



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
STUDIJŲ PROGRAMOS "PEDAGOGIKOS STUDIJOS"
(*valstybinis kodas – 631X10011*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "PEDAGOGY STUDIES" (*state code -631X10011*)
STUDY PROGRAMME
at Kaunas University of Technology

Review' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Pedagogikos studijos
Valstybinis kodas	631X10011
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Laipsnio nesuteikiančios
Studijų forma (trukmė metais)	Nuolatinė (1); iššęstinė (1.5)
Studijų programos apimtis kreditais	60
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Mokytojo kvalifikacija
Studijų programos įregistravimo data	2014

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Pedagogy studies
State code	631X10011
Study area	Social studies
Study field	Pedagogy
Type of the study programme	University studies
Study cycle	Non-degree
Study mode (length in years)	Full-time (1); part-time (1.5)
Volume of the study programme in credits	60
Degree and (or) professional qualifications awarded	Teacher
Date of registration of the study programme	2014

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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 programmes is based on the **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 (hereafter – 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 main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme 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 self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Guidelines for improvement of KTU study programmes

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

Kaunas University of Technology (KTU) is a public research university located in Kaunas, Lithuania. With almost 11.000 students, it stands as the largest technical university in the Baltic States. It offers 135 academic studies (bachelors, masters and doctorates), 39 of which are taught in English.

Faculty of Social Sciences, Arts and Humanities.

The Faculty was established by merging the Faculty of Social Sciences, the Faculty of Humanities and the Institute of Europe in January 2014. Long-standing traditions serve as the basis for a multidisciplinary approach to studies and research.

The Faculty of Social Sciences, Arts and Humanities has 23 study programmes, of which of which 80 are Bachelor's, 10 are Master's, 4 Doctoral studies and 1 non-degree professional programme *Pedagogy studies*, that to be assessed.

A previous evaluation of the programme was carried out in 2014. In this process, the programme was accredited for 3 years and 5 recommendations for improvement had been stressed mainly: ensure the compliance with the 6th level; elaborate a study plan layout and improve the content in order to avoid repetition, so that the programme structure would match intended results; improve descriptions of courses; give more attention to the selection of mentors; give more attention to the changes in faculties needed for the programme; pay more attention to programme management and programme quality assurance processes. The previous report also made recommendations for the development of practice component. As will be discussed below in the analysis, these recommendations have been addressed to varying degrees, although, some require further focused effort. More generally, however, the review panel urges the programme management to use all reports (past and present) to inform ongoing programme development and improvement. Programmes requires continuous development according as needs change and according as new possibilities emerge with regard to curriculum, resources, partnership with others, the professional development of staff, and innovation in the use of pedagogical approaches and methodologies.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 04/04/2017.

- 1. Dr. Cathal de Paor (team leader)**, *Mary Immaculate College, Senior Lecturer, Director of Continuing Professional Development, Ireland.*
- 2. Prof. dr. Larissa Jogi**, *Tallinn University, Institute of Educational Science, Professor of Andragogy, Estonia.*
- 3. Hanne Koli**, *House of Leading & Learning Ltd., Director, Finland.*
- 4. Dr. Ramutė Mečkauskienė**, *President of Association of Lithuanian school principals, Principal of Vilnius Virsuliskiu school, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme objectives and intended learning outcomes are well-defined, and publicly announced on the KTU website. The objectives are described in five areas; knowledge and its application, research skills, subject-specific skills, social skills and personal skills. There are numerous learning outcomes provided under these areas for example personal skills, although it is not sufficiently clear how they reflect the priorities and deliberations resulting from the design process, i.e., the university teachers and management team responsible for the programme. While the intended learning outcomes have clarity, they could be expressed in more concrete terms thereby enabling achievement criteria to be more readily identified, and more explicit about what the programme is offering in terms of a commitment or promise upon successful completion.

Programme objectives and intended learning outcomes are linked to the state, societal and labour market needs. The SER indicates that further work is envisaged with regard to implementing the expectations of social stakeholders to inform a future revision of the outcomes, planned for September 2017. However, this raises the question as to why the revision hasn't been carried out before now, thereby being more responsive to the expectations of the schools.

