the scientific cluster *Research of Human Relationships in Bioethics*, and three teachers participate in the *Research in Lifelong learning* cluster. The panel encourages the further development of interdisciplinary research through more active involvement of part-time staff, Family Research students and graduates, and other stakeholders.

The staff participate in scientific and applied science projects (27 projects) funded by the European funds or Lithuanian government, although less than half of the projects are related to the Programme research field. The programme teachers participate in LLP/Erasmus, Erasmus Mundi programmes. During the evaluation period, the staff delivered lectures or seminars at six foreign universities.

The SER points to the use of staff selection criteria for taking into consideration the effectiveness of academic training and cooperation in programme. The panel noted during discussions with students, graduates and staff the need to develop pedagogy and didactics and strongly supports the intention for encouraging academic staff more actively in the sharing of good practice in teaching methods with the colleagues.

The panel noticed that there is some imbalance among active and not-so active academic staff in terms of number of publications, participation at conferences, international mobility. The differences seem to be linked with the full or part-time employment status of individuals. However, during discussions with staff and faculty members, the team was convinced that the differences were more related to career stages reached by staff. The staff claimed that they receive similar professional development opportunities despite their employment status and also stated that the faculty provides funding for attendance of international conferences.

During the discussions the EET realised that there were no formal staff development plans related with programme goals. Staff stated that they discuss openly and informally their staff development needs. This procedure may be sufficient when staff numbers are small but with expansion more professionalism and consistency would be achieved through devising a formally managed staff development strategy at programme level.

There is only one staff member who possesses professional family counselling, and there is no experience within the programme team of teaching experience within schools. The panel therefore advises the development of relevant qualifications among staff, and involving more practitioners from schools in student support. This could for example include practice or internships for students, which would also support the achievement of LOs, 3, 4, 5, and 7 related to family counselling and working in education environment - namely at schools.

In general, while talking to students and graduates the panel received very positive feedback about the staff. They also confirmed that they received relevant and up-to-date knowledge.

To summarize, the EET evaluates the teaching staff as very good. Interdisciplinary collaborative research could be considered as good practice. The programme team should further build and expand on the diverse scientific, research background of the staff, and also involve other stakeholders.

2.4. Facilities and learning resources

The study programme for Family Research is mostly concentrated within the fully renovated premises in Gimnazijos str. The geographical location and historical heritage of the campus creates strong opportunities for study programme support and relationships with stakeholders, as there are nearby centres associated with major church institutions and family centres. This historical building has a library, lecture theatres and resting areas. Facilities are adapted to student needs through the provision of self-study and group work rooms, leading to the creation of a tightly related learning community. Teachers use Moodle and First class systems to create virtual environment in other courses. There is sufficient and accessible number of computers to use virtual resources for studying on main campus of the program and on other buildings of university.

Learning resources, especially the manuals and study guides developed at subject levels, are considered suitable and sufficient for the current numbers of enrolled students – although any expansion warrants a review of the library bookstock. The panel encourages further reflection on e-resource applications – including data basis and digital tools - by the Study Programme Committee. The programme team should also anticipate the possibility of rapidly out-dating literature given the peneral fast-pace for change and innovation with educational technology application.

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.

To summarize, the EET evaluates facilities as very good. The programme should continue updating and revising resources; with some new resources needed when introducing more advanced research methods.

2.5. Study process and students' performance assessment

Admissions criteria and regulations are well founded, emphasising motivation and genuine interest in family research. The panel noted that the theological background of the faculty does not create barriers for enter to the programme for nonreligious people or for people of different religion. More detail within general admissions information could however emphasise possibilities for students from different backgrounds and different religious faiths or denominations. Discussions with students and graduates confirmed that this kind of admission system creates a unique interdisciplinary atmosphere where students from different backgrounds - ranging from engineering to medicine, and usually with some experience in family affairs in different private, public and NGO institutions - share and learn together.

Study processes are well planned and ensure the adequate achievement of the learning outcomes. The EET recognised through meetings throughout the visit the achievement of core educology with interdisciplinary studies blending social science with theology. Students and graduates considered these studies to be theoretically deep and challenging in a positive way. Teachers commented on their lack of didactics, but students confirmed the opposite whilst also

complimenting the use by staff of a step-by-step approach to the role of researcher. The panel reviewed a sample of Masters theses and observed a need for more general understanding of trends and 'hot topics' alongside a wider understanding of contemporary research.

The small numbers of students enrolled on the programme, combined with the caring and supportive approach by staff and associated religious institutions contributes to a family like atmosphere. Leading teachers of the programme and the Dean of the Faculty are highly respected by students and social partners.

Internationalisation and students mobility are limited in the study programme. Students of the programme are mature, with limited possibilities to participate in the exchange programs caused partly through their own family and employment commitments. The Faculty should consider inviting more visiting professors and creating more virtual mobility opportunities for students in order to develop different and international perspectives. These international aspects would be increased further through offering more opportunities for studying through the medium of English or Russian, and through the more effective use of Erasmus staff exchange schemes – both possibilities being considered currently by the Faculty.

