



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ALEKSANDRO STULGINSKIO UNIVERSITETO
STUDIJŲ PROGRAMOS PROFESIJOS EDUKOLOGIJA
(valstybinis kodas – 621X20006)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PROFESSION EDUCOLOGY *(state code –621X20006)*
STUDY PROGRAMME
At ALEKSANDRAS STULGINSKIS UNIVERSITY

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Profesijos edukologija</i>
Valstybinis kodas	621X20006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės – 2 metai, iššęstinės 3 metai
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	1999 m balandžio 23 d., No. 560

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Profession Educology</i>
State code	621X20006
Study area	Social sciences
Study field	Educology
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time– 2 years, part-time– 3 years
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Educology
Date of registration of the study programme	April 23rd, 1999, No. 560

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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 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 constantly improve their study programmes and to inform the public about the quality of studies.

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 to the higher education institution*; 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, the SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative, such a 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 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 the HEI follows the outline recommended by the SKVC. Along with the SER and annexes, the following additional documents were provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Table 5. The study plan of second cycle full-time study programme of <i>Profession Educology</i>
2.	CV of Kristina Kovalckiene
3.	The scheme of the management of the study programme

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

Aleksandras Stulginskis University (further - ASU) is a state higher education institution. It was established in 1924 in Dotnuva (Kėdainiai distr.) as an Academy of Agriculture. In 1946 it was transferred to Kaunas and in 1964 to Kaunas academic campus. In 1996 this higher education institution was granted the status of University and its official title was changed to the Lithuanian University of Agriculture. In 2011 the title of Lithuanian University of Agriculture was changed to Aleksandras Stulginskis University. The reorganisation of the University's activity commenced in 2011 after electing a new University Council and Rector. From that date the University has developed a new strategy and plan for its implementation such as structural reorganisation, development of the internal rules of procedure, implementation of new monitoring and quality assurance systems, external communication and accountability to public, and other measures ensuring competitiveness in the internal and international space of higher education and studies. By the end of year 2013, 4,578 students in total studied in the University.

Master study programme *Profession Educology* (further – Programme) is provided by the Department of Philosophy, Psychology and Vocational Educology. It has been implemented since 1999. This is the second external evaluation of the Programme. The Programme undergone external evaluation in 2008 and was given *full accreditation*.

In addition to the SER, the evaluation is based on the field visits and meetings at the institution:

- Meeting with administrative staff of the University and of the Faculty
- Meeting with the staff responsible for the preparation of the SER
- Meeting with teaching staff
- Meeting with students
- Meeting with graduates
- Meeting with employers of those who have graduated from the programme
- 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 site visit, the initial impressions of the panel were presented to the programme's staff and administration.

1.4. The Review Panel

The review panel was completed 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 *15th 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 Programme's aims, objectives and learning outcomes are defined in detail in the SER and they are in line with the requirements of the university level studies of the second cycle (*Description of General Requirements for Master Study Programmes*). The Programme also corresponds to the requirements for the VII level of studies described in the European Qualifications Framework (also *Description of Lithuanian Qualifications' Structure*). The learning outcomes meet the requirements of *Leuven and Louvain-la-Neuve, 2009*, i.e. to pursue student-centered learning, and compatible with priorities in the spheres of study quality and strengthening youth employability, established in *Bucharest Communiqué, 2012*. According to the SER, the Programme corresponds to the *Budapest – Vienna Declaration, 2010* recommending to involve students into Programme management and decision making.

The Programme aims at training the Masters in Educology “*who have fundamental knowledge of Educology, psychology and related scientific fields, which are purposefully combined with professional qualifications acquired in the undergraduate studies, are able to identify problems of vocational and higher education, to design and implement vocational curriculum independently on the basis of innovations of professional activity and educational technologies. The Programme seeks to create preconditions for further learning, successful career and competitive advantage in labour market by development of students’ cognitive and metacognitive competencies, abilities of interpersonal communication and value attitudes that are characteristic to teacher of a profession.*” (SER, p.5)

The Programme is well structured by taking into consideration other programmes and local, regional, national and European contexts. The Programme fits in mission of the ASU.

