



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ UNIVERSITETO
STUDIJŲ PROGRAMOS *KARJEROS EDUKOLOGIJA*
(valstybinis kodas – 621X20028)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *CAREER EDUCOLOGY* (state code – 621X20028)
STUDY PROGRAMME
at **ŠIAULIAI UNIVERSITY**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Karjeros edukologija</i>
Valstybinis kodas	621X20028
Studijų sritis	Socialinių mokslų
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (1,5), iššęstinės (2)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	2005 spalio 25 d. No. 17-49

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Career Educology</i>
State code	621X20028
Study area	Social sciences
Study field	Educology
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (1,5), part-time (2)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Educology
Date of registration of the study programme	25 October 2005 No. 17-49

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. *Background of the evaluation process*

The evaluation of the ongoing 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), as well as being guided by the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

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

The evaluation process consists of the following main 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 expert 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, the programme is not 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 were 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 the Siauliai University (further–SU) 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
	None

In addition to the examination of the SER, the panel collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and other means:

- Meeting with administrative staff of SU
- Meeting with the staff responsible for the preparation of the SER
- Meeting with teaching staff
- Meeting with students
- Meeting with graduates
- Meeting with employers
- Visiting and observing various support services (classrooms, library, computer services, staff developments, laboratories, etc.)
- Acquaintance with students' final works, examination material

At the end of the field visit, the initial impressions of the panel were presented to the Programme staff and administration.

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

In accordance with the Lithuanian law on Higher Education and Research, dated 30 April 2009 (No XI-242), the Procedure for the External Evaluation and Accreditation of Study Programmes approved by Order No ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania (*Official Gazette*, 2009, No 96-4083) and the order of the Minister of Education and Science of Lithuania "Re. General Requirements for the study programmes" (9th April 2010: No. V-509), the panel has conducted an evaluation of the master's degree study programme in *Career Education* which is conducted at SU Faculty of Education.

The study programme *Career Education* (further – *Programme*) is supervised by the Department of Education which has experience in organizing studies in the field of education since 1998. The Faculty organizes all three cycles of studies in the field of educational sciences: Bachelor, Master and Doctoral. The *Programme* is implemented in full – time and part-time modes.

1.4. The Review Panel

The review panel was composed according to the *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 14th October, 2014.

1. **Prof. dr. Pertti Kansanen (team leader)**, *Professor Emeritus of Education, Department of Teacher Education, University of Helsinki, Finland.*
2. **Prof. dr. Ilze Ivanova**, *Head of the Department of Education at Faculty of Education, Psychology and Art, University of Latvia, Latvia.*
3. **Prof. dr. Fuensanta Hernandez Pina**, *Professor of Methods of Research and Diagnosis in Education at the University of Murcia, Spain.*
4. **Dr. Marian McCarthy**, *Senior lecturer in Education, Co-director of the Teaching and Learning Centre, University College Cork, Ireland.*
5. **Ms. Žaneta Savickienė**, *Director of Vilnius Educational Information Centre, Lithuania.*
6. **Mr. Andrius Ledas**, *Student of Vilnius University study programme English Philology, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims of the *Programme* and intended learning outcomes (further –ILOs) are defined in a very detailed manner, showing the programme’s correlation with the strategic plan of SU, the mission of the Faculty of Education and European regulations.

The aim of the *Programme* is “*to educate high qualification specialists of career education who would master theoretical conceptions of (self-) education for career and would be able to apply them when planning, modelling the process of career (self-) education, applying effective strategies for selection of a profession as well as career development and planning in the context of constantly changing educational and labour market demands*” (SER, p. 4).

