



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto
STUDIJŲ PROGRAMOS "PEDAGOGIKA"
(valstybinis kodas – 631X10008)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "PEDAGOGY" (state code -631X10008)
STUDY PROGRAMME
at Lithuanian University of Education Sciences

Review' team:

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Pedagogika
Valstybinis kodas	631X10008
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
State code	631X10008
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.	LEU Scheme for programmes improvement

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

There are currently 3550 students studying at the University. University is comprised of 7 faculties and 1 institute: The Institute of Professional Competence is a structural division of

Lithuanian University of Educational Sciences (LEU). The Institute is a structural division of LEU providing teachers' professional development training and re-qualification programmes in cooperation with other LEU departments. The study programme „Pedagogy“ is delivered by the institute.

A previous evaluation of the programme (presented as joint programme of Vytautas Magnus University, Šiauliai university and Lithuanian University of Educational Sciences) was carried out in 2014. In this process, the programme was accredited for 3 years and 11 recommendations for improvement had been stressed, mainly - rethink the methodological paradigm and revise the programme according to the legal acts; provide further detail on programme aims and content; conduct a curriculum mapping exercise showing links between learning outcomes and subjects levels, and define the students' competences at the end of the studies; reorganise the programme structure; present the range of study subject methodology; designate certain modules as core rather than options (for example, Subject didactics and the use of IT in the education process). These have been addressed to varying degrees, although, some of the issues from 2014 also feature in recommendation made following the current (2017) evaluation at the end of this new report. 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 design, resources, partnership with others, and the professional development of staff 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 06/04/2017.

- 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. Ms Indrė Jurgelevičiūtė**, *student of Mykolas Romeris University master study programme International Law.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme objectives are described in the following five areas: 1. knowledge and its application, 2. research skills, 3. special skills, 4. social skills, 5. personal skills, with the intended learning outcomes described for each of the areas. However, these are presented in a general abstract level, and would also benefit from the inclusion of a rationale as to why the programme is divided this way. A greater use of precise educational or pedagogical terms could help enhance the outcomes, and present them in a more meaningful way for learners and in a learner-centred manner. Further work is necessary in presenting the generic competences which are developed through the programme. As it is, certain descriptions are ‘repeated’ in subsequent sections, but not thoroughly discussed, for example, ‘pedagogical activity’ or ‘pedagogical process’. The intended learning outcomes are clear but could be expressed in more concrete terms thereby enabling achievement criteria to be more readily identified. In this way, the intended learning outcomes can carry more meaning for the student, and be more explicit about what the programme is offering students in terms of a commitment or promise upon successful completion. As part of the routine internal quality assurance and programme development, programme staff should continue to fine-tune the outcomes so that they are sufficiently precise and based on the key competences to be developed. As a university of educational sciences, with the ambitious aim of becoming a ‘most important educational university’, such ongoing work would help enhance the extent to which the programme is in line with the Bologna process. This process will require strong pedagogical leadership drawing on a high level of knowledge and skill associated with this process.

The objectives and intended learning outcomes are linked to the state, societal and labour market needs and have been developed in the collaboration process with other universities VDU and SU. The programme is coordinated by LUTSIA, the Association of Lithuanian Universities Implementing Continuing Studies and aims at uniting human and material resources of teacher training universities implementing the first goal of the State Education Strategy for 2013-2022.

The objectives and intended learning outcomes correspond to the mission, operational objectives and strategy of the university according to the legislation. However, as noted, given the general formulation used in the writing of the outcomes, it is not always so clear how they actually correspond to the mission objectives and/or strategy, and do not provide sufficient insight into the pedagogical activities and pedagogical processes being processed.

The objectives and intended learning outcomes are linked to academic and professional requirements, for example, as indicated in the Description of Teacher Profession Competence. However, greater emphasis is required on the development of generic competencies.

The learning outcomes of the programme comply with the 6th level of Lithuanian Qualifications Framework and comply 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, content and qualification are described, but, as stated above, further work is needed on the formulation of learning outcomes so that they align more completely with the overall aims and purpose of the programme as a teaching qualification.

2.2. Curriculum design

The programme conforms to the various legal regulations, including credit allocation and workload. The programme structure also reflects university requirements and follows the design agreed as part of the partnership with the partner institutions (LEU, SU, VDU). The credit allocation (60) is balanced between theoretical and practical parts. The programme is based on the humanist paradigm, drawing on principles related to liberal and holistic education, and a constructivist theory of learning which prioritises the active participation of students.

