



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**PANEVĖŽIO KOLEGIJOS
STUDIJŲ PROGRAMOS
IKIMOKYKLINIO UGDYMO PEDAGOGIKA (653X11002)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *PEDAGOGY OF PRE-SCHOOL EDUCATION*
STUDY PROGRAMME (653X11002)
AT PANEVEZYS COLLEGE**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Ikimokyklinio ugdymo pedagogika
Valstybinis kodas	653X11002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), Iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ikimokyklinio ugdymo pedagogikos profesinis bakalauras; Pedagogas
Studijų programos įregistravimo data	2002-08-30

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Pedagogy of Pre-school Education
State code	653X11002
Study area	Social Sciences
Study field	Pedagogy
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full time (3), Part time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Pedagogy of Preschool Education; Pedagogue
Date of registration of the study programme	30/08/2002

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ACKNOWLEDGEMENT

This evaluation is conducted in accordance with the Law on Higher Education and Research of the Republic of Lithuania (30 April 2009 No XI-242) which established the “principles of quality assurance in higher education and research” and in accordance with 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). It takes due cognisance of the Order of the Minister for Education and Science approving the general requirements of the first degree and integrated study programmes (9 April 2010 No V-501) pursuant to Articles 47.8, 48.3 and 48.7 of the Law on Research and Higher Education of the Republic of Lithuania (*Official Gazette*, 2009, No. 54-2140) and also takes due account of the Order of the Minister of Education and Science “Concerning Approval of the Pedagogues’ Training Regulations” No. V-54 of 8 January 2010 and subsequent amendments (12 December 2012 No. V-1742).

An External Evaluation Team (hereinafter EET) has conducted an Evaluation of the Pedagogy of Pre-school Education Study Programme (653X11002; previous code 65307S104) at Panevėžys College. In conducting their evaluation of the Study Programme, the EET have acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education) as well as being guided by the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

The External Evaluation was conducted in the period August 2013 to October 2013 with in-country evaluation taking place during the period 14 September 2013 to 21 September 2013. The Evaluation included a one-day field visit to Panevėžys College on Thursday, 19 September 2013.

This report does not paraphrase or re-present the range of information presented in the Report of the Self-Assessment Group (hereinafter SAG). Instead, it focuses on issues raised in the Self-Assessment Report (hereinafter SER) as well as raising some issues not addressed in the SER but which came to the attention of the EET during the course of the Team’s time in Lithuania, and, specifically, during the course of the field visit.

In addition to its examination of the SER, the EET 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 Panevėžys College
- Meeting with the staff responsible for the preparation of the Self-Assessment Report
- 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.)
- Examination and familiarization with students’ final works, examination material.

At the end of the field visit, the initial impressions of the team were conveyed to the teaching staff of the programme.

We would like to express our appreciation to the authorities of Panevėžys College for the manner in which we were made welcome and for the manner in which our queries and our exploration of various key issues were addressed in a professional and positive way by those with whom we came in contact at the College.

The EET would like to pay tribute to the Centre for Quality Assessment in Higher Education in Lithuania and most especially to Agnė Tamošiūnaitė for all of the support given to EET before and throughout the visit to Lithuania.

I. INTRODUCTION

According to the SER, Panevezys College (hereinafter College) consists of three academic subdivisions: two faculties and a branch. The structure of the College incorporates five centres (Studies, Career, Informational Technologies (IT), Practical training, Adult education and training Centre) and six Departments (Quality and research, International relations, marketing and projects, Personnel, Accounting and Finances, Economy, Procurement) satisfying needs of all academic subdivisions. Each of College academic subdivisions has Study Department and other departments. The structure of the College has been confirmed -as was stated in the SER- by the Academic Council on October 18, 2012 (resolution No. V4-10). It should conform to fundamental needs of high school functioning, management and development coordination needs, ensure activity objectives implementation, rational allocation of resources and usage, study quality.

The Study Programme “*Pedagogy of Pre-school Education*” (hereinafter PPE) belongs to the Faculty of Medicine and Social Sciences (hereinafter faculty of MSS). This faculty established four Departments: Pedagogy, Social Work, Health Care, Art Studies. It comprises, besides the reviewed PPE, 11 study programmes: *General Practice Nursing, Oral Hygiene, Physical Therapy, Dental Care, Beauty Therapy* (biomedical sciences study area), *Art and Technologies Pedagogy, Music Pedagogy, Social Pedagogy, Social Work, Cultural Activity Management, Tourism and Leisure Management, Law* (social science study area), *Popular Music, Music Pedagogy* (art study area).

PPE is realized in the Pedagogy Department, where two more pedagogy study field programmes are administered: *Art and Technologies Pedagogy* and *Social Pedagogy*.

The SER outlines the process of self-assessment, indicating that the self-evaluation group was formed by the order of College Director No. V1-336, November 14, 2012. By the order of Faculty Dean No. D3-55, December 7, 2012 “Due to study Programme of *Pedagogy of Pre-School Education* self-evaluation” responsibilities were distributed between group members, self-evaluation subgroups were formed and working schedule has been confirmed (in Tables 1 and 2).

Table 1. Self-evaluation preparation group, subgroups and responsibilities

Area analysed	Member of self-evaluation group	Members of subgroups
1. Aims of the programme and predicted learning outcomes	R. Kliminskas	D. Ramanauskiene, G. Lipneviciene
2. Curriculum design	R. Kliminskas, J. Seliaviene	L. Kryzeviciene, D. Andrasuniene
3. Staff	R. Pagiriene	D. Andriuniene, J. Antanaitiene
4. Facilities and learning resources	R. Jonusauskiene	M. Tonkuvienne, D. Kaliasiene

5. Study process and student assessment	D. Urboniene, R. Adomavice	D. Stropaitiene, M. Tonkuviene
6. Programme management	L. Uzaitė	B. Dalmantiene

Table 1 of the SER is reproduced here as it gives the names and areas of specific responsibility of the various members of the SAG. What is not clear from the Table is the status, role or function of those named. Individuals are named as being responsible for various sectors, but they are not listed as members of the groups which conducted the assessments in those sectors.

As EET understands from the SER, the PPE programme –as it exists today– was prepared and confirmed by the order of Minister of Education and Science in 2002. The Centre for Quality Assessment in Higher Education for international evaluation (SKVC), though, has never performed this programme evaluation before.

EET commends the Self-evaluation report team (SER) on their careful adherence to the template which aided EET in its endeavours and it is good to see both employers and students on the SER team. There is a clear attempt to be self-critical which is good to observe.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

By examining the SER, the EET marks that the assessment methods in the description of the study subjects seem to be nearly exactly the same for different subjects. Almost all descriptions mention a copied text.

For practical subjects (Cognitive Practice, Educator’s Assistant Practice, Integrated Assistant Practice in Preschool groups (3-5y), Integrated Assistant Practice in Preschool groups (6-7y) and Final Practice, though, the assessment methods were better described.

2.1.1 the programme aims and learning outcomes are well defined, clear and publicly accessible

The programme aims (Table 3, p.7) would be better if the early years element of the specialism were mentioned to make it clear what kind of specialist is being produced; at present this is rather over-generalised e.g. the use of the term ‘child’. Possibly, too, the concept of pre-school education to prepare the young child for further study should be mentioned, as should aiding the child’s social as well as cognitive development.