The information about the Programme is available on the University’s website. This Programme differs from Educology study programmes provided at other universities. Originality of the curriculum lies in systematic attitude to development students’ competences on pedagogical and psychological knowledge.

This is the only Programme in Lithuania which trains vocational pedagogues. The *Profession Educology* Programme prepares students to work as teachers or in any other job that requires pedagogical competencies. At the same time, the Programme serves as a qualification improvement measure for teachers from vocational schools and other educational institutions. After completing the Programme, graduates will be ready for independent professional pedagogical activity in educational institutions and/or to continue higher level doctoral studies.

In order to reach this objective, three blocks of subjects are offered, which allow the acquisition of competencies related to Knowledge and application, Research abilities, Special abilities, Social abilities, Personal abilities and Value attitudes.

The learning outcomes are oriented to the aims of the Programme and are achieved through compulsory and elective subjects. Compulsory subjects emphasize knowledge of modern educational problems, application of interdisciplinary attitude (philosophical-pedagogical-

psychological-managerial) to pedagogical interaction. Elective subjects are important for development of special abilities. Elective subjects provide understanding of certain topics of pedagogy (social and prevention, communication and rhetoric, application of educational technologies), psychology (leadership and guidance, social, counselling), sciences and abilities. In the SER the detailed information clearly showing the relation between aims, learning outcomes and study subjects are provided and these schemes enable to see the whole structure and coherence of the Programme which are evaluated positively by the panel.

Since the beginning of the Programme's implementation, close relationship has been maintained with social partners and students' representatives who have been permanently involved in the activity of Study Programme Committee, which also has the function of continual revision of the Programme's aims and the LOs. During the period of 2008-2013 the Programme has been reviewed and improved according to the expectations of the employers, new tendencies in labour market, changes in teacher training system, the new tendencies in the field of Educology and new legislation and essential changes in the ASU itself. Practical training of future pedagogues has been strengthened by introducing pedagogical internship in to the Programme following *Pedagogues' Training Regulations* and the *Regulation of the Programme Pedagogical Internship*. Research activity competence is one of the competencies improved during practice.

However, the panel notes that the aims and the LOs could be more concrete in terms of general as well as specific competencies. There is an overall objective but there is no description in terms of the European Higher Education Qualification Framework in section 2 of the SER.

Strengths:

- Aims and LOs are consistent with the type and level of qualifications offered.
- Aims and LOs are grounded on international, national and institutional documents.

Areas for improvement:

- The aims and learning outcomes could be more concrete in terms of general as well as Specific competencies (European Higher Education Qualification Framework).

2.2. Curriculum design

The Programme is implemented in full-time and part-time study modes: full-time takes 2 years and part-time takes 3 years. The scope of the Programme is 120 credits. One credit comprises 26,6 student's work hours. The Programme is of the same scope in both forms of studies. The curriculum is in line with both national and university's requirements.

The logics of the curriculum is clearly described for both forms of studies. In the full-time studies 5 subjects are studied during semester, and each semester covers 28–32 credits. In part-time studies 2-4 subjects are studied, and each semester covers 16–20 credits. This meets the *Description of Study Programmes' arrangement according to ECTS Requirements*. In both forms of studies, 30 credits are given to preparation of master thesis during the last semester of studies. Logical relations and sequence of study subjects by semesters in both full and part time studies are presented in the SER.

There is a logical explanation of the inclusion of the study subjects, their sequence and progress, and their consistency with type and level of the studies in the SER. There is a rational classification of study subjects into three categories in the SER: subjects of study field, general university subjects and Master Thesis, which allows to see the coherence of the curriculum.

The first study year begins with the compulsory Educology and psychology subjects such as *Educational Philosophy and Theories, Didactics and Hodegetics, Innovations in Professional Activities and Educational Technologies, Profession Educology, Education Management, Developmental psychology and Educational psychology*. These subjects update and improve the professional knowledge and abilities acquired in undergraduate studies, give continuity to the professional activity and connections with other study programmes at the ASU.

