



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO
STUDIJŲ PROGRAMOS *KARJEROS PROJEKTAVIMAS*
(valstybinis kodas – 621X91001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *CAREER DESIGNING* (state code – 621X91001)
STUDY PROGRAMME
at ***KLAIPĖDA UNIVERSITY***

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Karjeros projektavimas</i>
Valstybinis kodas	621X91001
Studijų sritis	Socialinių mokslų
Studijų kryptis	Švietimo ir ugdymo
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (1,5), iššęstinės (2)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Karjeros ugdymo magistras
Studijų programos įregistravimo data	2009-08-17

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Career Designing</i>
State code	621X91001
Study area	Social sciences
Study field	Education
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (1,5), part time (2)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Career Education
Date of registration of the study programme	17-08-2009

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CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Panel.....	5
II. PROGRAMME ANALYSIS	5
2.1. Programme aims and learning outcomes.....	5
2.2. Curriculum design	7
2.3. Teaching staff	9
2.4. Facilities and learning resources	11
2.5. Study process and students' performance assessment.....	12
2.6. Programme management	13
III. RECOMMENDATIONS	15
IV. EXAMPLES OF EXCELLENCE *	16
V. SUMMARY	17
VI. GENERAL ASSESSMENT	19

I. INTRODUCTION

1.1. *Background of the evaluation process*

The evaluation of on-going study programme is based on **Methodology for Evaluation of Higher Education Study Programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (further – SKVC).

The evaluation is intended to help higher education institutions (further - HEIs) to improve constantly their study programmes and to inform the public about the quality of the studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report (further- SER) prepared by the HEI*; 2) *visit of the review panel to the HEI*; 3) *preparing the evaluation report by the review panel and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC makes a decision to accredit study programme either for 6 or for 3 years. If the evaluation of the programme is negative the programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated only as “satisfactory” (2 points).

The programme is **not accredited** if at least one of the evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. *General*

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the SER and annexes, the following additional documents provided by HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Study plan of the <i>Career Designing</i> study programme which is going to be implemented from year 2015.

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

This report evaluates the graduate programme of *Career Designing* established by the Faculty of Pedagogy (PF) and administered by one of its 6 Departments: the Department of Educology (ED). The Department of Educology was created in 1991 and is responsible for and implements full and part-time undergraduate programmes of Educology and part-time graduate programmes

of Educology and of Career Designing. Its teachers also work for other study programmes of the Faculty.

The graduates are awarded a Master's Degree of Career Designing.

The programme was registered on 17th August 2009 and this is the first time it submits to an external assessment.

The programme's self-evaluation schedule and the preparation of the SER began in May 2013, before the formal establishment of a self-evaluation group, comprising eight members. This group is headed by dr. Aušrinė Zulumskytė, Assoc. prof. of the Department of Educology, and includes a social partner and a student.

The writing activities closed with a presentation of the drafted SER at a meeting with academic staff, students and social partners in December 2013 and the revision for the final SER in January 2014.

1.4. The Review Panel

The review panel was completed according *Description of Experts' Recruitment*, approved by order No. 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the panel on 28th October, 2014.

- 1. Prof. dr. Jesus Maria Angélica Fernandes Sousa (team leader), Professor of Education at University of Madeira, Portugal.**
- 2. Prof. dr. Sven Erik Hansen, Professor of Education, at Åbo Akademi University, Finland.**
- 3. Prof. dr. Larissa Jogi, Professor of Andragogy at Tallinn University, External examiner of the Quality Assessment Council of Estonian Higher Education Quality Agency (EKKA), Estonia.**
- 4. Mrs. Romualda Juozaitienė, Consultant of Adult Education and Self-esteem Development, Lithuania.**
- 5. Mr. Gytis Valatka, Phd student of Vilnius University (Sociology), Lithuania.**

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aim is written in a condensed way and aiming at:

to train a highly-qualified specialist of Career Designing, who would comply with the provided outcomes of university second study cycle programmes, who would possess fundamental scientific knowledge and the ability to conduct research in the field of education for career, who would possess special abilities to apply the acquired knowledge in a certain field of career designing activity, who would have acquired relevant for career designing

social abilities to share information in teamwork as well as personal abilities to work in an autonomous, strategic, qualitative, civic and ethical manner in educational and labor market institutions (SER, p. 5, para. 7).

The concepts of both *Career Designing* and of the awarded degree of *Master of Career Education* are not consistently and clearly conveyed. Some in-congruencies in the definitions can be found when relating the above description of the concept with the KU's aims:

the University seeks to train highly qualified specialists of education and to create conditions for people who wish to acquire research based education in compliance with the level of culture, research, and the latest technologies. The idea is also integrated into the CDP (SER, p. 7, para. 13).

The excerpt does not clearly view the relationship between the aim expressed and the concept of Career Designing programme (CDP) or of how the concept is integrated into the CDP. A clearly defined and operationalized definition of what career designing explicitly means is missing although the motives behind the programme are well argued and articulated later in the SER, in terms of services of professional orientation for school not-attending children, of not studying and of unemployed adults. The programme aims and intended learning outcomes are publicly accessible in the AIKOS system, in the University website, study fairs, Open Door Days, in the media, and in different types of advertising booklets.

The general aims for CDP are well developed and transferred into an exhaustive set of intended learning outcomes. The SER synthesizes what they want, explicitly saying: "*The programme seeks to train a highly-qualified specialist of career designing able to act independently and innovatively in the practical activity that requires integrated competence*" (SER, p. 6, para. 9).