Table 3 (SER p.6) shows a sort of programme schedule of PPE, but in learning outcome no.4 (“Students are able to plan, organize, evaluate, analyze and document children’s activities in interactive educational interaction processes”) the specific part on “evaluation” was not mentioned in any description of the study subjects. The survey of PPE students and their practice tutors (2013, in SER p.7) also revealed that PPE students experience difficulties individualizing, differentiating educational content, analyzing and assessing children achievements and progress. (cf. 2.1.2). This gives rise to real concern in that despite all the support the students receive there appear to be serious flaws in some areas in either in the preparation for the practice or advice and guidance whilst on practice. As mentors are not trained by the college it appears that the LOs are not sufficiently targeted on how to translate theory in to practice.

In paragraph 10 (p.7) Panavezys College describes what the aim of the learning outcomes is: “to prepare graduates for highly independent professional activity in constantly changing conditions; this is why more attention is paid to student practical abilities usage, analysis, synthesis and evaluation skills strengthening”. In contradiction, the EET reads in Annex 1 five descriptions of practice-subjects of which assessment criteria are inadequate: “Cognitive Practice”, “Educator’s Assistant Practice”, “Integrated Practice in Preschool Groups (3-5y)”, “Integrated Practice in Preschool Groups (6-7y)” and “Final Practice”. As practice is the core business of a Professional Bachelors Programme in Higher Education, there seems to be a lack of information on that issue. There should be a list of objective and perceptible criteria on which students can be evaluated (at least clearly detailed in the module descriptions). This list should include attitudes and skills that students need to show in their pedagogical and didactical manifestations, during practice. As EET understood from the discussions during the visit, students’ pedagogical and didactical skills during practice were not sufficiently evaluated. There was no proof of how and where this was evaluated in the schools as opposed to in the written reports.

The SER notes in paragraph 6 (p. 5) that both the aims and the learning outcomes are publicly published on internet sites (<http://www.aikos.smm.lt> ; <http://www.panko.lt>; the Blog of Pedagogy department <http://blog.panko.lt/pk/ikimokyklinio-ugdymo-pedagogika/>) and in order to attract more motivated students the aims of PPE programme and learning outcomes are disseminated in College publication “Studijos” (“Studies”), informational flyers of College and Pedagogy department are presented during Career day events, meetings with pupils from Panevezys region organized in the freshly established (2012) Career Centre. In relation to the accessibility of the aims and learning outcomes of the study programme, quoted internet sites (English version), are not accessible for international students and do not give adequate information about aims or learning outcomes of this Professional Bachelor Study Programme PPE. Some of the sites are “under construction”. If there is some information, there seems to be no connection at all with the learning outcomes mentioned in the SER.

Part-time studies is seen by Panavezys College as being the same programme implemented over a longer time and designed for those who are already employed in pre-school education but lack qualifications. The aims and learning outcomes are the same as for the full-time programme. The college is to close the part-time programme and concentrate on full time only. However, this raises the question of viability for EET as the numbers for full time are exceptionally low.

2.1.2 the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market

The lack of any linking of learning outcomes first to the modules and then to assessment processes means that it is impossible to see if this aim or any others are achieved. Much of this can only be assessed during practice, but assessment of the practice is generally based on reports of what the students have done, or not done, with the children, as opposed to serious reflection on children’s needs and the student’s own development and need for improvement. Outcomes have to be measurable. (cf. 2.1.1).

Table 3 (p. 6) shows a sort of programme schedule of PPE, but in learning outcome no.4 (“Students are able to plan, organize, evaluate, analyze and document children’s activities in interactive educational interaction processes”). As mentioned above EET has serious concerns that in descriptions of the study subjects this stated area does not appear. This means that a very important area of professional development, namely the ability to reflect on the children’s learning and how this should be recorded and analysed appears to be missing from the theoretical part of the study. This problem was underlined by meetings with the survey of PPE students and the comment in the SER (paragraph 12).

Moreover, the EET reads in paragraph no. 40 ('Corrective actions' regarding Curriculum Design) only a slight suggestion on this: Taking into consideration needs of changing environment, student and social partners' opinion survey results to review and renew PPE study programme study subjects' content.

It might be a first step to take this 'into consideration', but it should be stressed that education is about educating, learning and evaluating processes of children's achievements, so rethinking the existing curriculum is indispensable.

The content of the programme, the learning outcomes, their mode of assessment and the lack of standardisation caused EET to question whether this programme merited being placed at Level 6 on the European or Lithuanian Qualifications Framework.

EET has concerns about the measurement of the Learning Outcomes and this area needs to be urgently developed to ensure that the programme truly meets Level 6 requirements. It is essential that a clear path from programme, to modules, to assessment practices is seen to follow the initial programme learning outcomes in order to produce a graduate of the requisite level.

The programme, according to the SER, designed to serve local needs but the data offered is for government planning not the exact needs of the local area for these graduates. Mention is made of the intention to close the part-time entry, as EET was informed that locally there are no untrained teachers working in the kindergartens. However, the very small numbers of full time students leaves EET with great concern that the programme cannot be sufficiently focussed on young children nor financially viable.

2.1.3 the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered

In general, the learning outcomes are in theory consistent with the first level of study as per Bologna Level 6 but could in many cases be better expressed, bearing in mind the need for assessment of achievement. As this is a professional degree based on practice, much more attention should be given to the skills required in the work place (cf. 2.1.1). There is a clear understanding of the need to follow the Bologna guidelines, which is good, but improvements could be made by following the wording of the Dublin Descriptors when defining the programme.

At present, although the learning outcomes are designed to be at Level 6, EET is very concerned that what the programme provides and, in particular, its assessment, is not reaching the desired level and should really be set at Level 5. Much more cognitive challenge needs to be presented to students and the programme should have a stronger emphasis on critical analysis, reflection and above all on children's learning than is, at present, evident.

2.1.4 the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other

While recognising that the phrase "pre-school" is widely used in Lithuania in descriptions of programmes such as this, this is a negative way of defining the area, as it is a description based on something else ("School Education") from which it seeks to distinguish itself. It would be best if the title of this and similar programmes were to define itself in terms of its focus, possibly describing itself as "Early Years Education", as "Early Childhood Studies" or possibly as "Early Childhood Education & Care" as all of these areas come within the ambition of the programme.

It is not clear how the individual modules can deliver the aspirations for the programmes, as they appear to be more of a collection of modules that have existed for some time, rather than being designed to focus on the child and learning through play which should be at its heart. It would be good to see clear progression in the difficulty of the material provided across the years, with an increase in the difficulty of that material and the assessment requirements. This is obvious in the teaching practice from semester to semester, but not so much in other areas where modules appear to stand alone. As mentioned above EET believes that the organisation of and assessment of the learning outcomes of the programme need clarification in order to help students attain Level 6 in European terms. There is a need for a holistic approach when planning the programme, not just seeing that theory, which will be needed on practice, is dealt with at the right time.