There is an appropriate balance and consistency between modules, with teaching methods and approaches are used that involve students and support their learning and the development of competencies. During the site visit, graduates and students indicated that a high level of cooperation takes place between university teaching staff, thereby providing coherence and continuity. Teaching staff using appropriate approaches and methods to support student reflection and the development of pedagogical knowledge and skills. However, it was noted that the number of students taking didactics modules can be very small. Efforts could be made to organise the didactics modules for individual subjects so that students have more possibilities to collaborate with each other. This could also lead to work on curriculum integration so that students can continue collaborating with other teachers in school, after they complete their studies.

The content of subjects aligns with the aims and the learning outcomes. Content includes an appropriate treatment of the practical knowledge needed by students, and the development of a well-informed professional identity, all appreciated by teaching staff, students, graduates and social partners. However, there is a need to further develop the use being made of academic sources, including recent and foreign literature for all course subjects in order to enhance the learning experience for students and enlarge their understanding.

There is a range of content and methods used in order to support achievement of the learning outcomes. A variety of approaches are used for teaching during class time, for independent study

and self-development, and for the assessment of learning outcomes. Methods include: heuristic conversation, simulation, and debates, which promote the active participation of students. Reflective diaries are also used to support learning, although it was not clear how these were used throughout the programme. The review team believes therefore that greater emphasis could be placed on developing the students' ability to reflect on their own learning process and progress as a learner, i.e., thinking about their own learning trajectory at a metacognitive level, and how they are developing the competences inherent in the intended learning outcomes. Such a journal or portfolio approach would enable each teacher student to demonstrate and evaluate the development of their own competence in accordance with the learning outcomes, and develop a greater understanding of their learning as a process.

The programme scope is sufficient to achieve the learning outcomes. The programme includes a theoretical and practical component, with the proportion of contact time and independent work being adequate for this type of study programme. Students and graduates report that the study programme is sufficiently flexible and in line with their needs and expectations.

The programme content draws appropriately on knowledge about teaching in Lithuania and on the latest advances in academic achievements. However, it could be further developed to include more references to foreign literature. The opportunity to carry out a thesis enables students to explore more deeply the scientific advances in particular areas in education. The thesis component benefits from a well-developed quality assurance system, and both students and graduates confirmed that the process of writing the thesis is well organized in terms of supervision. However, as stated, a greater use of international sources could enhance the student learning and quality of the finished work as well as greater emphasis on research methodology. There is also a need to introduce opportunities for supervisors to meet and discuss the thesis supervision process, share approaches, and also moderate the grades being awarded and ensure that standards are applied appropriately. Supervisors could be supported in this work through appropriate co-ordination. Programme management should also consider the use of other models and approaches, including some combination of individual or pair supervision models.

2.3. Teaching staff

The composition of teaching staff in the study programme in the period of 2014-2016 meets the legal requirements. The SER (p. 15), shows a high level of staff having a doctoral degree (19 teachers) in Social Sciences, which means over 76 % of the subjects are taught by the persons having a scientific degree. The research interests of staff correspond to their relevant subject areas. Not less than 10% of the teachers have experience of managerial or pedagogical work in educational institutions or other institutions. 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 learning outcomes. The CVs of the programme teachers prove 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.

The total number of the teaching staff is 25, with many subjects delivered by the part time teachers. There are favourable conditions for young teachers to learn from their senior colleagues and implement the programme effectively. During the site visit, the programme teaching staff referred to various teaching methods they use. The students also expressed their satisfaction with the studies and with the quality of the school supervision. The turnover of the academic staff employed in the Study Programme is minimal, and does not adversely impact on the provision of the programme.

The university provides appropriate conditions for teachers' professional development that is essential for the implementation of the programme. Staff participation in international events is also enabled and encouraged. The SER shows that teachers conduct research and disseminate their findings in national and international scientific conferences.

2.4. Facilities and learning resources

The premises for studies is adequate both in their size and quality. Classes take place in the Institute, while teaching space is also used in the Faculty. A range of different rooms are available for lectures, seminars, and workshops, with a plentiful supply of the usual technological equipment, for example, PC, multimedia projector, speakers, internet connections, while Wi Fi is also available.

The teaching and learning equipment are adequate in size and quality. The programme relies on equipment available in schools for the implementation of subject didactics modules. 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.

The Institute 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.

There is a plentiful supply of academic sources available to students to support their studies, including textbooks, books, journals and databases. While a new library is planned, there are

currently adequate spaces for reading and for group meetings. Students also have access to teachers' lecture notes and learning aids through Moodle.