The objectives and intended learning outcomes correspond to the mission, operational objectives and strategy of the university. However, as noted, it is not always so clear how they result from the distinctive priorities and deliberations of the programme team.

The objectives and intended learning outcomes are linked to academic and professional requirements. However, the study programme relies a lot on a transitions-type or transfer-type approach to knowledge using recorded lectures, and the completion of assignments, mostly on an individual basis. There is less opportunity for interaction between students and the co-construction of knowledge through creative and more problem-based methodologies. It raises the question as to whether the potential of the technology is being fully exploited so that the kind of learning and competences envisaged in the intended learning outcomes are being fully supported. The learning outcomes of the programme comply with the 6th level of Lithuanian Qualifications Framework and with the Description of Study Cycles approved by ministerial order. They are also compliant with the outcomes indicated in the Description of Education and Training Fields (2015), for 1st cycle studies

The title of the programme, intended learning outcomes in the five areas, programme content and the qualification to be obtained correspond fully. However, the voluminous extent of the learning outcomes raises questions as to how they were identified, and how they reflect the distinctive priorities resulting from the curriculum design process. They would benefit from being more

precise and concise, based on the key competences to be developed, and needed for working as a professional in educational and pedagogical contexts.

2.2. Curriculum design

The programme meets legal requirements, based on official regulations. The review team notes that the recommendations of the previous assessment were fruitful, in terms of further developing the programme and the student practice component. While there is a very strong and innovative quality assurance system in place at university level, this needs to be made more explicit and more tangible, and used more systematically in the practical implementation and operation of the programme, particularly in the context of a web-based delivery.

The structure, design and credit allocation meets the various legal requirements and regulations. Moodle is used to support the programme, although it is noted that each subject has own self-contained environment, which may inadvertently promote a certain fragmentation and insulation in the student experience. A greater emphasis could be placed on developing the students' ability to reflect on their own learning process and progress as a learner, and how they are developing the competences inherent in the intended learning outcomes. This could be enabled through a greater use of a journal or portfolio. While the curriculum includes a study course, 'Creation Pedagogue Competence Portfolio' there is a need to exploit the learning from such a course and link it with the students' performance throughout the programme. In this way, portfolio preparation could become an ongoing process and play a greater role in supporting and assessing student learning throughout the whole programme

The programme is delivered by distance, organised mainly using a Moodle environment, including recorded multimedia lectures, scripts, scheduled activities and tasks, and synchronous online meetings. The material is laid out in a clear and linear manner, although as noted, this favours a transmission, rather than a co-construction of knowledge among students.

The content of the subjects corresponds to the type and cycle of studies. However, certain courses could draw on additional literature (recent and international), as well as drawing on more interactive pedagogical approaches in term of teaching through a web based environment. The use of technology offers much possibility in terms of access and stimulating learning environments, but there is a tendency to rely on an expository kind of delivery, which favours a one-way traditional approach. There is less use made of interaction between students and the co-construction of new knowledge about teaching and learning.

As noted, the subject content and its alignment with the intended learning outcomes is hindered by the way in which it is used in the online learning environment. There is therefore a need to exploit more effectively the possibilities which the online technologies offer in terms of creating

a learning community where students can interact more actively with the content and with each other in creating new knowledge and understanding about teaching.

The scope of the programme is sufficient to achieve the learning outcomes, although as noted the methodologies used in the online delivery need to be enhanced to bring this alignment into a more productive relationship. The programme is designed as module-based, but would benefit from offering greater scope for students to integrate knowledge across modules. Overall, there is tension between structure, aims, learning outcomes and teaching approaches and teaching mode.

The programme content draws on knowledge about teaching and on many of the latest advances in educational research. Research topics for the final thesis research are chosen by students in accordance with their own needs and preferences and developed in consultation with supervisors by phone, e-mail and face-to face meetings. Students and the graduates confirmed that the process of writing thesis has been well organized in terms of supervision. However, the final thesis tends to be based predominantly on an action research methodology, which may narrow the scope and focus to the practical aspects of students' teaching, rather than enabling them to explore other issues and questions in the professional work of teachers. The final theses consulted during the site visit show a range of topics, although further use could be made of international sources as part of the sections on research methodology and literature review. Similarly, more recent and foreign sources could be included in all courses of the study programme in order to further strengthen the achievement of the learning outcomes and overall aims of the programme. The supervision process would also benefit from an opportunity for students and indeed teachers to work together, at least for part of the time, so that insights can be shared and new knowledge constructed, drawing on the principles of co-constructivism. This would also be beneficial in supporting the assessment process and arriving at a final assessment in a moderated way. There is a need therefore to consider the use of other models and approaches like group discussion and group supervision with a combination of individual or pair supervision models.