2.2 Curriculum design

2.2.1 the curriculum design meets legal requirements

The curriculum design has been closely aligned to the legal requirements of Lithuania and to EU directives e.g. the change to ECTS credits (point 21). Despite this attempt, there is still some way to proceed if the spirit as well as the letter of the law is to be followed e.g. the importance given to the type and quality of the assessment of students on placement and the training of all staff involved in this exercise.

The SER presents 3 target subject groups: general college subjects, study field subjects, college defined/optional subjects.

A structural learning programme, however, of PPE is not demonstrated in the SER. EET suggests to build a curriculum starting from a mission text on Early Childhood Education. It seems the PPE-team starts from existing subjects to build or adjust a curriculum. On the contrary, building a curriculum begins with setting goals, describing the aims –derived from the legal documents. Afterwards PPE-team can decide on subjects or target subject groups. There is already a vision-note and a mission-text on Panavezys College (cf. flyer „Panavezys College – State Higher Educational Institution – For 10 years together“)

There is an inaccurate foundation in the rationale and structure of the programme. Considering Annex 1 (ECTS-files), the EET assumes aims were connected to subjects, instead of deriving subjects starting with “goals to achieve” (the other way around).

We have found an example of this on learning outcome/study result 4. Students are able to plan, organize, evaluate, analyze and document children’s activity in interactive educational interaction process. (Students survey marks that this learning outcome results in difficulties in practice). Several study subjects (f.e. Educational Research Methodology, Musical Education, Career Management) indicate achieving this learning outcome 4, but neither study contents nor study subject outcomes confirm this. In “Non-formal education”, the EET has read a better connection between this learning outcome 4 and the study subject outcomes.

2.2.2 study subjects and/or modules are spread evenly, their themes are not repetitive

There is an attempt to balance the study subjects offered and an effort has been made to look for repetitive contents throughout the PPE.

Alumni talked to EET about children with special educational needs in their classrooms and more should be done on the programme by this area. However, students told EET there was a growing awareness on special needs education. That is noted as a step in the right direction, made by the PPE-team.

‘Ethnic education‘ could be covered in other modules dealing with the Lithuanian heritage leaving more time for emphasis on preparation for literacy and numeracy by acquiring skills which will underpin these later in education e.g. fine motor skills and concepts required for mathematics such as understanding that the word ‘two’ means ‘two things’.

2.2.3 the content of the subjects and/or modules is consistent with the type and level of the studies

As this is a professional bachelor study programme, EET has concerns about the amount of theoretical subjects and evaluation of writing skills (establishing papers), instead of didactical methods which encourage students’ awareness considering “learning by doing” and “learning by playing”. As they will get this example in some of the subjects, they will be convinced to use similar didactical methods with children in their practice.

The focus on “the young child” should be more explicitly at the heart of this study programme. Although lecturers told EET students of different specialities have to work on different projects during lectures (small groups are placed together for several study subjects), students do not always value this as an advantage. Students told EET that would like to spend more time during lectures learning all about young children.

There is an attempt to link subject content to the type of studies undertaken and there was a great emphasis on practical skills during the discussion in the SER (not really emphasised in the intended learning outcomes) one of the strengths of college education. It would be good to see also more emphasis on the use of data and of research skills for the use of students who in their lifelong learning should proceed to further study.

As EET compared discussions with students and alumni on the one hand and evaluations and its scores of students on the other hand, there is concern about the level of expectation of student achievement in all the modules with regard to critical analysis, which is not compatible with Level 6.

2.2.4 the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes

Content and methods of teaching used in the subject modules could be appropriate for achieving some of the intended learning outcomes, but more work needs to be done to link and map the PPE intended learning outcomes to the modular intended learning outcomes (cf. 2.2.1), the assessment tasks and the criteria for those assessments. The PPE would be improved by the inclusion of much more pedagogical use of ICT, teaching students how to use cameras, robotic toys, computers and videos/films and even phones to enhance children’s learning. The ICT module is dated, as so many students are already familiar with the use of ICT and if not support could be provided in the college by ICT support staff, with less need for tutor input to all entrants to the programme. There is an attempt to include the needs of children with Special Educational Needs in the programme content but this needs further emphasis and should be based on the concept of inclusive learning.

As only a few lecturers are 'pre-school teachers', more could be done to invite alumni for discussions during lectures in PC. They can join projects so adequate, relevant and up-to-date information from practice can be used.

2.2.5 the scope of the programme is sufficient to ensure learning outcomes

EET believes that the scope of the programme needs improvement to ensure that all the stated learning outcomes are achieved. In particular there needs to be more emphasis on how to produce independent, knowledgeable graduates with the required skills for working in the pre-school sector in the future. Attention needs to be given to the content of modules and the need for students to have up to date understanding and the ability to use technological learning aids with confidence. This is an education programme and at present much of the content seems to lack specificity with regard to the pre-school child.

2.2.6 the content of the programme reflects the latest achievements in science, art and technologies

The EET is concerned about the apparent lack of the use of modern methods that are now prevalent in the education of pre-school children, namely the use of far more ICT in the areas of art, maths and language learning and in the understanding of technology itself. Much of the craft and art work is dated; it is based on techniques used for years. It would be good to see the use of more software here and the exploration of the use of cameras to excite children's imagination. Concerns over children's health across Europe could be emphasised in the physical education module and linked to healthy eating. Eventually, the things young children need to know concerns their own natural environment, as they only have a limited knowledge of concepts as „time“ and „space“. The overall atmosphere lays too much an emphasis on the history, rather than on the future of education and stresses too much on the theory rather than on the use of these theories in the classroom. EET thinks more should be done by lecturers to look broader, search international data on good practices for didactical improvement.

2. 3. Staff

2.3.1 the study programme is provided by the staff meeting legal requirements

In the SER for PC no mention is made of the staff meeting legal requirements (p21 no.14). therefore EET has to assume this is the case but as mentioned elsewhere has concerns over the small number of staff teaching the programme who have expertise in the pre-school area.

2.3.2 the qualifications of the teaching staff are adequate to ensure learning outcomes

The qualifications of the teaching staff are generally adequate to ensure learning outcomes are covered but EET is concerned about the lack of specialists in the education of young children on the team.

At present 21 teachers participate in the delivery of the programme. Some social pedagogues with high practical experience from city educational institutions are invited to help lecturers assessment and evaluation of the final works. Staff provision is as follows: 1 docent (4.8 per cent), 17 lecturers (71.4 per cent), 3 assistants (23.8 per cent). 1 teacher has Doctoral qualifications and all others have Master's degrees or the equivalent. All teachers on the programme have at least 25 years experience of teaching. However, EET has great concerns over the lack of teachers who have actually taught in pre-schools and/or have qualifications as pre-

school teachers, or have completed research in the area. In our meeting with staff, it was clear that the majority of those teaching on the programme are not early years specialists, nor do they have experience of working in an early years environment. It is clear that, due to low recruitment, it is essential for students on pedagogy programmes to be taught together, but this seriously affects concentration on the early development of children. Students expressed concerns about this as so much of the work they undertake in modules is in groups and based on their own research as not all tutors have relevant experience with young children.