The panel notes that the purpose of the *Programme* directly correlates with SU mission and the mission of the Faculty of Education, Strategic Plan for the Period of 2012–2014, it provides favourable conditions to implement one of the main aims of the University – “*to create, accumulate and disseminate scientific knowledge and cultural values, to form the educated society, to increase intellectual and creative potential, to stimulate, develop activities of the university in the region, to develop the designing and rendering of technologies.*” (SER, p.4)

The panel considers that *Programme* aims and the ILOs are well defined, clear, based on academic requirements and consistent with the type and level of the offered studies. It is worth mentioning that *Programme* aims and ILOs are based on the public and labour market needs:

“(...) the graduates of the Career Education study programme will be able to work in all chains of the education system including career centres of university and non-university higher education institutions, territorial services of counselling on the labour market and labour exchange offices, information and counselling centres, youth career centres, points of vocational information as specialists of vocational counselling and career education.”(SER, p.7) This statement demonstrates the wide career possibilities of the graduates of the *Programme*. Moreover, the *Programme* also encompasses the two main sectors of education: public and organizational (e.g. labour exchange offices, business structures etc.) education. The need of career consultants is also based on the relevant strategies of international (EUROPA 2020) and national (Lietuva 2030) documents. The panel notes the special importance of career consultant training for regional development.

The ILOs correspond with each other and the level of the *Programme*, forming a complete set of competences which should be obtained during the studies. General competences for career education are enhanced and supplemented with other competences due to offered elective study courses. The ILOs clearly correlate with the requirements of an appropriate qualification level (Table 2, the SER, p 5-6.)

The ILOs also meet the requirements of second-cycle university studies (Dublin Descriptors, 2004) and Qualification Level 7 (decree of the Government of the Republic of Lithuania, on 4 May 2010, No. 535). The name of the *Programme*, its ILOs and the qualifications offered are compatible with each other.

The final Master's thesis reflects a set of skills acquired during the studies. The research topics are accurate and relevant, they also correspond to the field of Career Education. The panel notes that the requirements for Master's thesis are clear and understandable. After successfully graduating the *Programme*, students are awarded with a Master's Degree in Educology.

It is worth mentioning that the *Programme* committee emphasizes the uniqueness of the Programme (compared to similar programmes in Klaipeda University and Vytautas Magnus University): *“Other universities of Lithuania do not deliver programmes of this field. Thus, the study programme Career Education is more conceptual, broader from a methodological point of view, it provides the students with clear academic fundamentals showing and rendering interdisciplinary of studies. Another important aspect lies in the programme's aim to balance education for career in educational institutions and career projection in other organisations. This completely corresponds to the international tendency to educate career specialists who are able to solve career-related issues with various people, groups of people, organisations prepares both youth and adults for a wide range of careers.”* (SER, p.11)

The aims and the ILOs of the *Programme* are accessible on both SU and Faculty web sites (<http://www.su.lt/stojantiesiems/priemimas/bakalauro-studijos>), the Open System of Information, Counselling, and Guidance (AIKOS) (<http://www.aikos.smm.lt/aikos/index.htm>). The information about all programmes of the Faculty is made available through various leaflets, booklets, thematic newspapers, posters, CDs, activities (such as Career days, meetings with graduates, open-doors etc.)

The panel considers that labor market research is necessary for a further development of the *Programme*. However it would be beneficial for the quality of the *Programme* to clarify the conceptual relationship between this *Programme* and the Master's-programme of Educology. Furthermore, it would be useful to review the assessment system of the learning outcomes because in many cases an examination is used as the main form of assessment.

To summarise, *the Programme is important for regional development, its aim and intended learning outcomes are clearly described, achievable, publicly available and based on academic and professional requirements. The title of the Programme, content, learning outcomes and offered qualification are compatible with each other and are well justified. For further development of the Programme it is necessary to carry out labour market research, to diversify the forms of learning outcomes assessment and to clarify the conceptual relationship between this Programme and the Master's programme of Educology.*

2.2. Curriculum design

The volume and structure of the *Programme* according to all its parameters meet the requirements set in legal acts (SER, p.12). The total volume of the *Programme* is 90 credits: 50 credits for compulsory subjects, 10 credits for elective subjects, 30 credits for the final Master's thesis. During the first semester, students gain conceptual knowledge and abilities. The panel notes that great attention is paid to methodological issues, which are regarded as the basis for deeper studies (Methodology of Career Education and Methodology of Educational Research).