Another important aspect of the curriculum design is the importance of the elective subjects which supplement and deepen the content of compulsory subjects, provide specialized knowledge and practical abilities in the field, enhance critical thinking, which ensures tolerance to uncertainty in the professional activity and encourage to act independently during pedagogical interaction with society members. Electives are available from two groups of subjects: psychological and pedagogical. In addition there are 4 research method courses, necessary for the further preparation of a Master's thesis, which increase professional, pedagogical and

vocational competences acquired during previous studies: *Methodology of Educational Research, Research work 1 and 2* and *Statistical Methods for Educational Research*. These subjects provide students with knowledge of research methodology and methods, research planning, and conducting, analysing, evaluating and interpreting of results.

The Programme is completed by the preparation of a Master's thesis, its presentation and defence. The Master Thesis is an independent empirical investigation. At the same time, every student has to write an article that may be published in the annual edition of the *Young Scientist* journal in the ASU.

The syllabus of the study subjects is further thoroughly presented in Annex 1, the SER where the subjects are presented by providing information about the forms and volume of students' work, subject purpose, subject objectives, prerequisites, learning outcomes, assessment criteria of learning outcomes, subject content, practicum, individual task, consultation, methods of learning, interaction between programme learning outcomes and subject outcomes, methods of learning outcomes assessment, required readings, etc. All subjects are presented according to the same pattern with the responsible persons for each module. The Final Master Thesis has a separate module indicating that the Programme studies are completed by preparation of final master thesis, its presentation and defence at Final Works and Exams Evaluation Commission. Preparation of the final work is conducted according to the *Requirements for Preparation, Presentation of Final Master Thesis and Order of Evaluation*, approved by the Programme Committee.

Teachers provide individual consultations for the students. Interactive study methods are applied by teachers who also prepare additional teaching materials which complement to the lectures. The number of subjects meets the requirements for the full-time and part-time studies. Each credit comprises 26,6 hours, 12 contact and 14.6 students' individual assignment hours. Contact work includes: lectures, practice, seminars, consultations, etc. Individual work comprises: seminars, individual and group work, independent research, etc. The panel notes that the curriculum should be more oriented towards international issues and international literature. Most of the students' theses mainly referred to national literature, there was a lack of international references in them.

The Programme's subjects are allotted consecutively from broadening of educological, psychological knowledge at both cognitive and meta-cognitive level, with emphasis on analysis and critical evaluation of the knowledge, to developing research skills, independent conduction of educological research and presentation of findings during defence of Master's Thesis, as well as self-development of cognitive to deep pedagogical practical abilities.

The content of the Programme reflects the latest achievements in science, art and technologies as the panel has found out during the visit to the ASU, but the panel would like to recommend to update content of the study subjects constantly and to ensure that the students are provided with the latest knowledge in the field, paying special attention to the international experience.

Strengths:

- Coherence of the programme and fitting in the mission of the ASU.

Areas for improvement:

- The curriculum should be more oriented towards international issues and international literature. Most of the students' theses mainly referred to national literature and there is a lack of international references.

2.3. Teaching staff

The number of the teaching staff is adequate to ensure successful achievement of intended learning outcomes. The panel notes that the composition of the teaching staff meets the legal requirements described in the order of the LR Minister of Science and Education. According to the Description of general requirements for Master's Study Programmes and requirements to mentors of pedagogical practice, established by the order No V-54 of the LR Minister of Science and Education on 2010-01-08 (Regulations of pedagogues' training): 81,8 % of the Programme teachers have a scientific degree; 91% of field subject teachers have scientific interests corresponding to the subjects they teach; 63,6 % of teachers delivering field subjects are practitioners, their practical experience is 4 - 21 years; 38,4 % of field subjects volume is delivered by professors, 56,6 % – by associated professors and 5,0 % by lectors; 91 % of subject teachers have scientific interests corresponding to the direction of the delivered subject. Qualification and research topics of the staff are directly related to training issues of vocational teachers and two have completed the habilitation procedures becoming acting professors.