Lecturers produce books and run seminars for school staff but it is not clear if these are all related to pre-school work. EET is concerned that the development of lecturers is not always for the benefit of the student group of PPE.

There is a increasing percentage of lecturers that take part in international projects, but the use of English language still remains a problem. As the SER acknowledges this as a weakness, management staff should encourage lecturers to take part in its self-study courses of English language learning (p.17, paragraph 62). This effort should be made in order to encourage lecturers to look for international data and good practices about teacher training and didactical issues.

2.3.3 the number of the teaching staff is adequate to ensure learning outcomes

No staff student ratios are given so it is difficult for EET to judge whether staffing is sufficient. It is essential that in the SER the college makes clear what the actual ratio of staff to students taught is for each year and to show which modules are taught only to the students of this programme. There is a serious question of financial viability hanging over this programme and, in addition, EET is concerned about the lack of challenge and innovation in groups of students where such small numbers are involved.

As a result of the very small numbers of students in relation to staff, use of staff time gives EET serious cause for concern. Staff visit the practice placement centres frequently to see a group of students. This is despite the college believing in the ability of school staff and giving them responsibilities in the assessment of students. This is not an efficient use of staff time and not helpful for students who, it appears, are being too supported and guided, rather than being expected to use their own initiative and ideas. Students can then consult staff and ask for help after their working day is completed. This over-supportive atmosphere is not what is expected for Level 6 students. It is good that the staff (student and alumni reports) are readily available and supportive with good communication links, but at the level provided here it is not conducive to the maturation and independence of students and EET suspects it is a way of occupying staff for whom there is not really sufficient employment.

2.3.4 teaching staff turnover is able to ensure an adequate provision of the programme

The teaching staff have a wide variety of teaching experience in higher education, but very few have actual qualifications or experience in working in institutions where young children are taught. Staff turnover is low which hampers the recruitment of people with more practical experience in the work place. As half of the staff's age lies between 50-59, there will be a problem within 10 years (p.13, paragraph 46) if new more appropriate staff cannot be found.

2.3.5 the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme

The college takes seriously the need to provide continuous professional development programme opportunities for its staff (p.15, paragraph 55) by defining priority qualifications improvement directions in *Panevezys College Teachers and Researchers Qualification Development*

Programme. Staff are obliged to report back each year on what continuous professional development they have undertaken. Better monitoring by the college of the continuing professional development undertaken and how it links to the programme being taught would be useful. Staff in the schools are used to help in the assessment of practice and EET is concerned to find that the only qualifications required are experience. It is essential that all staff, who mentor students in the work place are trained, to ensure that the quality of assessment is consistent and closely related to module learning outcomes and criteria for assessment. Possibly the problem here is again that the programme is task oriented rather than skills oriented. The college should take on the responsibility of training mentors and guiding them in the assessment of students.

2.3.6 the teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed

Many members of staff are actively involved in writing and preparing study materials, providing training for teachers and are engaged in research and in projects. However, the relevance of this research to young children is in question. More publications in internationally refereed journals would be good and this would be assisted by the provision of foreign language learning. The lack of this is holding back staff improvement, which the college recognises. It also tends to limit the use of foreign language sources by students, as such sources are not recommended by their tutors on reading lists.

Part-time students were taught by exactly the same staff as the full-timers.

2.4. Facilities and learning resources

2.4.1 the premises for studies are adequate both in their size and quality

The PPE has a wide variety of rooms, both specialist and general, to use for the programme delivery. These include classrooms, lecture rooms and working places. Premises allocated for studies meet requirements of hygiene norms, work and fire safety . The SER (paragraph 63) reports no problems with the adequacy of provision in this area, which is unsurprising due to the dropping numbers of students.

2.4.2 the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality

Room sizes are adequate for the needs of the students and adequate hardware is available (paragraph 65). However, it would be good to see the provision of more interactive whiteboards and more software related to early years pedagogy. The library has been updated and databases have been provided. Computers with internet access are available for student use in the library and reading rooms. Teachers and students have access to portable computers and multimedia, video playback equipment, video camera, camera, voice recorder, scanner, multifunction copiers and printers. Recently new computers have been purchased to aid student and staff learning. Internet access is provided in the student accommodation. „Moodle“ and „Windows Live @ edu“ is used for distance learning and for the dissemination of information to students (paragraph 66). Databases are available but EET is concerned that these are little used by students when preparing assessment papers. Neither are they cited by staff in module booklists.

2.4.3 the higher education institution has adequate arrangements for students' practice

Paragraph 68 and the meeting with employers demonstrates to EET that PC has a good relationship with its partners who provide practice placements for students. Practice places for PPE programme students are chosen following these principles: conformity of institution working places to study programme learning outcomes; suitable institution employees – practice tutors professional qualification and work experience with students. According these principles a Contract is made between College, Institution and Student on practice performance. 23 contracts on practice organization with educational system institutions and 12 cooperation contracts are signed. All PPE students have possibilities to participate in their practice on defined time according to the schedule designed and confirmed at the beginning of the study year, choosing practice places from a College confirmed list. However, students on a flexible programme are allowed to choose their base institutions for early practice and this, to some extent, gives EET cause for concern that their needs may not always be met as regards variety and quality of experience. As previously mentioned EET has grave concerns about school staff being expected to assess student achievement without adequate training. The meetings with staff and employers and examination of practice work produced by students worried EET, as assessment quality was at a very low level, focussed on reports of activities with the children with little or no analysis or true reflection. This is not Level 6 work.

2.4.4 teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible

Teaching materials prepared by staff and related to module content have been made available to students via the Moodle environment. Some of these are directly related to work in the classroom. These publications include practical tasks for the students to work on to enhance their learning. They are also available in the library for students to consult and a great deal of the programme related material is available from the college library via the website and Moodle. In addition, students on the PE programme are provided with methodological guides to help in the preparation of practical work for use in schools.

There is however a lack of material in the library in foreign languages, limiting student experience, in particular, in exploring international ideas. This is linked to the lack of foreign material on booklists supplied with modules. Although databases are available, little reference is made to them or to possible internet sites on individual module guides.

Paragraph 71 of the SER says the college community can use several databases to explore and use national and international literature and data.

EET, however, found that there is an almost total lack of any foreign references in the dissertations and other written work. Almost all material used is published in Lithuania with no reference being made to the material available on research databases. Analysis of students' work confirmed to EET the lack of foreign references, even in the final works.

2.5. Study process and student assessment

As mentioned above, as a result of examining the SER and the meetings with staff and students EET would like to draw to the attention of the team to the need to vary assessment practice to meet specific subject area requirements. Methods of assessment for practice are clearer but the lack of emphasis on practice in the classroom as opposed to reporting is not helpful for students or potential employers.

2.5.1 the admission requirements are well-founded

Admission requirements follow the law and the requirements for entry to HEIs (colleges) and are based on competition related to performance in secondary school. The level of applications appears to be high and of reasonable quality but the intake is very small and coupled with drop outs (especially in year 1) puts this programme at severe risk.

Despite the claims that these graduates are needed in the country, it appears that not all graduates of the PPE programme go on to work in the field in which they were trained, which is a waste of resources. The small numbers give rise to questions about the viability and sustainability of this programme.