Students are encouraged to complete scientific research as a part of their study programme, but they could also be more involved in the scientific work of other research units at VMU. The EET noted the potential for converting some of the students' research papers into scientific articles, and to focus the preparation of research papers through using journal or book requirements that would lead to more published output.

Discussions with graduates confirmed that professional activities are related with families and counselling, but that the need for Master level knowledge and understanding of family research might be low in some of the occupied positions. As described in the curriculum section, electives would help to overcome this challenge through providing more advanced research methods, and more family-related counselling topics for practical applications.

To summarize, the EET evaluates the study process and students' performance assessment as good, with an exceptionally open and supporting community based studying environment. Some efforts for better internationalization and students scientific work could increase the quality of the programme.

Studijų kokybės vertinimo centras

2.6. Programme management

The responsibilities for management decisions and programme monitoring are clearly allocated. The programme is shared by the Department of Theology together with Department of Educology, with the Department of Theology being responsible for Programme implementation. During the institutional visit the Deans of the both faculties emphasized successful cooperation, with the Vice- Rector for Research also referring to this programme as a good example of interdisciplinary studies where social sciences and theology work well together. At the university level the responsibilities of all parties in internal quality assurance process are regulated through agreed documentation; the EET acknowledges the role of the Study Programme Committee for the annual review of course implementation, evaluating its quality, and renewing the curriculum where appropriate.

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

At the end of each semester students are requested to express their opinions about the teaching quality of every subject through completing an electronic questionnaire. Students and graduates commented on the open and informal atmosphere within the Faculty of Theology, extending to invitations for giving direct feedback through visiting the Dean's office. The EET agreed that data on student satisfaction with current studies, are collected successfully. This information is used systematically to improve the programme. The panel noted that in the future, assuming larger student cohorts, there will be a need to organize feedback from graduates in a more formal way. At the moment, the feedback is collected informally through phone calls and incidental meetings.

The outcomes of internal and external evaluations of the programme are used in a well organised way for improving the programme. At least once per academic year the Programme Committee presents information about the shortcomings in the programme as revealed through student and staff feedback, and recommends improvement measures. During the institutional visit the head of the Family Research programme commented on the recent review of LOs within the course to avoid overlaps between the study subjects. The EET further noted that staff receive feedback in order to improve their teaching and support on the programme; with the Dean of the Faculty

outlining the use of personal consultations with any teachers who receive negative comments from students about their teaching.

The evaluation and improvement processes involve stakeholders in several ways. The representative of the social partners belongs to the Study Programme Committee and also to the final theses defence committee. Strong support and the active involvement of the social partners were highlighted by the partners themselves, who emphasised that they also use the research results of the Faculty in their everyday work.

To summarize, effective and efficient internal quality assurance is created through regulatory frameworks, regular feedback systems, and stakeholders are actively involved into quality assurance process. The EET agrees that responsibility for implementation, monitoring and decision making of the Study Programme is clearly distributed and the internal quality assurance system creates the basis for effective programme improvement. Inclusive leadership creates an open and trustful atmosphere for programme management.

III. REKOMENDACIJOS

1. Trijų sričių specialistų (tyrėjų, pedagogų ir konsultantų) rengimas reikalauja daug pastangų, taigi išorės ekspertų grupė rekomenduoja šioje programoje kurti individualiais studentų interesais pagrįstą specializaciją.
2. Persvarstyti studijų turinį ir įtraukti įvairesnių šiuolaikinių tyrimo metodų bei šeimotyros dalykų, organizuoti praktiką siekiant geriau įgyvendinti studijų rezultatuose numatytus praktinius gebėjimus.
3. Išnagrinėti vidaus tarptautiškumo idėją įgyvendinant virtualius mainų projektus ir kviečiantis atvykstančius dėstytojus.

4.

IV. EXAMPLES OF EXCELLENCE*

1. *A unique and significant programme that serves the locality, informed by needs analysis.*
2. *Interdisciplinary teaching and research.*
3. *Involvement of social partners.*

V. SANTRAUKA

Studijų programa *Šeimotyra* yra pagrįsta aiškiais darbo rinkos poreikiais, ją palankiai vertina socialiniai partneriai. Parengti trijų sričių specialistus (tyrėjus, pedagogus ir konsultantus) yra pernelyg didelis iššūkis, taigi išorės ekspertų grupė rekomenduoja šioje sukurti ir į programą įtraukti individualiais studentų interesais pagrįstą specializaciją. Siekiant studijų rezultatų, apimančių studentų gebėjimą planuoti mokymo ir mokymosi procesus, būtina didinti praktikos (stažuočių) galimybes.