2.3. Teaching staff

The profile of the teaching staff meets the legal requirements. The teaching staff is appropriately qualified, with the SER noting that 67% of the programme teachers have PhD degree, while legal requirement is 50%. It reports that 25% of the programme teachers are practitioners and work at schools, while legal requirement is at least 10%. The scientific interests, education and practical activities of the teachers corresponds to the specific subject areas for which they are responsible. However, while some academic staff are research active, and use this to inform their work as

teacher educators, there is a need to increase research productivity and publication in international high level scientific journals.

The qualifications are adequate to ensure the achievement of the learning outcomes. The CVs of the programme teachers show that they have the necessary formal education and degrees corresponding to the study programme content. The SER indicates that the vast majority of teachers work full-time. IT also indicates that there are 15 full-time university teachers and 4 part-time lecturers from outside, working in secondary schools as subject teachers. The university seeks to assure the quality of the educational process by recruiting teachers by way of competition. A performance assessment of the university teachers is organized once every 5 years. During the site visit, students expressed their satisfaction with the flexibility which the online delivery allowed. Teachers demonstrated an enthusiasm for their work, for example, for supporting students through thesis supervision.

The number of teaching staff is adequate to support achievement of the learning outcomes, with the pedagogical workload of a lecturer during an academic year not exceeding 800 hours. The university teachers were of the view that their workload is manageable and enables them to ensure achievement of the learning outcomes. The students appreciate the possibility of having individual consultations and ready access to the teachers.

The turnover of the academic staff employed in the programme is minimal, and does not adversely impact provision. Since 2012, new staff members have been recruited to strengthen the programme delivery, including for example, in chemistry, English and history teaching. At the same time other new teachers joined the programme from KTU Gymnasium and the private Lithuanian Gymnasium in Germany. This renewal of the teaching team has been welcomed by programme management and students.

The professional development of university teachers is a stated priority of programme management. For example, at least once every five years, each teacher must undertake at least one professional development activity such as an internship in a foreign institution or a professional development course. Programme management are satisfied with the level of support provided by the university. Teachers also expressed satisfaction with the extent of professional development opportunities available.

2.4. Facilities and learning resources

The programme relies predominantly on an online delivery and the university has a range of technologies to support this. However, the university also has the use of an impressive and well-equipped physical campus which could be used, where necessary, to support the learning process, using a greater onsite component through blended provision. During the site visit, the

review team visited a range of different rooms including a new innovative learning space for design learning.

The teaching and learning equipment are adequate, although as noted above, much of the online learning takes place using Moodle. There is a need therefore to further develop the use of other web technologies to provide a more interactive space for the sharing and creation of knowledge about teaching and learning. This reflects the social nature of learning and is crucial for the development of teachers. The programme relies on equipment available in schools for the implementation of subject didactics modules.

The programme provides adequate arrangements for students' practice. The Faculty has signed co-operation agreements with a wide range of schools for participation in the practical teaching component. These represent different kinds, including specialized schools and socialisation centres. Students conduct their practical teaching in schools and settings that are fully aligned with the aims of the programme. This seems to work satisfactorily, although it is not clear how similar access to the relevant resources can be guaranteed in all cases, i.e., across all schools. While the arrangement for the practical component with schools and other educational institutions seems to work satisfactorily, there is a need to focus more on the capacity of schools to support the professional learning of students, ensuring the student has access to the necessary teaching resources and high-quality mentoring, across all schools.

There is a plentiful supply of academic sources available to students to support their studies. These are provided online as part of the module packages on Moodle. However, a greater use of collaborative and problem-based learning would be beneficial in requiring students to carry out further independent reading and to identify useful sources themselves, including international sources.