Prospective students take the national motivation test but it is not closely linked to pedagogy for very young children and is, as a result, somewhat over-general in its questions and students told EET that they can guess at the correct answers.

2.5.2 the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes

Study hours are long in comparison with those in other countries. Possibly more effort could be made to shorten contact hours and put more time into self-study, possibly by combining modules where there is overlap. The SER notes that those entering with high grades from schools had the highest achievement on the programme (paragraph 79). It would be good for PC to consider how those entering with lower grades could be helped to achieve at a higher level. One measure of a good HEI is what value it adds to students while they study.

Studies are organised on a semester basis with a balance of modules and credits between the semesters. It is good to see that the Faculty has developed a student dropout prevention plan to prevent students from dropping-out in case of academic failures (paragraph 80). However, EET has concerns that due to the small numbers the college does everything it can to retain students even those who possibly should be asked to leave.

Lack of any failures due to a lack of academic achievement or poor performance on teaching practice is highly questionable. It is a common problem across the country no one fails. The financial viability of the programme gives EET serious cause for concern. In addition the low standard of the final dissertation and marking practices (very high grades) asks questions about the programme's quality.

2.5.3 students are encouraged to participate in research, artistic and applied research activities

According to the SER Panavezys College stimulates students' applied scientific activities. Active involvement of students into activities is achieved by organizing public discussions on study quality issues, student scientific work conferences, involving students in scientific and project activities, organizing together non-formal activities. The College Scientific Students' association started its activities in 2010-2011. Participation in scientific activity is a priority of the Faculty academic community. Every student is stimulated to get involved into applied research. Students are continuously provided with information about possibilities to write scientific publications, reports, participation in conferences. Regulation of grant payments for the students provides financial stimulation for students participating in scientific activities. In 2008-2012 PPE students prepared and presented 6 reports in student scientific-practical conferences in College and other higher schools, their publications are presented in conference publications. Participating in scientific – practical conferences helps students get acquainted with the newest pedagogical science achievements, practical activity actualities. Research skills are encouraged in the writing of term papers and by research based in the practice placements, but it would be good to see

more emphasis on research methods in the modules and especially on the ethics of conducting research. Critical analysis too is lacking in the written work examined and, without this, project and research work is of little value to the student.

Much more attention needs to be given to training students to undertake research, the first section should include an examination of previous research using a variety of sources including a good selection of foreign texts. The Methodology sections should justify the data collection methods chosen, supported by reference to research theory texts, use wider range of data collection methods other than questionnaires and a section on research ethics and how they have been considered. The final section which, at present, in most cases is only a page in length should include discussion of the research findings in comparison with what has been written about in the literature section – are the findings similar or different and if so what are the possible causes for this? There should also be an evaluation of the student's own research practice and how the work was undertaken, where improvements could have been made or a different approach taken.

According to the SER, by participating in scientific-practical conferences, the students get acquainted with the newest pedagogical scientific achievements, though this does not seem to have spilled over into the programme itself.

2.5.4 students have opportunities to participate in student mobility programmes

Panavezys College students are stimulated to participate in exchange programmes. Study regulation defines that students studying on behalf of mobility programmes are eligible to be assessed for study and practice terms according to the ECTS credit transfer system.

However, during the period under assessment only one student from PPE attended an Erasmus programme and was in practice placement in Norway in Tonsberg city kindergarten. This lack of overseas experience is regrettable, especially as funding is available.

From February 1, 2013 the Pedagogy Department had two incoming pedagogy students from Poland and three students from Turkey. EET suggests to extend the possibilities for incoming students to choose subjects in English language in PPE, so numbers of incoming students will increase.

2.5.5 the higher education institution ensures an adequate level of academic and social support

Panavezys College continuously provides for PPE programme students' academic, informational-consultation, methodical assistance. Lecturers have prepared descriptions of teaching subjects where programme content, scope, study methods and student achievement assessment order, scope of autonomous work is presented and literature needed for studies and other informational sources are listed. This description is presented before subject teaching. This is defined in the College Study Regulation. Study Department staff introduce students to the study organization order in the meetings with academic groups. All students have possibilities to consult with lecturers during allocated consultation time (Timetables are announced in the Department) and according to their needs, they individually schedule consultation time with lecturers.

There is student social support mechanism in action in the College and a student financial assistance system is in development. In February 2013 College Academic Council confirmed Panevezys College Student Support Programme, which includes various student support forms. Scholarships are provided according to a Government defined order and College Scholarship Regulations. Scholarship area awarded twice per year according to previous semester study results. Achievement intervals and scholarship amounts according to College Scholarship Regulations are defined by the Faculty Scholarship Commission. In 2012-2013 for autumn

semester results these scholarship amounts and achievements' intervals were defined: students, who have average semester assessment grade of 10, a 200 Litas scholarship was paid (this scholarship was granted for one PPE student), with the average from 9 to 9,9 – 115 Litas (6 PPE full time students). Students also get Social scholarships of 390 Litas, these scholarships are regulated by the Government. Half (50 %) of the year 2010 and later entrants of pedagogy study programmes are paid the target 400 Litas scholarship. This scholarship was granted for 10 PPE programme students. From 2011 a study price compensation for best students mechanism has been in action.

College activity is oriented to social exclusion groups taking care of persons with disabilities. Students with disabilities, by the order defined in Lithuanian Republic legal acts, have a right to receive benefits for special needs satisfaction and study expenses compensation. Study Department helps students' to do paperwork. From 2011 the College has participated in a Governmental Study Fund project. Study accessibility assurance for students with special needs, one of the activities – target benefits provision for study accessibility improvement, informational and physical environment adaptation for students with special needs. In 2012 main College building was equipped with a special elevator for the disabled, learning aids and tools were purchased (e.g. special computer mice, easels). Following regulations of Government and Lithuanian science and study Fund and by the College proposal students can get financial loans. During the analyzed period PPE students did not use the possibility to get a loan. All full and part time students are provided with the possibility to live in the renovated College Hostel. Survey of the students conducted in 2012 shows that most of the students (75 %) think, that state provided social financial support is just satisfactory. Financial support is directly related with State financial possibilities.

2.5.6 the assessment system of students' performance is clear, adequate and publicly available

Assessment systems and criteria are set out for students. Student involvement in seminars and projects is included. An ethics code covers student behaviour as regards honesty and plagiarism is covered by use of the Lithuanian electronic system.

Part-time students have the same regulations to follow as full-timers.

EET found that 5 ECTS-files (in Annex 1) regarding practice-subjects, are incomplete: "Cognitive Practice", "Educator's Assistant Practice", "Integrated Practice in Preschool Groups (3-5y)", "Integrated Practice in Preschool Groups (6-7y)" and "Final Practice". As practice is the core business of a Professional Bachelors Programme in Higher Education, there seems to be a lack of information on that issue (cf. 2.1.1).