The *Programme* is implemented in two modes: part-time and full-time. The amount of contact hours in full-time study form is 40%, and in part-time study form - 25% of the total study time.

The panel agrees with the opinion of the self-evaluation group that the content of the *“Programme is based on contemporary educational science giving sense to the ideology of man's lifelong teaching and learning, constructive and reconstructive interactions between theory and practice. The Programme integrates classical and contemporary ideas of career education and on the ground of them a constructive model of a career educator is being created;*

it also supposes consistent possibilities for (self-) development of universal and special professional competences in university studies. Education of a career educator in the Programme is focused not only on formal processes of institutional career education, but also on non-formal career development processes, their interaction and its management. Management of these processes is highly relevant to performance of a career educator.” (SER, p.12)

The panel also agrees with the opinion of the self-evaluation group that *“the model of the Programme’s curriculum design is innovative, based on innovations worked out by SU teaching staff (use of SOMID project’s results); study subjects in the Programme can be united into notional blocks/modules dedicated to integrated and systemic (self-) development of certain competences. This enables implementation of interdisciplinarity and integration principles, to regard present-day requirements for a specialist of career education; topics of delivered study subjects are coordinated with anticipated learning outcomes, the content and level (knowledge, understanding, application, analysis, synthesis, assessment.” (SER, p.16)*

Two possibilities are offered to the students: to go deeper into career education in educational institutions (Vocational Guidance and Information of Pupils, Early Career Education, Quality Assessment in Career Education) or to cover issues of career modelling in other organisations (Theories of Lifelong Learning, Theory and Methods of Search for a Job, Labour Market Research). The courses are updated yearly, but the panel (this opinion is based on the discussions with students and graduates) would like to recommend to pay more attention to international practice in the content of study subjects and to strengthen the subject on strategic planning.

It is worth mentioning that students who do not have a Bachelor’s degree in educational sciences are provided with the opportunity to take additional courses in educational sciences which help them to catch up with their group mates having the background in education.

The panel considers that there are logical links and sequence among study courses, the content and the volume of the courses is consistent with the type and level of the studies. The subject themes are not repetitive. .

There are correlations between the ILOs of the study subjects and those of the study programme *Career Education* provided in the Table 3, SER, p.14. At the same time it is necessary to mention the careless approach to the formation of the table. While analysing subject descriptions. (Annex. 3.2), it was noted that there is some discrepancy between the learning outcomes in the table and those in the descriptions.

The given literature in course descriptions is comparatively new, it is updated every year. The panel considers that it would be reasonable to point out obligatory sources for reading and

analysis, because it is dubious if students read 10 -12 sources per course. More sources in foreign languages could help the students to improve their language skills.

According to course descriptions (Annex.3, SER) and discussions with students and staff, the main forms of classes are lectures, seminars, project works, group works, practical classes in groups, independent studies, consultations. Study methods are mostly focused on a student-orientated approach to the development of critical thinking, learning to learn, problem-solving and other competences. The panel agrees that it is more challenging to implement all these forms in part time studies, therefore it is necessary to work more on blended learning, distance learning and the preparation of learning materials for virtual environment

Also, the panel states that according to the discussions with students and graduates it would be necessary to broaden courses with international experience, strengthen the course about strategic planning, to give deeper content about the work with parents, to pay more attention to leadership courses and project management, to offer some courses in English.

The discussions with students confirmed that *Regulations and Methodical Recommendations for Preparation and Defence of Final Graduation Theses* (see www.ef.su.lt) are of great help and importance. The panel agrees that these recommendations “provide not only essential requirements posed to students’ final theses, but also assessment criteria for these papers, also indices encompassing all essential areas and qualitative parameters of educational research.”(SER, p.16) The panel noticed that the themes of final theses are diverse. While analysing Master thesis, the panel observed that more foreign literature sources could be used for theoretical basis.