2.5. Study process and students' performance assessment

Comprehensive information about the admission procedure is available on the KTU website.

As already noted above, the study process needs to be organised on a more effective basis so that proper implementation of the programme and achievement of the intended learning outcomes can be achieved. While the delivery mechanism offers much flexibility, there is a need to further exploit it so that it can support the learning outcomes more fully. All the lectures take place in Moodle according to a schedule, but students can engage with the material in their own time according to their own personal schedules. Some use is made of Chat to enable students to have real-time contact with each other. This flexibility is appreciated by students. However, they reported few examples of collaboration and more open-ended assignments, where students must frame and solve problems together, thereby learning from each other. Instead, students perform

individual tasks for much of the time, something which does not correspond to the proper achievement of intended learning outcomes.

During the site visit, students revealed that they are already working, so they are limited as to the extent of their involvement in other university-related activities. It may also limit them in the choices they make regarding the research topics in their final thesis. In fact, the flexibility afforded by the online delivery mechanisms was a key reason why they chose this particular programme.

While students do have the option of undertaking mobility, no students have availed of this opportunity, given the reasons outlined above. However, as an alternative, the participation of some foreign lecturers in joint video conferences is offered, as explained by Faculty management.

Surveys is a common tool used to collect student opinions about study related matters, with the results then being used to support programme review. These results are discussed at meetings of the Department and the programme committee in the presence of students and social stakeholders. Students are also invited to participate in round table meetings. Students also noted that they have ready access and contact with teachers, who provide advice and individual consultations, either online or face-to-face. Support of a financial nature is also available, with incentive scholarships available for about 2-3 students each year.

Assessment of ongoing course work is carried out online, while students have to be present at the university for exams. A cumulative mark system is applied, set by each teacher, depending on the course structure. Assessment also provides for some personal preference and choice, with students indicating that sometimes they can choose tasks for assessment personally from the given options. More generally, the greater use of clear grade criteria (e.g., rubrics), showing the standards expected at varying levels of achievement (excellent, very good, good, etc) in each of the assessment tasks, across all modules as well as in their practical teaching would also be of great benefit. While the online delivery mechanism offers students flexibility in how they engage with the programme, the testimonies provided by some students during the site visit suggest that some may not dedicate sufficient time for their studies as intended in the course descriptions. The set of final theses consulted during the site visit shows that the grades awarded were quite high, even though the quality of the work was variable. It raises the question as to how the grading process is moderated and how students and teachers use and interpret appropriate assessment criteria.

The professional activities of the majority of programme graduates correspond to the expectations of programme operators and employers. Social partners were mainly positive about graduates' skills and competences, indicating that graduates are motivated and bring innovative

ideas to their schools. Faculty administration explained that the programme attracts students, not only at a regional or national level, but also an international programme, as it provides students who are abroad with the possibility to participate.

The study programme has helped address key societal needs identified at state level. Graduates indicated that they felt well-prepared for their work, and were able to draw on what they had learned to make a valuable contribution to Lithuanian education. Social partners considered the programme to be an important means by which to address current school needs and the shortage of teachers.

Since part of the assessment takes place remotely, teachers are careful to choose assessment tasks, in which cheating would not be an issue. As noted earlier, examinations take place in the physical campus of the university.

Students are provided with opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures. Students reported that they have opportunities to express opinions anonymously about individual subjects, as well as the programme overall.

2.6. Programme management

The programme management roles and responsibilities are clearly allocated, and the management model was the subject of a revision in recent years to render it more effective. The Faculty Study Programme Committees (FSPC) is managed by the Study Programme Director, and consists of teachers, social stakeholders and students. They are directly responsible for the implementation of the field's study programmes, its quality and improvement, annual study programme self-assessment and preparation of development plans. The Director reports directly to the faculty Deans.

Data and other information regarding programme implementation are collected and analysed periodically. For example, students are surveyed for their views on programme modules at the end of each semester, enabling them to give feedback on the teaching, learning and assessment arrangements. The SER states that the quality is assured by performing full-time monitoring, internal and external evaluation, by carrying out the structural changes of the programme on the basis of the Plan for the Study Programme Enhancement, prepared by the Director and approved by the Vice-Rector for Studies.