EET has concerns over the assessment of teaching practices and the use of school reporting, as well as the involvement of PC staff. This is a vital part of training teachers and mentors need specific training and should work with college staff to arrive at assessment decisions. Presentations of work done by students, even if reflective, are not as accurate as continuous monitoring and observations of students in the classroom. EET suggests PC urgently examine the way in which teaching practice assessment processes are organised, to make them more focussed on student performance, relationships with children and above all on their ability to reflect and critically analyse their own performances. At present, there is virtually no evidence in written work of reflection; these areas in reports are more a list of what was done or not done. PC needs urgently to train staff, school staff and students on how to critically reflect and on the values of being able to do so. The final pedagogical thesis should be renamed as a Teaching Portfolio and clearly set out, with evidence, the student's reflections on their performance, strengths and where more training needs to occur. This can be of great help to future employers.

At present these works are more a description of what has been done, not a critical reflection on performance.

2.5.7 professional activities of the majority of graduates meets the programme providers' expectations.

The professional activity of graduates meets programme implementers' expectations. Table 13 (paragraph 99) shows most graduates do find a job as a teacher in a Kindergarten. Employers confirmed this during discussions with EET. However, EET is really concerned when those employers say the grade for final practice does not reflect the main strength of a graduate as a teacher. Things such as creativity, commitment and initiative are not shown in the grade. This stresses again the urgent need of a valid and an effective assessment on teaching practice of the students.

There were no graduates out of fulltime studies PPE during the assessed period (2008-2012), only part-time study graduates. Now PC has decided to take no more part time-students, will there be any graduates in the future for PPE? EET found during the visit there were only 5 first-year students in 2013-2014.

2.6. Programme management

2.6.1 responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated

Quality assessment and improvement is related with the College strategic goals and tasks. The SER claims that the Quality Assurance System implemented in the College guarantees students' needs with regard to study programmes design, regular monitoring and periodical assessment. A study programme monitoring and assessment order defined in the College study programme management set of procedures, which taking into account academic community, employers observations and legal acts is regularly renewed. The latest document edit was confirmed by March 29, 2012 Academic Council resolution No. V4-4. In the set of procedures it is clearly defined which College structural subdivisions and/or employees are responsible for different study programme implementation and development stages, the decision making order is described and the study programme preparation, confirmation, monitoring, assessment, development process are included. Study programme implementers follow these Academic Council confirmed documents: Study Regulation, Study programme management set of descriptive procedures., Subject (modules) attestation order, Learning outcomes assessment order, Study results legibility order, Final works (projects) preparation and defence order description.

From 2011 College has been implementing the European Social Fund Agency financed project Development of internal study quality management system in Panevezys College (VP1-21-SMM-04-K-02-014). In a renewed Quality Management system model integrated Total Quality Management Principles, European Higher Education Framework and General Assessment Model. Quality manual and 23 procedure schedules were certified on 12.03.2013. New study programmes preparation and accreditation, implemented programmes maintenance, internal assessment and accreditation stages and implementers defined in the procedure Study programmes preparation, evaluation and development description. Description specifies study programme renovation, quality monitoring, internal and external assessment actions, documents,

defines responsibilities for decision making. EET is pleased to see that the College has a serious approach to quality management processes.

In the study programme implementation, renovation and quality management processes the study programme Committee (hereinafter – Committee) participates directly, whilst the Faculty Dean and Vice Dean, Deputy Director for Academic Affairs, Academic Council; Director and Quality and Research Department participate indirectly. The Director confirms study programmes' Committees and study programmes self-assessment groups, Deputy Director for Academic Affairs coordinates study programmes' management processes. Academic Council confirms study programmes and analyses study quality issues; Quality and Research Department looks after College internal Quality Management system functionality. On the Faculty level the Dean and Vice Dean have delegated functions. In the Faculty specific study programmes study process is organized and controlled: semester lectures, examination sessions Timetables, coordinated optional subjects studies are controlled and in the Dean's office final work or practices cases are discussed and proposals to the Academic Council on studies implementation and quality development are prepared and presented. Study programme Committee and Department solves specific pedagogy studies organisation and process material and methodical supplies, study quality improvement, teachers' working load distribution, programme changes, study subject descriptions and expanded programme preparation, confirmation, final work tutoring, final assessment, cooperation with social partners and other issues.

PPE programme implementation is managed by the Committee confirmed by the College Director 18.05.2011 Resolution No. V1-165, elected in Department meeting. It includes 5 persons: Chairwoman, Head of Pedagogy Department, lecturer R. Pagiriene, members: lecturer L. Kryzeviciene; lecturer D. Stropaitiene, practical training tutor, lecturer M. Tonkuviene and Panevezys Kindergarten "Puriena" Deputy Director for Education, educator supervisor J. Seliaviene. PPE programme coordinator's R. Pagiriene's pedagogical, scientific, practical experience is sufficient, her activity content meets study programme field.

Students participation in programme management is related to studying and practicing responsibility. Students are obliged to participate in theoretical and practical activities, perform autonomous work tasks, according their possibilities participate in academic mobility, practice, prepare and defend their final work or pass final examinations, participate in applied science activities. Students' direct involvement in programme management is ensured by the regular organizing of discussions with academic groups, surveys and participation of students' representatives in the study programme internal assessment group. Teachers are responsible for study subject expanded programme and methodical material preparation, teaching quality, subject (module) attestation and improvement. Employers' participation in programme management is ensured by cooperation contracts, work in the study programme Committee, participation in learning outcomes assessment, round table discussions, surveys on students' preparation for practice and graduates preparation for professional activity.

The SER makes it clear that all involved, from students to management and cooperating institutions that provide practice places, are a partnership which is designed to ensure programme quality. Suggestions for improvement of the PPE are welcomed from any of the groups involved and acted upon.

When a vision and a mission text had already been developed by PC, PPE should start from that text to explore its own individuality within the pedagogic field.

Despite the attempts to carefully manage the programme, recruitment is a serious problem and EET considers that the programme is at present not financially viable or sustainable, unless there are greater numbers of incoming and continuing students despite the assurances received during the visit.

2.6.2 information and data on the implementation of the programme are regularly collected and analysed

PC takes the collection of information about the PE programme quality seriously and this is done in a variety of ways. The students' experience on practice is discussed with students, teachers and practice leaders. Students' and graduates' opinions are sought and analysed. At least once a year programme quality is discussed and also at the end of each practice period. EET feels that PC is making an effort to improve quality and to serve student and employer needs.

2.6.3 the outcomes of internal and external evaluations of the programme are used for the improvement of the programme

Data is collected from all agencies concerned with the programme experience and delivery and this is used in discussions and activities in PC in order to attempt to improve the programme. Subsequently, it would be useful to develop an action plan for improvement. It is clear that PC is collecting and attempting to use data (last five years of the programme) in order to bring about improvements.

2.6.4 the evaluation and improvement processes involve stakeholders

The stakeholders and social partners of the college are closely involved in discussions about the programme and how it fits the needs of employers. Suggestions for changes in the practical training are made and results of the programme are shared. There is obviously close cooperation with stakeholders whose views are taken seriously.

However, EET are highly concerned about the excessive level of support given to students during practice from the PC staff. In addition, the College does not train mentors to help with student assessment, relying on 'the long experience of the teachers' in the kindergartens. This is not the way to ensure quality, as experience does not mean that a teacher has the knowledge or ability to assess students. Proper training needs to be given to ensure consistency of assessment processes and an equitable standard of quality across the schools used for practice placements. In addition, the excessively high marking of written work is not consistent with European standards.