To summarize, *the curriculum of the Programme is well designed and is in line with the requirements of the legal acts. The volume of Programme, the number of study subjects and the amount of credits per semester meet the national and international requirements. The sequence of the study subjects is logical, the content of the courses is consistent with the type and level of the studies. The subject themes are not repetitive. The scope of the Programme is sufficient to ensure the achievement of the ILOs. The content of the Programme reflects the latest achievements in this scientific area, mainly in the national level. Teaching methods are appropriate and diversified. However, the panel recommends to pay more attention to the diversity of assessment forms of the ILOs, also to the international experience, to strengthening foreign language skills by reading some courses in the foreign languages, to using more scientific literature sources in foreign languages and enhancing the internationalization process.*

2.3. Teaching staff

The study programme is provided by competent staff: 3 professors, 4 associate professors and 1 holder of master degree in Education. Due to these qualifications the panel states that “*the study programme is delivered by 87.5 per cent of acknowledged scientists who deliver 92.8 per cent of the programme’s subjects. Such situation exceeds the requirements set in the Description of General Requirements for Master’s Study Programmes (2010), obliging that at least 80 per cent of teaching staff delivering all study subjects must hold Doctor’s Degree and at least 20 per cent of the volume of the study subjects of the field must be delivered by teachers holding positions of a professor.*”(SER, p. 19)

Six teachers have pedagogical experience of more than 20 years. 3 teachers have a great practical experience in the field and they also give lectures. 93 % per cent of the teachers’ scientific interests correspond to the subjects they teach. It completely corresponds to the requirement of the *Description of General Requirements for Master’s Study Programmes (2010)* stating that at least 60 % of teachers delivering the subjects in the field must have their field of research activities matching the subjects delivered. This is also reflected in the publications (Annex.CV) and presentations in the conferences. The publications are based on contemporary ideas and issues, personal research results. The panel considers that more publications in high factor peer reviewed journals would promote the recognition of staff members in the European learning space. The panel noticed (Annex.CV) that the choices of conferences for teaching staff often seem to be based on their foreign language skills and that foreign language skills seem to be somewhat an obstacle where participation in foreign conferences is concerned. This should be improved.

The panel notes that teachers are active participants in project activities, applied scientific research. Last year 6 teachers (75 per cent) participated in national and/or international projects, applied scientific research, other scientific activities directly related to the *Programme*. It is worth mentioning that it promotes the pedagogical, scientific and practical competences of the staff. This makes a positive impact on the *Programme* in the sense of both content and its implementation.

After analysing CVs of the staff, the panel states, that not all international visits of the staff could be referred to exchange /LLL/ERASMUS programmes. ERASMUS + programme activities is a field to be improved in the future.

The panel would like to point out that „*development of teachers’ qualification is regulated by Šiauliai University Regulations for Qualification Development of Staff (2008) (<http://www.su.lt/su-darbuotojams/kvalifikacijos-klimas>). The set the order of development of qualification of teaching staff, researchers, administrative and other staff bound with the University by a job contract: ways, financing, organisation of development of qualification. During certification of teachers, their development of qualification is regarded. Since 2006, on the national scale, development of qualification of teaching staff became more accessible because a number of training in the framework of international and national projects (e.g. SOMID, ARIADNE, MOKOM etc.), seminars, conferences increased, also a possibility to go abroad on internships did. All teachers developed their qualifications in various forms (see Annex 3.4).”*

The panel notes that the participation in conferences as a form of the professional qualification development is too dominant (the SER, Table 8 Forms of development of teachers’ qualification), other forms also should be also considered; foreign language skills should be developed on a higher level to participate effectively in above mentioned activities.

Turnout of the teaching staff has no crucial impact on the quality of the studies, from 2009 to 2013, the number of teachers has slightly decreased, from ten to eight, four teachers work constantly in the *Programme*. The average age of the teaching staff is about fifty. Panel notices that the ration of teachers and students is 1:4 that could be regarded as individual work and promotes students to successfully achieve the ILOs.