The formal qualifications of the teaching staff are appropriate. From 11 teachers, there are 3 Professors (27%), 6 Associate Professors (55%) and 2 lecturers (18%) teaching in the Programme (However, Professors deliver 38.4% of field subjects volume, Associate Professors - 56.6%, and lecturers - 5 %). All of them have a scientific degree. Where age is concerned, 64% (or 7 staff members from 11) are 50 years old or above, the rest of staff is below 49. These results reveal a need to involve more younger academic staff into teaching in order to ensure the sustainability of the Programme.

The recruitment of teachers follows the requirements that regulate the duties of teachers and scientific workers. The recruitment procedures take place publicly, therefore the selected candidates' qualifications comply with the established requirements. Teachers are selected according to the academic and scientific criteria.

Teachers of the Programme are experienced researchers. They conduct applied and experimental social research related to curriculum and the strategy of higher and vocational education. All teachers in the Programme present their research results in the scientific conferences in Lithuania, but due to the lack of financial support and language barrier, participation in international conferences abroad is limited. Some of the teachers have publications in international journals and have participated in international projects. However the number of scientific articles and papers authored by the teachers working in the Programme and presented in conferences should be increased and the international aspect of the Programme should be strengthened.

Workload of teachers is planned for every academic year according to the Regulations of Teachers and scientific workload and time structure, approved by the ASU Senate. It is acceptable; the current teacher-student ratio is 15:1 in 2013. The advantage of this ratio (recommended ratio is 20:1), is that teachers have more opportunities to work individually with every student and improve quality of their studies.

After analysing teachers' CVs, the inference was made that the staff is actively involved in several national and international research projects. Two members of the staff participate in an international project financed by the Research Council and European Commission. Teachers also develop their scientific competencies by participating in international events, publishing books,

monographs, articles, conducting scientific research, etc. These activities broaden their pedagogical and scientific competencies. Nevertheless, as has been already mentioned above, the staff participation in similar activities and internationalization level of the Programme should be increased. Also, there is a need to increase the use of international references, particularly English, when writing research papers.

At the same time, academic staff develop their scientific and academic competencies in close collaboration with other higher education institutions in Lithuania. Some of the projects are *Technology-based curriculum integration in to an organization* (2013 –2015), financed by the Research Council of Lithuanian (universal subsidy) and in the EC financed (LLP) research project of studies *Eu-Everyplace Less -Widely-Used-and-Taught Languages in Less-Widely-Known-and-Visited Places* (2011–2013). Teachers working in the Programme improved their qualification more in Lithuania than abroad; during five years one Programme teacher on average had 9,8 days of qualification improvement abroad and 16,7 days in Lithuania.

The development of teachers' qualification is regulated by the ASU. The teachers should undergo a certification procedure every 5 years. The focus is on pedagogical, methodical, scientific and organizational activities. The University Centre of Study Quality and Innovation is responsible for organizing surveys for students about the curriculum, quality of subject teaching and acquired competencies. The results of students' opinions about the teachers and their quality of teaching are reflected in the regular certification of teachers.

In general, the Programme is taught by highly qualified teachers who hold a scientific degree and have adequate teaching and practical experience. They conduct research on the topics, which are for the most part related to the subjects they teach. Teachers are selected in the way of competition. The change of teachers is not big, the number of teachers sufficient to achieve the prospective learning outcomes. Qualification of teachers is constantly improved in various forms and ways. They recognize the need to improve active participation in international research, international internships and exchange projects.

Strengths:

- Competent and motivated teachers.
- Qualification and research activities of the teachers are directly related to the subject they teach.

Areas for improvement:

- Young teachers should be involved into teaching in order to ensure sustainability of the Programme.
- Small number of international contacts, incoming teachers and congresses, there is a need to promote international activities.
- Lack of high impact factor publications in peer-reviewed international journals.
- The usage of foreign languages, especially English, should be fostered.