2.5. Study process and students' performance assessment

Relevant information regarding entrance requirements is explained in detail on the University's website, and the review team find the procedure to be clear and transparent. As indicated in the SER, the competition score is calculated taking into account the arithmetical average of marks in the prior BA/MA, working experience at school, and school or municipality recommendation. As SER indicates (Table 14), the average competition scores of the entrants do not differ significantly each year. Until now, evaluation of students' motivation to study in the programme was exercised only in the cases of doubts, but from the next academic year, the motivation test is going to be given greater importance in the admission procedure.

Students express satisfaction with the timetable: classes are organised on Fridays and Saturdays, allowing them to continue working at schools. However, the review team also learned that the same study organisation does not apply for all students. For example, foreign students enrolled on the programme, who lack Lithuanian language meet with academic staff individually and do not have opportunities to carry out group tasks. As it can be seen from the SER (p. 24), there is a good rate of successful programme completion, which suggests that the study organization work well.

Students are encouraged to participate in scientific and other activities. For example, teachers explained how students are invited to participate in various conferences and indicated some concrete examples during the site visit. In one case, some students collaborated together after graduation and produced a research product. However, students' involvement in scientific and other activities may be limited due to their lack of time, and other competing commitments.

Students are aware of the Erasmus+ mobility programme, but explained during the site visit that participation is not so suitable due to their work and family reasons. As an alternative to this, students expressed a wish to have more foreign lecturers from different backgrounds. Another worthwhile possibility is to arrange mobilities to other schools and universities within Lithuania. Information about relevant academic matters is available on the University websites. A programme coordinator is available for consultation for students on the relevant issues of study organisation (SER, p. 26). The students also receive consultations from university teachers and practice supervisors. Each student has a designated thesis supervisor, and students considered this process to be effective. There is a range of support available for students from the LEU Study Marketing and Career Office, and the Centre of Psychological Consultancy services.

There is also an effective system of collecting feedback as part of student support, which is considered by the study programme committee. Students are invited to evaluate each course by completing questionnaires after each semester.

Students reported that they provide a lot of support to each other through collaboration, which is enabled by the teaching methods and learning activities used by academic staff. However, as noted in the section on curriculum above (2.2), there is a need to organise the didactics modules for individual subjects so that students have more possibilities to collaborate with each other. There is ready access to academic staff, while school-based mentors also help students receive appropriate feedback.

The system of assessing student achievements is clear, public and appropriate to assess the learning outcomes. The cumulative assessment system combines results from the final examination and other assessment components. This continuity in assessment helps to maintain a consistent student effort throughout the semester. During the site visit, students and graduates confirmed the use of a variety of methods (discussions, presentations, essays, creative and interactive tasks), involving a blend of individual and group work. Relevant information for students is provided in the module descriptions available at the beginning of each semester. Appropriate arrangements are in place to facilitate repeat assessments.

The vast majority of programme graduates are employed as teachers, with social partners of the view that graduates are well trained, demonstrate innovative classroom approaches, including IT skills, and demonstrate a good command of teaching methodologies. It is noteworthy, however, that the number of graduates opting to continue with studies in a Master's programme is rather low.

The study programme has helped address key societal needs identified at state level. Graduates indicated that they felt well-prepared for their work, and felt they were able to draw on what they had learned to make a valuable contribution to Lithuanian society. In the words of one graduate, this programme helped to realize what the REAL teacher is, what should be important in today's context. Social partners considered the programme as an important means by which to renew practice in schools, thereby addressing the needs of current and future generations. Undoubtedly, having a greater numbers of students on the programme, and being able to extend it over a longer duration would enhance the learning experience, thereby helping ensure that graduates are better prepared for their future roles as transformative change agents in education.

A fair learning environment is provided and there is appropriate compliance with relevant rules and regulations. Various mechanisms are in place to ensure academic honesty, including administrative procedures involving student declarations, etc.

There is a well organised system for managing the appeals process. Students are entitled to submit appeals regarding the procedural violations which occurred while assessing their exams, papers or final thesis (SER, p. 28).