To summarize, *the academic staff involved in the implementation of the Programme meets the legal requirements, has adequate qualifications, the turnover is moderate and is not an obstacle for the achievement of the learning outcomes, the teaching staff is involved in research related to the Programme. It would be of great benefit for the Programme if lecturers from abroad together with the staff could participate in the implementation of the Programme. Development of the staff professional skills using of diverse forms and the development of foreign language skills would be of great importance for the further development of the Programme.*

2.4. Facilities and learning resources

It is evident from the site visit that the premises used for the purposes of the *Programme* (according to parameters of size, location, equipment) are adequate for student groups of various sizes. The premises used for studies correspond to the requirements of work safety and hygienic norms. They are accessible to all students including those with movement disabilities.

The Faculty also has a hall for sports and dancing. The premises are renovated systematically. The Faculty also uses the premises for practical work with partner institutions.

A modern library is available for students and teachers. The library is renovated under the framework of the project BIBLIORE.

The number of books and periodicals insufficient for studies in the Lithuanian language, but moving towards the internationalization of studies it would be necessary to have more contemporary literature in the foreign languages. The electronic catalogue of Šiauliai University Library is accessible from computers in all Faculty, University and home locations. The Library provides a service of wireless Internet access. It is adjusted to the individuals with movement disability. It is worth mentioning that a day care room for children is also available in the library. There are also individual “cabins” and small group rooms for work.

It is stated in the SER that *“The equipment allocated for the study process is suitable and sufficient to members of the Faculty community. All computers in the Faculty have fast Internet access., Members of the Faculty community have an opportunity to use Internet and e-mail services, data exchange system, Moodle virtual learning environment platform (from all places at the Faculty, University, at home), the Academic Information System. The Faculty operates free WiFi connection, which can be used by authorized Faculty students, teachers and other community members.”* (SER, p.21) The tour around facilities proved that the statements provided in the SER meet the reality.

Nevertheless, the panel would like to recommend to use the Moodle platform in the study process more actively. The programme team could also consider uploading the learning materials to the Moodle for the programme in English. In the SER it is said that the learning materials for the programme are being translated into Russian but after the discussions with the programme team it is still unclear in what stage the preparation of this material is. If the programme team plans (as it is stated in the SER) to implement blended learning then much more materials in different languages should be prepared for Moodle.

To summarize, *the panel considers that the premises are adequate both in their size and quality, teaching and learning equipment is also adequate and teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. The premises used for studies correspond to the requirements of work safety and hygienic norms. They are accessible to all students including those with movement disabilities. The panel recommends a wider selection of contemporary international literature, a further development of material resources and paying more attention to the usage of Moodle. It is recommended to consult regularly the Library staff, teaching staff and students regarding needed publications for future development of the Programme.*

2.5. Study process and students' performance assessment

The admissions criteria and regulations are well founded, concrete and understandable. They correspond to the national legal acts and regulations of the University.

The panel notes that it is a good example of practice to admit the graduates of other study field of Bachelor Education thus widening the possibilities to join the *Programme*. Such students must take additional compensatory courses. Bridging courses are organized also for college graduates. The number of students applying for Master studies in Career Education is changing. During the last 5 years applicants and places ratio was 3:1; in 2012 part time studies were not implemented at all. The declining numbers of students are related to the general situation in Lithuania and Europe. The panel emphasizes that it would be useful to pay more attention to the gender problems and to attract more male students to the studies.

The panel states that the study process is organized following the legal documents of the SU and Lithuania. The lectures are organized in cycles and students are satisfied with this format of studies. Students can easily access the course descriptions and other necessary information online. The teaching staff supports students in the choice of topics for their Master's thesis. Master's thesis are prepared and defended according to the regulations of University and Faculty.

The main reasons for dropouts are mainly related to maternity leaves and different obstacles in personal life. The Programme team and administration tries to diminish the drop-out rates of students by making studies more flexible: students are provided with opportunity to study according to the individual study plans, make individual timetables, and change the mode of the studies. Due to these activities and individual work with students the graduation rate as to all enrolled students is 1:1.