2.4. Facilities and learning resources

Facilities and learning resources are adequate both in size and quality. In Table 11, in the SER there is a list of rooms, auditoriums, laboratories technology equipment, etc provided. The recently renovated library, its resources (including databases)and services are available to all University's students, teachers, scientists and other members of the community. According to the SER, students are provided with the methodological tools, which are sufficient to achieve learning outcomes. During the visit, the panel checked the number and quality of the facilities and other learning resources and found them to be adequate.

Teachers and students have access to different e-resources, including 23 databases, which offer access to the online journals and various e-books. The library selects and offers Lithuanian and foreign open-access resources. The library's funds are constantly complemented with new publications. It is necessary to increase the number of text-books in English and other languages and use them more actively. In conclusion, students are provided with the methodological tools which are sufficient to achieve learning outcomes.

Following *Pedagogues' Training Regulations*, practical training of future pedagogues has been strengthened by increasing volumes of pedagogical internship. Since 2013–2014 academic year the Programme has optimized practical training for master students by improving its quality. The Final Master Theses are based on empirical investigations. The data for the final thesis should be collected during practice, according to the *Regulation of the Programme Pedagogical Internship*. In this way the research activity competence is one of the competencies improved during practice.

Karalius Mindaugas vocational training centre is the main place for practical training of the Programme. This Centre is one of the biggest vocational training institutions in the country.

To sum, the panel notes that the premises for studies are adequate both in their size and quality, that the teaching and learning equipment (laboratory and computer equipment, consumables) are also adequate both in size and quality, and that the teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

Strengths:

- The premises are of high quality.
- WiFi, multimedia projectors and other learning resources are available.
- University teachers, scientists and students have access to number of e-resources.
- Books and copies of relevant scientific publications are available.

Areas for improvement:

- Need for more international literature.

2.5. Study process and students' performance assessment

The admission policy and criteria are based on a clear scheme of the composition of a competitive score (Section 5.1, the SER). The calculation of the CCG (Cumulative Competitive Grade) pays special attention to subject in the field of pedagogy and psychology. Pedagogical activities are valued during personal interview. If bachelors of other specialities working as teachers of profession are admitted, during the first year of study they must take additional courses.

Students are provided with different forms of academic and social support. The students are informed about the timetable which is prepared for the whole term and is not changed during the academic year. The timetable of the Programme is scheduled taking into account students' requests. The information about the University's scholarship fund, teachers' CVs, examinations of each subject, the Programme itself, its changes and implementation is constantly and in various forms provided to students: it is sent via e-mail and presented in the Department's, Faculty's and University's websites. Information about the opportunities to study abroad is provided by the International Relations Division. All students can get accommodation in the hostels situated in the University Campus. Students have access to the University sports facilities. They are also provided with psychological assistance if required.

According to the data an average annual admission to the Programme is 10 students to full-time studies and 8 students to part-time studies. The number of applicants has stabilized, although it had a tendency of decrease until 2009. However the number of applicants with higher grades choosing the Programme has increased during the last few years.

According to the data provided in the SER, the number of dropouts is very low. Total number of admitted students is 84 and total number of graduates is 70, about 80% of student graduate. The individual plans of studies are prepared for the students who have difficulties in combining studies and work. The number of students is not big, therefore empathy based relations emerge between teachers and students that result in achieving better learning outcomes.

Students are encouraged to participate in exchange programmes but the participation rates are very low. Since the last accreditation, relations have been established with various universities, e.g., Limerick university, Jyväskylä Educational Consortium, Maribor Adult Education Centre, etc. However, the students of the Programme are not active in participating in the exchange programmes. This is due to the following reasons: study subjects differ in foreign universities, there are different requirements for practice length in the study Programme and the study programmes offered abroad; the students face difficulties in coordinating professional preparation of the Programme student and the field of studies/teaching in educational institution of a foreign country, in higher education institutions in foreign countries teaching is conducted in national language. Subjective reasons also should not be neglected: most students are employed, they do not want to lose their workplaces, not all students of the Programme are confident about their foreign language skills.