2.6.5 the internal quality assurance measures are effective and efficient

The SER claims that the internal quality assurance measures which are used are effective. Teachers perform analysis of their activity, initiate student surveys and express their opinion on quality assessment procedures, research methods and instruments choice, propose measures for quality improvement. Teachers' responsibility for evaluating and improving quality is reflected in continuous study subject content, methods, tasks, intermediate assessment for renovation, development of methodical resources, development of cooperation with students and trust, optimization of students' autonomous work. The personal contribution of every teacher to programme quality is individualized, but keeps to fundamental College policy directions. This strive for programme content improvement, student achievements' assessment, methodical maintenance of the subject, identification of students' acquired professional competences, obligation to concentrate attention and direct self-academic, projects, applied science, consultation and organizational activity to College activity areas and strategic goals is clearly embedded into the programme.

It is clear that PC takes the reviews of its programmes seriously. However, EET suggests it would be useful to work within a specific QA-system (maybe the one that was gained by the college). The over high marking does not give EET confidence in the application of the system.

Students also are encouraged to reflect on and improve their own performances. In addition, reflection is not a strong point, as demonstrated by the written work seen by EET. There are constant efforts to update and improve the programme based on changes to the law e.g. change to the ECTS credit system and as a result of internal QA discussions. Student feedback is taken seriously and acted upon, as is that of the stakeholders. There were various examples given to EET of changes that had been made as a result of student or stakeholder comments. However, the insular nature of the area and the lack of experience outside it has, it appears, shielded staff, students and employers from what is happening elsewhere in Europe. The level of work produced and the assessment processes are not of a high enough standard.

III. RECOMMENDATIONS

1. PC needs to re-examine the programme and to place learning and play at its heart. Learning outcomes need to be followed through into each module and linked to assessments.
2. More staff need a background in teaching and researching into the learning and development of young children.
3. Assessment process need to be re-examined to ensure higher standards and must, for practice, include substantial amounts of critical reflection. A serious review of marking standards needs to be undertaken.
4. School staff need specific training on how to mentor and assess students and should be involved in a discussion of final grading of practice to ensure that marking is equable. Practice should be at the forefront of the programme.
5. The final thesis and the pedagogical final practise should be more clearly separated and much more attention given to critical reflection, research ethics and discussion. The final thesis must include a section on the ethics of the research, a discussion of the methods chosen to collect data justified by reference to research theory, should be more closely related to young children and as the work is small the titles should be realistic. Much more discussion of the research findings in relation to the literature examined in part one needs to be undertaken and a serious effort made to ensure students use foreign material in the literature search to widen the information provided. The pedagogical final practise needs to be renamed as a teaching portfolio and used to aid student improvement by pointing out where further development needs to occur when the students becomes an employee.
6. The College needs to seriously examine the numbers of students that it is recruiting to the programme and consider if entry every 2 years, rather than yearly would make for more viable numbers.

IV. SUMMARY

Main positive and negative quality aspects of each programme evaluation area and recommendations for the improving of quality of the study programme.

The Self Evaluation Document is well organised and attempts to adhere to the given template which is of great use to EET.

PC is facing up to the difficulties caused by the national problem of emigration and a dropping demographic cohort from which to recruit.

The College is making efforts to use intended learning outcomes but these need further work to link these more specifically into modules and then into assessment.

PC is working hard to improve quality and has faced up to difficult financial problems and dropping numbers in a positive way, changing staff structures and the college administration.

PC has gained a recognised quality mark.

The programme of practice is progressive.

The visits to a variety of workplaces in the first practice, is a good idea to show how different approaches to working with young children exist. It would be good to see that all students have a wide variety of placements in practices.

Intended learning outcomes for the programme are often knowledge based, too little focus on practise skills.

Recruitment of students onto the programme is a problem.

Staffing of the programme needs to be more oriented to those with qualifications in pre-school work, or those who have worked in pre-school and research should be more focussed on young children and their needs or on the needs of staff in pre-schools.

Lack of travel outside of the area and Lithuania in general hampers students' wider understanding of the field. This is adversely affected by the lack of language skills. More staff from abroad need to be brought in on exchange.

Students are too well supported on practice by college staff who constantly visit. This can lead to a dependency culture. More attention should be paid to the training of mentors who assess the students in practice. It is not sufficient to be experienced in the role of a pre-school teacher; training how to assess student achievement against criteria based on intended learning outcomes is essential to ensure the same standard of quality for all.

The assessment of practice is problematic as so much weight is given to the student's report and presentation. Practice must be assessed by seeing what students do. The standard of work in the report and in the pedagogical final practise is very low and lacks any real ability to be reflective and analytical. It would be advisable to change this pedagogical final thesis to a Teaching Portfolio as suggested above with critical reflection on the student's strengths and weaknesses.

The final thesis is seriously lacking in analysis of the student's findings in relation to the literature used. There is a serious lack of use of foreign research material, most references are from Lithuania. Teaching about research ethics must be carefully considered and students cover this in their thesis methodology section, showing their awareness of the concerns that have to be considered when researching with young children. Confidentiality is essential and no harm must come to anyone involved in the research. Staff need to look at the titles of theses as they are too broad and, in some cases, grandiose. This is a small piece of work and the scope should be kept simple. It is expected that a variety of data collection methods should be used to ensure triangulation. There is too much reliance on questionnaires, which tell us little about feelings and attitudes, too many wasted pages of bar and pie charts and, in many cases, too few words.

Grades awarded are far too high for the work produced and there is a very worrying lack of failures. This tells EET that standards are not sufficiently high, as in most EU countries students are told to leave due to academic failure or an inability to cope with the challenges of practice.

Students want more practical examples in PPE classes which are too theoretical and more applied methods to use in classrooms in other modules.

ICT needs a more pedagogical focus; how to use technology with children to aid their learning.

V. GENERAL ASSESSMENT

The study programme *Pedagogy of preschool education* (state code – 653X11002) at Panevezys College is given positive evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	12

*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:

Dr. Gillian Lesley Scott Hilton

Grupės nariai:
Team members:

Prof. dr. Peadar Cremin

Kelly Van Driessche

Doc. dr. Tomas Butvilas

Sandra Kaleininkaitė

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Panevėžio kolegijos studijų programa *Ikimokyklinio ugdymo pedagogika* (valstybinis kodas – 653X11002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	12

* 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)

IV. SANTRAUKA

Pagrindiniai kiekvienos programos vertinimo srities teigiami ir neigiami kokybės aspektai ir rekomendacijos, kaip gerinti studijų programos kokybę.

Savianalizės dokumentas yra gerai sudarytas, stengiasi laikytis duoto šablono, visa tai labai palengvino ekspertų grupės (EG) darbą. .

PK patiria sunkumų dėl emigracijos problemos šalyje ir mažėjančio demografinio sluoksnio, iš kurio priimami studentai.

Kolegija stengiasi naudoti numatomus studijų rezultatus, tačiau juos reikia toliau tobulinti, kad jie būtų konkrečiau susieti su moduliais, o po to – su vertinimu.