The outcomes of internal and external programme evaluation are used for the ongoing improvement. The SER states that the programme administration and quality assurance process is reflected by a coherent management of all study-related issues at the Academic Information System (AIS). The quality assurance outcomes are discussed by the Committee and where significant changes are required, these are proposed to the Institute Council. However, there is a

need to further ensure that outcomes of QA lead to more precise actions that can be easily identified.

The Programme Committee includes representation from the social partners, as well as student representative. These participate in decision-making relating to quality assurance and quality improvement.

Mentors are involved in formal assessment of students' practice and representatives of social partner institutions are invited to attend the student defence of the final thesis. While training events are provided for mentors, social partners would welcome greater levels of contact with the Faculty, as well as greater opportunities for professional development. This would enable such stakeholders to contribute more effectively to the evaluation and improvement process.

The review team believes that there is a need to deepen and extend collaboration providing similar Pedagogy programmes. This would be of benefit in enabling students to meet and learn with a greater number of students. For example, in many subject areas, the numbers of students is very low. A greater number of students would also ensure that the learning process could be more rewarding for everyone involved (especially students, and teachers), and would also represent better use of financial and human resources. There is a need to develop greater collaboration between the students and the teachers in the use of the online material (video, text, etc). Students could also collaborate or build networks during their practice time.

The internal quality assurance measures are effective and efficient, with responsibility lying with the FSPC, and based on agreed procedures.

Relevant programme information, including the purpose, learning outcomes, content and admission requirements is accessible on the internet to all prospective students, academic community and the society at large. The panel commends such promotion, and believes that more promotion of teaching as a profession is needed. Programme management and staff, drawing on the tradition of education studies in KTU, can play an important role in raising the profile of teaching, emphasising the moral purpose of teaching and working closely with social partners in doing this.

III. RECOMMENDATIONS*

The programme management and team should:

- further develop the formulation of intended learning outcomes so that are more precise, enabling achievement criteria to be more readily identified
- introduce a greater level of interactivity in the delivery of the programme, exploiting the potential of online technologies, so that students have opportunities to collaborative and construct new knowledge together, and thereby realise the intended learning outcomes
- exploit the potential and benefit that face-to-face meetings with groups of students offers in complementing what is taking place online
- further develop the quality assurance system at programme level to monitor more clearly how actions undertaken are addressing the problems being targeted
- support the thesis supervision process, sharing approaches between supervisors, with particular emphasis also on how assessment results are moderated
- continue to develop the partnership with schools and mentors, including the provision of professional development for mentors on a continuous and regular basis.
- explore ways to develop collaborations and partnerships with other universities providing similar teacher education programmes.
- work with social partners in promoting the programme, but also in promoting teaching as a profession more generally, and the crucial role teachers play in the well-being of society (cultural, economic, etc)
- organise the didactics modules for individual subjects so that students have more possibilities to collaborate with each other in learning about curriculum and assessment
- consider the use of other models and approaches for thesis supervision, including a combination of individual or pair/group supervision models
- support but also require staff to increase research productivity, targeting a certain minimum level of publication in international high level scientific journals.
- place greater emphasis on developing the students' ability to reflect on their own learning process, thinking about their own learning at a metacognitive level, and how they are developing the competences inherent in the intended learning outcomes, e.g., greater use of a portfolio approach
- develop greater use of grade criteria, linked to the learning outcomes, describing in detail the standards expected at varying levels of achievement in each of the assessment tasks, across all modules as well as in their practical teaching

- explore ways of enabling students to participate in learning mobility, either to other countries as part of programmes such as Erasmus+ or to other schools and universities within Lithuania.

IV. SUMMARY

Kaunas University of Technology has a long tradition preparing education professionals and a demonstrated commitment to making a valuable contribution to the quality of education and schooling in Lithuania. The programme in question meets an important need in the country's education system, although its short duration, and predominant reliance on an online delivery, as well as the small numbers of students on the programme leads to a significant challenge in ensuring that students develop the knowledge, skills and competences needed for their future roles as transformative change agents in education.

The programme objectives and intended learning outcomes are linked to important state priorities and societal needs. There are numerous learning outcomes provided, although it is not sufficiently clear how they reflect the priorities and deliberations resulting from the programme design process. Expressing them in more concrete and explicit terms would enable achievement criteria to be more readily identified.