The ASU has extensive experience of graduates' career monitoring and has been carrying it since 2008. The data about the demand for professional pedagogues and employment of graduates are gathered 6 months after the graduation. The data shows that around 74 % of the graduates have been employed. The employment percentage indicates that employment of graduates is sufficient to validate the need of the study Programme; that the nature of graduates' activity completely corresponds to the aim of the programme and matches the acquired qualification.

The students of the Programme are encouraged to conduct research and publish their papers. During the first semester, students select scientific field and, after consulting with their

supervisor, whose scientific interests match the student's research interests, formulate the theme of the Master's Thesis. According to the selected theme, students shall pursue their scientific/applied investigations during the years of studies, including *Research Work 1* and *Research Work 2 (Study Plan)*. The research results, accumulated in the course of studies, are presented by 90% of students in the conference „Scientist“ which is annually organized at Economics and Management Faculty. It is obligatory for every student who is going to defend their Master Thesis to prepare at least one publication.

Strengths:

- Students are provided with adequate academic and social support.
- The number of graduates with higher grades choosing the Programme.
- Data about the graduates' employment is collected.
- Every year students deliver presentations in the “The Young Scientist“ conference, writing of scientific articles is strongly encouraged.

Areas for improvement:

- Although international relations have been strengthened since the last accreditation, more active participation in international mobility programmes and enhancement of internationalization at home should be fostered.

2.6. Programme management

The ASU has an internal quality system that guarantees quality assurance of the Programme. The allocation of responsibilities and accountabilities for the Programme's implementation is clear. The procedure of preparation, improvement and administration of the Programme is regulated by the Law on Science and Studies of the Republic of Lithuania; the orders of the Minister of Education and Science of the Republic of Lithuania *On the Approval of the Description of General Requirements for Master's Study Programmes* and *On the Approval of Full-Time and Part-Time Forms of Studies*; the University Statute, Quality Handbook, the descriptions of processes related to the implementation, improvement and accreditation of study Programmes, the Description of the Internal Study Quality System (<http://www.asu.lt/pradzia/lt/48663>), as well as in the procedural documents developed and approved pursuant to the procedure set forth

in the University's rules, descriptions of procedures and other documents (<http://www.asu.lt/pradzia/lt/7343>).

The process of the quality assurance is described and presented with details on institutional and faculty levels in the SER.

Evaluation and improvement of the Programme's quality have been carried out following the Description of Internal Study Quality System at the ASU. The following databases, available at the University, are used for analysis and assessment of the Programme: computerized database of student admission, students' mobility computer database, computer database of students' learning outcomes, electronic database (ETD) of Master's theses and dissertations, computer database of systematic surveys of social partners (students, teachers, graduates, employers), computer database for monitoring of graduates' employment and computer database containing the contact data of graduates.

During the analysed period, the Programme has been revised several times until the current Programme was finally designed. Throughout the 2008/2009–2012/2013 academic years Programme review and improvement have been carried out in areas such as: 1) graduates' employment data; 2) expectations of employers, change in labour market and students' needs; 3) changes in teacher training system and tendencies of Educology science development; 4) new legislation in the field of science and studies, and 5) essential changes in University activity occurring in 2011–2013. In this process academic staff, social partners and students' representatives also took part.

The voice of all participants (lecturers, students, social partners, etc.) is taken into consideration by sending questionnaires which help to gather opinions on the Programme.

The self-assessments are performed annually. The University has experience of graduates' career monitoring. Since 2008, monitoring on placement of graduates has been pursued in the University according to the general methodology. Telephone interviews of the graduates are executed annually, six months after completion of the studies. The 60 % of respondents are interviewed annually. The University considers it to be important to find out if graduates get employment in the activities directly related to the University's mission. Therefore, the questionnaire includes the questions of this type. Information is available and open for all stakeholders.