The panel marks that the students are encouraged to participate in scientific research activities. The faculty organizes scientific practice providing possibilities for scientific research under the guidance of the adviser. The aim of this practice is to develop scientific skills and deepen the understanding of research. Every study year students are invited to participate in "Conference of Students' Scientific Works". The panel considers that students' research activities are rather university-limited therefore the closer cooperation with other Lithuanian universities and international collaboration is recommended.

The assessment system is based on cumulative grading and is described in detail in the SER. It is presented to the students at the beginning of the courses (it was also proved during the

meeting with students). After receiving the grades students are also given feedback on their evaluation.

The panel considers that more variety could be introduced into the students' performance assessment methods because sometimes they lack diversity and the assessment methods are not suitable for precise measuring of performance. For example, a test is a very frequent method of assessment (often as a final exam) and sometimes is used to measure not only factual knowledge, but analytical and organizational skills, which are difficult, if not impossible to measure with a test. "An examination" is often mentioned as an evaluation method, however, examination is a broad term and can be of many types, so teachers responsible for the courses should describe this type of examination (test, essay, etc.) and the evaluation criteria more clearly.

Faculty of Education participates in Erasmus + programme, but none of the master students of the *Career Educology* have used this opportunity so far. The majority of students have work and family responsibilities which are regarded as the main obstacles for going abroad. However other possibilities such as intensive courses or conferences could be offered and promoted as an alternative to traditional semester or three-month long mobility programmes.

There are also no international incoming students studying in the Programme at the moment. The Faculty had guests from Rezekne High School (Latvia), the courses were delivered in the Russian language. It allows to draw the conclusion that Erasmus + mobility programme should be used more actively.

The panel considers that poor foreign language skills sometimes seems to be one of the obstacles for a smooth implementation of the study process. The lack of knowledge of both general English and professional English limit students' access to foreign scientific literature and discourages students' mobility.

The panel points out that the University and Faculty have succeeded in developing a system of academic, non-academic and social support. The University also provides social support to students who are trying to combine studies, family and work. The financial support schemes are available for disabled students. Scholarships are allocated to full-time, part-time, first and second-cycle students who are from disadvantaged families, etc. Furthermore, under specific circumstances the tuition fees can be reduced from 40 to 50 percent, or students can be completely exempted from the fee.

At the same time the self-evaluation group has noted that financing for scholarships is decreasing and social partners could be pursued as an opportunity to make more scholarships available for students.

The panel states that employability is not a problem for students after graduating from the *Programme*. During the discussions with graduates and social partners it was pointed out that part of graduates have been already employed during their study period. About 48 % of graduates' work is directly related to their acquired education.

To summarize, *admission requirements are well-founded, clear and understandable, the organisation of the study process ensures that the Programme is supplied with adequate resources and that the Programme's learning outcomes are achieved. Students are encouraged to participate in research, the system of social, academic and psychological support is well developed, the assessment system is adequate and publicly available; graduates' professional level meets the expectations of social partners. Poor foreign language skills could be considered as an obstacle on the way to internationalization in the Faculty. The methods of student assessment should be diversified.*

2.6. Programme management

The internal quality system of the University guarantees clear distribution of the responsibilities and accountability. Quality assurance processes are presented in detail on both institutional and faculty levels. In addition to study process, attention is also paid to improvement indicators. Regular self-assessment is performed with annual reports; information is open and available for all stakeholders.

Gathered feedback is used in internal evaluation processes and for the implementation of the reforms. Informational booklets for the entrants, a newsletter about the international studies, development of Internet applications, and improvement of the study possibilities for the disabled students and those who has family or try to combine studies and work may be considered as indicators of an effective and efficient internal quality assurance.

The University has developed a special system (ISQMS = Internal Study Quality Management System) which monitors the quality assurance also at the institutional level. It seems that this area of the *Programme* has been prepared very systematically and carefully. According to this system information is disseminated effectively; it also makes continual development and improvement of the programme possible.