The curriculum meets legal requirements, based on official regulations. The curriculum material is laid out in a clear and linear manner, although as noted, this favours a transmission, rather than a co-construction of knowledge among students. The number of students taking didactics modules can be very small. Further efforts could be made to combine these, or at least part of them, so that students have more possibilities to collaborate with each other, rather than working on a one-to-one basis with the university teacher and/or school-based mentor. There is also a need to further develop the use being made of academic sources, including recent and foreign literature for all subjects in order to enhance the learning experience for students. A greater emphasis could be placed on developing the students' ability to reflect on their own learning process and progress as a learner, and how they are developing the competences inherent in the intended learning outcomes. This could be enabled through a greater use of a journal or portfolio. The profile of the teaching staff is in line with legal requirements, in terms of qualifications and experience. There are opportunities available for the professional development of staff necessary to implement the programme, although these could be further enhanced. Areas worthy of special attention in the professional development of university teachers include the use of interactive online methodologies, formative assessment, greater integration of the theoretical knowledge of teaching with subject didactics and practical teaching skills, and enabling students to set challenging goals for themselves and high standards for their work.

The premises for studies are adequate, and there is an appropriate availability of teaching and learning equipment, as well as the necessary teaching materials and resources. The use of technology offers much possibility in terms of access and stimulating learning environments, but

there is a tendency to rely on an expository kind of delivery, which favours a one-way traditional approach. There is less use made of interaction between students and the co-construction of new knowledge about teaching and learning. The programme provides adequate arrangements for students' practice. However, there is a need to focus more on the capacity of schools to support the professional learning of students, ensuring the student has access to the necessary teaching resources and high-quality mentoring, across all schools. There would also be benefits in students being required to undertake practical teaching in more than one school, and thereby learn from the guidance of more than one mentor.

The programme operates on a consistent and transparent basis, having the necessary procedures, for example, in relation to entrance, appeals, etc. Students are encouraged to participate fully in the life of the university, although students are not included to do so, due to other commitments. Graduates go on to use their qualification in the anticipated and expected way, with social partners reporting a high level of satisfaction with the level of student preparedness. The programme therefore makes an important contribution to the current and future development needs of the country. While module descriptions show that a range of reading material is used, there is a need to ensure that students derive optimum benefit from a range of academic literature. The greater use of clear grade criteria, showing the standards expected at varying levels of achievement across all modules as well as in their practical teaching would also be of great benefit. The supervision process would also benefit from an opportunity for students and indeed teachers to work together, at least for part of the time, so that insights can be shared and new knowledge constructed, drawing on the principles of co-constructivism. This would also be beneficial in supporting the assessment process and arriving at a final assessment in a moderated way.

The programme management roles and responsibilities are clearly allocated, and the management model was the subject of a revision in recent years to render it more effective. There is a committed and competent management team in place, with clearly defined roles and responsibilities. There is an effective quality assurance system in place at university level, although there is also a need to further ensure that outcomes of quality assurance activities lead to precise actions that can be easily identified, implemented and monitored. Closer collaboration with other universities (e.g., sharing of knowledge and resources) would also be of benefit in enabling students to meet and learn with a greater number of students. This is all the more important given that, in many didactic subject areas, the numbers of students is very low.

Finally, the increasing complexity and diversity of needs encountered in classrooms, and the crucial importance of schooling for the future well-being of society means that teachers need access to high quality professional development. The work commenced in programmes such as

this need to be complemented with ongoing access for teachers to professional development throughout their professional careers. The university has a key leadership role to play in promoting and raising the profile of teaching as a career in society, in attracting high-calibre entrants to the profession, and in supporting on-going renewal and innovation in schools. The partnerships created between the university and schools and other educational institutions is therefore crucial.

V. GENERAL ASSESSMENT

The study programme *Pedagogy studies* (state code – 631X10011) at Kaunas University of Technology 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	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	3
	Total:	16

*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. Cathal de Paor
Grupės nariai: Team members:	Prof. dr. Larissa Jogi
	Hanne Koli
	Dr. Ramutė Mečkauskienė
	Indrė Jurgelevičiūtė