PK labai stengiasi gerinti kokybę ir pozityviu būdu įveikti sudėtingas finansines bei mažėjančio studentų skaičiaus problemas, keisdama personalo struktūras ir kolegijos administraciją.

PK gavo pripažintą kokybės ženklą.

Praktikos programa yra progresyvi. Apsilankymai įvairiose praktikos vietose pirmosios praktikos metu yra gera idėja norint parodyti, kokie gali būti skirtingi darbo su mažais vaikais principai. Būtų gerai, kad visi studentai turėtų didelę praktikos vietų įvairovę praktikų metu.

Numatomi programos studijų rezultatai dažnai yra paremti žiniomis ir per mažai koncentruojami į praktinius įgūdžius.

Studentų pritraukimas į programą kelia problemų.

Programoje turėti būti įdarbinama daugiau ikimokyklinio ugdymo darbo kvalifikaciją turinčio arba dirbusio ikimokyklinio ugdymo įstaigose personalo, o moksliniai tyrimai turėtų būti labiau susiję su mažais vaikais ir jų poreikiais arba su personalo poreikiais ikimokyklinio ugdymo įstaigose.

Tai, kad studentai neišvyksta už savo regiono ir Lietuvos ribų, trukdo jiems plačiau suprasti šią sritį. Tam neigiamą įtaką daro nepakankamas kalbų mokėjimas. Vykdam mainų programas reiktų pritraukti daugiau personalo iš užsienio.

Studentams praktikos metu per daug padeda kolegijos personalas, kuris nuolat juos lanko. Tai gali sukurti priklausomybės kultūrą. Daugiau dėmesio reiktų skirti mentorių, kurie vertina studentus praktikos metu, mokymams. Nepakanka būti patyrusiu ikimokyklinio ugdymo mokytoju, labai svarbu mokyti, kaip įvertinti studentų pasiekimus vadovaujantis kriterijais, paremtais numatomais studijų rezultatais, kad visiems būtų užtikrinti vienodi kokybės standartai.

Praktikos vertinimas yra probleminis, kadangi labai didelį svorį turi studento ataskaita ir pristatymas. Praktika turėtų būti vertinama pagal tai, ką studentai daro. Ataskaitos ir baigiamosios pedagoginės praktikos darbo standartas yra labai žemas, stokojama bet kokių realių reflektavimo ir analitinių sugebėjimų. Patartina pakeisti šį baigiamąjį pedagoginį darbą į Mokymo aplanką (*portfolio*), kaip buvo siūloma pirmiau, kritiškai vertinant studento stiprybes ir silpnybes.

Baigiamuosiuose darbuose itin trūksta studentų gautų duomenų analizės, siejant juos su naudota literatūra. Naudojama labai mažai užsienio šaltinių, dauguma pateikiamų nuorodų yra lietuviškos. Reikia apsvarstyti mokslinių tyrimų etikos mokymą, studentai turėtų šią temą įtraukti į savo baigiamųjų darbų metodikos dalį, taip parodydami, kad supranta, kokius į svarbius aspektus reiktų atsižvelgti atliekant tyrimus su mažais vaikais. Labai svarbu laikytis konfidencialumo principo ir nė vienam moksliniame tyrime dalyvaujančiam asmeniui negali būti pakenkta. Personalas turėtų peržiūrėti šių darbų pavadinimus, kadangi jie – per platūs, o kai kuriais atvejais net grandioziniai. Tai nedideli darbai ir jų užmojis turėtų išlikti paprastas. Pageidautina, kad trianguliacijai užtikrinti būtų naudojami įvairūs duomenų rinkimo metodai. Per daug pasikliaujama apklausomis, kuriose per mažai pasakoma apie jausmus ir požiūrius, per daug nereikalingų puslapių su diagramomis ir schemomis ir daugeliu atveju – per mažai žodžių.

Už atliktą darbą skiriami pažymiai yra per aukšti ir labai mažai nepatenkinamų rezultatų, o tai kelia susirūpinimą. Tai parodo EG, kad standartai nėra pakankamai aukšti. Daugelyje ES šalių studentai išmetami dėl akademinų nesėkmių arba jei jie nesugeba susidoroti su praktikos iššūkiais.

Studentai norėtų gauti daugiau praktinių pavyzdžių IUP paskaitų metu, kurios yra per daug teorinės, ir sužinoti daugiau taikomųjų metodų, kuriuos galėtų taikyti kitų modulių paskaitų metu.

Informacinės komunikacinės technologijos (IKT) turėtų būti labiau susietos su pedagogika: kaip naudoti technologijas su vaikais, kad būtų galima padėti jiems mokytis.

III. REKOMENDACIJOS

1. Panevėžio kolegijai (PK) reiktų dar kartą išnagrinėti programą ir sukcentruoti ją į mokymąsi bei žaidimą. Kiekviename modulyje studijų rezultatai turėtų būti iki galo įvykdyti ir susieti su vertinimu.
2. Daugiau personalo narių turėtų turėti mokymo ir mokslinių tyrimų, patirties, susijusios su mažų vaikų ugdymu bei raida.
3. Vertinimo procesą reiktų dar kartą išnagrinėti, kad būtų užtikrinti aukštesni standartai, ženklią dalį praktikos vertinimo turėtų sudaryti kritinė refleksija. Reiktų rimtai peržiūrėti pažymių skyrimo standartus.
4. Mokyklos personalas turėtų būti specialiai mokomas, kaip vadovauti studentams ir juos vertinti, jis turėtų dalyvauti aptariant galutinį praktikos pažymį, kad būtų užtikrinamas, vertinimo tolygumas. Praktika turėtų būti pirmoje programos vietoje.
5. Baigiamasis darbas turėtų būti aiškiau atskirtas nuo baigiamosios pedagoginės praktikos ir daug daugiau dėmesio skiriama kritinei refleksijai, mokslinių tyrimų etikai bei diskusijai. Baigiamajame darbe turėtų būti įtraukta pastraipa apie mokslinių tyrimų etiką, aptarti duomenų rinkimui pasirinkti tyrimų metodai, pagrindžiant jų pasirinkimą nuorodomis į mokslinių tyrimų teoriją, jie turėtų būti labiau susiję su mažais vaikais, ir kadangi darbas nėra didelės apimties – jo pavadinimas turėtų būti realistiškas. Reiktų išsamesnio tyrimo rezultatų aptarimo, siejant juos su pirmoje dalyje nagrinėjama literatūra, taip pat reiktų imtis rimtų pastangų siekiant užtikrinti, kad studentai naudotųsi užsienio medžiaga ieškodami literatūros, siekiant praplėsti teikiamą informaciją. Baigiamoji pedagoginė praktika turėtų būti pervadinama į mokymo aplanką (*portfolio*), kuris būtų naudojamas siekiant padėti studentams tobulėti tiksliai nurodant kuriose srityse, studentui įsidarbinus, bus reikalingas tolimesnis tobulinimasis.
6. Kolegija turėtų rimtai peržiūrėti į programą priimamų studentų skaičių ir nuspręsti, ar priėmimas kas 2 metus, o ne kas metus, pagerintų šį skaičių.

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