The voice of all stakeholders (students, lecturers, social partners) is taken into account when improving the study process. Surveys about the quality of the study process and the *Programme* are organized regularly. However it could be more clearly shown how the outcomes of internal and external evaluations of the *Programme* (including feedback) are used in the development and improvement of this Master's *Programme*. Some statements provided in the SER are too

declarative and sometimes it is difficult to judge on the efficiency of the quality assurance. For example, such terms as “low” , “optimal”, “excellent“ are used frequently used, but it is not defined how these criteria are calculated. “*Improvement of quality makes positive impact on students’ progress, i.e. this is proven by causes for students’ drop-out and low percent of drop-out. Procedures for quality assessment and improvement are to be evaluated as optimal. This is proven by surveys of employers; in them they state that educated specialists are excellently prepared from the professional point of view.*” (SER, p. 33)

To summarize, the area of the programme management meets the evaluation criteria as to quality management and the legal requirements for the second level study programmes. However it could be more clearly shown how the outcomes of internal and external evaluations of the Programme (including feedback) are used for the development and improvement of this Master’s Programme. Also, it would be desirable to clearly define what calculations and requirements are the basis of quality criteria, such as “low”, “optimal” and “excellent”, as discussed previously.

III. RECOMMENDATIONS

1. In developing and updating the *Programme*, it would be advisable to broaden courses with international experiences, strategic planning, and deeper content about work with parents, project management and leadership problems.
2. Courses delivered by lecturers from abroad could be introduced in the study process.
3. Also, it would be desirable to clearly define what calculations and requirements are the basis of quality criteria, such as “low”, “optimal” and “excellent”.
4. In future it would be necessary to think more about the learning materials in the Moodle for the programme in English.
5. More learning materials in Lithuanian are needed for blended learning to increase the number of students in part time studies.
6. To develop the system for the staff professional development considering the opportunities that are offered on international and local levels, including the improvement of foreign language skills.
7. Students’ research activities could involve more international and inter-university collaboration.

8. To develop an encouragement system for participation in ERASMUS + mobility programme. To search for other possibilities such as intensive courses and conferences that do not impede students' vocational activities so much and which should be promoted as an alternative to traditional semester-long or three-month mobility programmes.
9. To widen the cooperation with other similar programmes in Lithuania.

IV. EXAMPLES OF EXCELLENCE *

There are no examples of excellence.

V. SUMMARY

The *Programme* follows the legal requirements and the documents accepted in Lithuania and Siauliai University; it fits well into University's mission. It is needed for the regional development and provides students with an opportunity to study closer to their area of residence. The *Programme* is transparent and easy to access through different information channels. Its aims and learning outcomes are presented clearly and their connections to the subjects, methods and assessment procedures are clearly expressed. This meets the requirements of a good curriculum design. The teaching staff is competent and their research is directed to the area which is related to their teaching. The facilities and learning resources are adequate and appropriate for studies. The admission requirements to Master's studies are concrete, understandable and well-grounded. The learning process is organized according to the principles of student orientated approach. The internal quality assurance system makes the improvement and development of the *Programme* possible.

In addition to many positive aspects in the *Programme* the review panel found some aspects worth to be considered and improved.

It is necessary to broaden courses with international experiences, strengthen the course about strategic planning, to elaborate the content about the work with parents, to pay more attention to leadership courses and project management, to offer some courses in English.

In future it would be necessary to think more about the learning materials in the Moodle for the programme in English. More learning materials in Lithuanian are needed for blended learning to promote the development of part time studies. Further staff professional development is needed on international and local level, including the development of foreign language skills. Students' research activities could involve more international and inter-university collaboration. It would be necessary to develop an encouragement system for students' participation in

ERASMUS + mobility programme, it is also advisable to search for other possibilities such as Intensive courses and conferences that do not impede students' vocational activity so much and which should be promoted as an alternative to traditional semester-long or three-month mobility programmes. It is necessary to widen the cooperation with other similar programmes in Lithuania. The gender problems could also be considered in developing of the *Programme*.

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

VI. GENERAL ASSESSMENT

The study programme *Career Educology* (state code – 621X20028) at Šiauliai 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	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
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.

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