Programos sandara gera, ji padės siekiant numatomų studijų rezultatų. Studijų programos tobulinimo plane reikėtų numatyti kai kuriuos klausimus, pavyzdžiui, įvairesnių tyrimo metodų įdiegimą, geresnį studijų rezultatuose numatytų gebėjimų praktinį realizavimą ir šiuolaikiškesnių šeimotyros dalykų (temų) kūrimą.

Akademinis personalas, ekspertų nuomone, yra labai tinkamas; jo tarpdisciplininiai ir bendrai atliekami tyrimai laikomi gerąja praktika. Ekspertai mano, kad dėstytojai, remdamiesi savo įvairia moksline ir tyrėjų kvalifikacija, turėtų toliau juos plėtoti ir į šią mokslo tiriamąją veiklą įtraukti socialinius partnerius.

Infrastruktūra taip pat yra labai gera, nors, įgyvendinant šią programą, išteklius reikia nuolat tikrinti ir atnaujinti, ypač tada, kai diegiami pažangūs tyrimų metodai.

Studijų procesas vykdomas ir jo vertinimas atliekamas gerai, tik trūksta išimtinai atviros ir palaikančios, bendrumu pagrįstos mokymosi aplinkos. Dedant daugiau pastangų tarptautiškumui didinti ir studentų mokslinei veiklai stiprinti, toliau gerėtų programos kokybė.

Studijų kokybės vertinimo centras

Vidinio kokybės užtikrinimo veiksmingumą užtikrina reguliavimo sistema, nuolat taikoma grįžtamojo ryšio sistema ir socialinių dalininkų dalyvavimas kokybės užtikrinimo procese. Išorės ekspertų grupė sutinka, kad atsakomybė už studijų programos įgyvendinimą, stebėseną ir susijusių sprendimų priėmimą yra aiškiai paskirstyta, o vidinio kokybės užtikrinimo sistema yra veiksmingo programos gerinimo pagrindas. Integracinis vadovavimas padeda kurti atvirą ir pasitikėjimu pagrįstą aplinką programos vadybai.

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

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Studijų kokybės vertinimo centras

VI. GENERAL ASSESSMENT

The study programme *Family Research* (state code – 621X20023) at Vytautas Magnus University is given **a 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	3
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:	**21**

*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
	Justas Nugaras

VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *ŠEIMOTYRA* (VALSTYBINIS KODAS – 621X20023) 2014-12-15 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-601 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Šeimotyra* (valstybinis kodas – 621X20023) vertinama **teigiamai.** .

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	**21**

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

<...>

V. SANTRAUKA

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Programos sandara gera, užtikrina numatomų studijų rezultatų pasiekimą. Studijų programos tobulinimo plane reikėtų numatyti kai kuriuos klausimus, pavyzdžiui, įvairesnių tyrimo metodų įdiegimą, geresnį studijų rezultatuose numatytų gebėjimų praktinį realizavimą ir šiuolaikiškesnių šeimotyros dalykų (temų) kūrimą.

Studijų kokybės vertinimo centras

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Infrastruktūra taip pat yra labai gera, nors, įgyvendinant šią programą, išteklius reikia nuolat tikrinti ir atnaujinti, ypač tada, kai diegiami pažangūs tyrimų metodai.

Studijų procesas vykdomas ir jo vertinimas vykdomi gerai, tik trūksta išimtinai atviros ir palaikančios, bendrumu pagrįstos mokymosi aplinkos. Dedant daugiau pastangų tarptautiškumui didinti ir studentų mokslinei veiklai stiprinti, toliau gerėtų programos kokybė.

Vidinio kokybės užtikrinimo veiksmingumą užtikrina reguliavimo sistema, nuolat taikoma grįžtamojo ryšio sistema ir socialinių dalininkų dalyvavimas kokybės užtikrinimo procese. Išorės ekspertų grupė sutinka, kad atsakomybė už studijų programos įgyvendinimą, stebėseną ir susijusių sprendimų priėmimą yra aiškiai paskirstyta, o vidinio kokybės užtikrinimo sistema yra veiksmingo programos gerinimo pagrindas. Integracinis vadovavimas padeda kurti atvirą ir pasitikėjimu pagrįstą aplinką programos vadybai.

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III. REKOMENDACIJOS

1. Trijų sričių specialistų (tyrėjų, pedagogų ir konsultantų) rengimas reikalauja daug pastangų, taigi išorės ekspertų grupė rekomenduoja šioje programoje kurti individualiais studentų interesais pagrįstą specializaciją.
2. Persvarstyti studijų turinį ir įtraukti įvairesnių šiuolaikinių tyrimo metodų bei šeimotyros dalykų, organizuoti praktiką siekiant geriau įgyvendinti studijų rezultatuose numatytus praktinius gebėjimus.
3. Išnagrinėti vidaus tarptautiškumo idėją įgyvendinant virtualius mainų projektus ir kviečiantis atvykstančius dėstytojus.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

Studijų kokybės vertinimo centras