The Programme Committee approved at the Council of the Centre of Cultural Communication and Education coordinates programme supervision and improvement. The Committee makes decisions as a collegiate body. Proposals of the Committee for the improvement of Programme Plan are discussed in the Centre Council. The databases, available at the University, are used for analysis and assessment of the Programme. Social stakeholders make significant contribution to the Programme quality improvement.

However, one of the recommendations given by the panel during the site visit was the need to advertise the Programme more extensively, since this Programme is offered at Economics and Management Faculty. Furthermore, there is a need to increase the level of internationalisation of the Programme.

Strengths:

- Responsibilities of staff involved in programme management are clearly stated.
- Data is both formally and informally collected and used in the process of quality assurance.
- Stakeholders' voice is heard.

Areas for improvement:

- Lack of international orientation.
- Development of a strategic plan for the teachers' professional development.
- Advertising the Programme.

III. RECOMMENDATIONS

1. To define the aims and learning outcome of the Programme more precisely in terms of general and specific competencies.
2. To encourage students to use more textbooks, journal articles in foreign languages during their studies and especially when preparing the Master Thesis.
3. Facilitate the mobility and exchange of students with national, EU and foreign universities (at least for short-intensive courses).
4. To update content of the study subjects permanently and to ensure that the students are provided with the latest knowledge in the field.
5. To involve more younger teachers into the Programme.
6. To increase the level of internationalisation in terms of international contacts, visitors and

congresses, international publications in high impact journals.

IV. EXAMPLES OF EXCELLENCE*

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

V. SUMMARY

This is the only Programme in Lithuania which trains vocational pedagogues. The aim and learning outcomes of the Programme are clearly defined and publicly available. They are in line with the national and international requirements for the second cycle study programmes and correspond to the requirements for the VII level programmes of the European Qualification Framework. However the aims and outcomes could be more concrete in terms of general as well as specific competencies.

The curriculum is thoroughly prepared but it could be more oriented towards the international issues and more international literature could be used. The content of the study subjects should be updated constantly in order to ensure that the students are provided with the newest knowledge in the field.

The formal qualifications of the teaching staff are appropriate; their research is directly related to the subjects they teach. The professional development of teachers is certified every 5 years and teachers' qualification improvement is reflected in annual individual assignment for every teacher. Teachers of the Programme conduct research which is the basis for preparation and publication of scientific papers. However it is recommended to involve younger teachers in teaching which could ensure the sustainability of the Programme; increase internationalization in terms of more international contacts, visitors and congresses, and also improve the number of international publications.

Facilities and learning resources are in good condition. The Department of Philosophy, Psychology and Vocational Educology possesses enough auditoriums for students and working places for teachers. The premises are in good condition, they were renovated in 2013. All auditoriums and rooms are equipped with computer equipment for visualization of studies; Moodle is used in the University. The Library services are available to all University's students,

teachers, scientists and other members of the community. However the number of the literature in foreign language and its usage in learning and research should be increased.

The admission requirements are clear. Individual plans of studies are developed for the students who find combining of studies and work difficult. Students of the Programme are encouraged to conduct and publish their research. Students are encouraged to participate in exchange programmes but the lack of international mobility of students is a weakness of the Programme. All information about the Programme, its changes and implementation is constantly and in various forms provided to students. It is recommended to promote the study and use of foreign languages such as English; mobility and exchange of students.

The ASU has an internal quality system that guarantees that the quality of the Programme is constantly monitored and improved. Evaluation and improvement of Programme's quality is carried out on the regularly. Decision making on Programme management and implementation mechanisms are regulated by various procedural documents. The stakeholders are involved in the development of the Programme. It is recommended to advertise the Programme more actively. Furthermore the internationalization of the Programme should be enhanced; the more active development of the teachers' professional qualifications should be considered.

VI. GENERAL ASSESSMENT

The study programme *Profession Educology* (state code – 621X20006) at Aleksandras Stulginskis 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	3
2.	Curriculum design	3
3.	Teaching staff	3
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.

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