2.6. Programme management

Overall responsibility for the programme lies with the Institute Council, while operational matters are managed by the Study Programme Committee. The Committee is accountable to the Council for the programme implementation and reports to it regularly. University teachers from the Faculty of Education contribute to the programme although given the vast experience and expertise in teacher education available within the Faculty, there would be great benefit in further developing the role of the Faculty in the management and delivery of the programme. 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 outcomes of internal and external programme evaluation are used for the ongoing improvement and enhancement effort. 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 Institute and Faculty, as well as greater opportunities for professional development. This would enable such stakeholders to contribute more effectively to the evaluation and improvement process.

Programme management provided further insight to the collaboration with SU and VDU. The panel believes that there is a need to deepen and extend this kind of collaboration, as well as with other universities providing similar Pedagogy programmes. The involvement of other universities providing similar programmes 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 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.

The internal quality assurance measures are effective and efficient, with responsibility lying with the Study Programme Committee, 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 can play a lead 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 and enhance the collaboration within the university, between the Institute and the Faculty in the management and delivery of the programme
- further develop the quality assurance system 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 on a continuous and regular basis.
- further develop the collaboration with the other two universities in the LUTSUIA partnership, so that it brings tangible benefits for teachers and students
- explore ways to develop collaborations and partnerships with other universities providing similar teacher education programmes
- support but also require staff to increase research productivity, targeting a certain minimum level of publication in international high level scientific journals.
- 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
- 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.
- further promote the use of a journal or portfolio to enable each student to demonstrate and evaluate the development of their own competence in accordance with the learning outcomes
- 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

At the outset, it should be stated that the university has a long tradition preparing teachers and 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. The programme objectives and intended learning outcomes are well-defined, linked to important state priorities and societal needs. They correspond to the mission of the university, and are linked to the relevant academic and professional requirements. There is appropriate alignment between programme title, qualification, intended learning outcomes, and programme content. However, there is a need for greater precision in the formulation of the outcomes, so that they are more meaningful for learners. Expressing them in more concrete and explicit terms would enable achievement criteria to be more readily identified in line with the Bologna process.

The curriculum and programme structure is in line with requirements, and there is an appropriate coherence and balance between subject modules, geared towards the achievement of the intended learning outcomes. The programme content reflects important trends and advances in educational and schooling knowledge. However, 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. This could also lead to work on curriculum integration so that students can develop an attitude of continued collaboration with other teachers in school, after they complete their studies. 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. This could be enabled through a greater use of a journal or portfolio approach, and this being recognised through appropriate assessment and credit allocation.

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 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 use of teaching methods such as problem-based learning

(PBL) and other collaborative teaching and learning strategies is also worthy of attention in the ongoing professional development of university teachers. The professional development of mentors is also a priority, so that the students have access to high quality mentoring that builds on what they are learning in university, and so that the school-university partnership is developed to its full potential.

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 programme provides adequate arrangements for students' practice. However, while the arrangement for the practical component with schools and other educational institutions seems to work satisfactorily, there is a need to further develop the link between the taught modules and the practical component undertaken in 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. 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.

The programme operates on a consistent and transparent basis, having the necessary procedures, for example, in relation to entrance, appeals, etc. There is an opportunity to undertake mobility abroad, although students are not included to do so, due to other commitments. The arrangements for assessment are clear, and enable students to demonstrate their achievement of the learning outcomes in a fair manner. 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. However, there is a need to introduce greater co-ordination to the thesis supervision process, and also moderate the grades being awarded to ensure that standards are applied appropriately. While module descriptions show that a range of reading material is used, there is a need to draw more on foreign literature. Students would also benefit from having more opportunities to collaborate together on learning tasks, as well as in group reflection while they undertake their practical teaching, under the guidance of a skilled facilitator.

There is an effective quality assurance system in place to collect relevant information about programme implementation, and the experience of students. This involves the various stakeholders and is used to support ongoing improvement. There is a committed and competent management team in place, with clearly defined roles and responsibilities. The programme relies on the contribution of a range of university teachers from across the faculty and institute. This

helps create a rich learning experience, but requires careful co-ordination so that there is an appropriate coherence between the various contributions and that it does not lead to a disjointed approach. 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. There would be great benefit in further developing the role of the Faculty in the management and delivery of the programme. Collaboration with the other two universities in the LUTSIA partnership has been underway for some years, but there is a need to deepen and extend this kind of collaboration, so that its potential is fully realised, and so that it results in tangible benefits for students. This is all the more important given that, in many didactic subject areas, the numbers of students is very low. A greater number of students would ensure that the learning process could be more rewarding and fulfilling for everyone involved.

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* (state code – 631X10008) at Lithuanian University of Education Sciences is given positive evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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
	Indrė Jurgelevičiūtė