The outcomes are within the frames of aims and explicated from the four blocks stated in the *Descriptor of the First Cycle Study Outcomes*, approved by the Minister of Education and Science of the Republic of Lithuania: *Knowledge and its application (A); Research abilities (B); Special abilities (C); Social abilities (D); and Personal abilities (E).*

An appreciation goes to the following examples of excerpts expressing personal abilities which, according to the panel's view, express fundamental life skills important to be emphasized in a higher education programme within the field of career designing:

E2. When applying the acquired knowledge and undertaking the moral responsibility graduate students will gain experience in research activity and develop skills of strategic thinking, will consolidate scientific research competences, required for further autonomous specialist's activity in career designing.

E3. Graduates will be able to focus on success, be self-confident, and be self-critical in assessing the outcomes of personal research and practical activity (SER, p. 6).

They are also grounded on particular strategic education documents, at international, national and institutional levels (cf. SER, p. 7). The panel, however, wants to stress the need for further efforts to make a clear conceptual distinction between this programme and the Master programme of Educology. As the learning outcomes are written they overlap each other in a way that makes the relationship diffuse.

The programme makes use of publications at European level to justify the need of graduating people; the panel appreciated the solid discourse founded on scientific forecasts about labour market in the future, the needed competences and the needs of the society. *Horizon 2020* is mentioned in the SER to justify the utmost importance of social sciences for all innovations.

“education and training programme are <...> to provide people with the opportunity to learn and to develop the key universal abilities: those of critical thinking, problem solution, creativity, team work, and the skills of cognition of other cultures and communication“ (SER, p. 7, para. 9).

The *Klaipeda Region Development Plan 2007-2013* and the presently drafted *Klaipeda Region Development Plan 2014-2010* are referenced to emphasise that *“the opportunities provided in the region to acquire education at all levels reduces social exclusion.”* Making allusion to the concept of the knowledge society, they defended the consolidation of the regional identity through the development of social sciences, and consequently through this study programme.

The SER takes support and refers to similar Master education studies implemented at the universities of Birmingham (England) and of Dublin (Ireland), underlining interdisciplinary studies related to the need of working *„in different fields of education and training: education and psychology, children psychology, counselling, community education, museum and art education, and education and media“* (SER, p. 8, para.16), but the programme of Vytautas Magnus University (<http://www.vdu.lt/lt/degree-programmes-in-english/career-designing/>) has the same designation, contrarily to *„Education and Training Leadership“* of the University of Dublin.

After nominating other programmes more or less in the same scientific area in KU, the SER conveys the idea of no duplication with them, offering the graduates of all undergraduate study programmes of the Faculty of Pedagogy an alternative possibility to continue their studies.

In short, the panel considers the programme aims are well defined, clear and publicly accessible, based on academic requirements, public needs and the needs of the labour market and consistent with the type and level of studies offered. However it would be of benefit for the quality of the programme and for carrying it out in practice to crystallize and simplify the description of learning outcomes and to clarify the conceptual relationship to the Master-programme of Educology. The name of the study programme and content offered are compatible with each other and are well justified.

2.2. Curriculum design

The curriculum design meets legal requirements according to the regulations being taken into account. The number of credits corresponds to the duration of a second cycle degree study programme varying between 90 and 120 ECTS. According to Bologna, each semester has 30 ECTS in any full-time programme, and the part-time programme is appropriately organized within the frame of the full-time programme. For the part-time programme under analysis, 4 semesters are organised, having from 20 to 25 ECTS, each, except for the last one with 30 ECTS dedicated to the Master's Final Thesis.

There is a logical sequence of subjects, starting with subjects related to Career (*The Systems of Career Designing* and *Career at Age Stages*). The research methodology is developed with a start with the *Methodology of Action-research* (a new proposition of Methodology of educational research, instead of Methodology of Action-research, was presented during the visit) in the first semester; then *Research in Professional Training* and *Methodology of Research in Professional Career*, at the same time as the *Research Paper I*, in the second semester; afterwards the *Research Paper II*, in the third semester; finally, to culminate this sequence the last semester almost entirely is dedicated to the *Master's Final Thesis*.

Methodology and Methods of Career Counselling and *Career Counselling in Organization*, in semester 2 and 3, respectively, complete the theoretical corpus, which is to be added to 5 *Electives* coming along the programme, to be chosen by the students among 7 subjects. The use of the terms methodology and methods causes confusion and needs to be clarified.

The distribution of the contents among the courses is balanced and briefly explained. The panel would like to read a better explanation about the Methodology of Action-research, for example. It is not enough to say it “*contributes to the deeper studies of the contemporary conception and planning of research and to the preparation and justification of final thesis research plan*” (SER, p. 12).

The description of the subjects demonstrates concerns with the professional qualification and career in a contemporary sociological, cultural and political context. Probably there is a need to more adequately stress the cohesion and unity of the subjects for the qualification of the students having in mind the aims of the programme.

The ambition behind the stating of the learning outcomes (table 4) is appreciable and reflects the staff's effort to live up to the new design of changing emphasis on students' achievements. One by one the outcomes express relevant expected outcomes but together they appear to be too many and difficult to handle in practice. The evaluation panel notes that the approach of learning outcomes is relatively newly introduced and suggests that the approach in the next revision should be simplified, made more transparent and even more concrete, bearing possibilities to assess in mind. Table 5 tries to provide a detailed and supposed exact illustration of accomplishment of learning outcomes by the courses. The panel however has doubts about the realism in constructing this kind of mechanical expressions of complicated human processes.

The presented list of teaching styles seems adequate for each type of courses:

Theoretical courses that provide the basic knowledge of career designing and develop the abilities of cognition are more frequently taught by means of oral (traditional lecture, interactive lecture, dispute, discussion, debate, etc.), visual/demonstration, and reflective practical methods. The feedback and achievement assessment is ensured by analytical papers, independently prepared reviews of the research literature sources, and creative individual projects. To train the practical skills, the methods of case study, problem solution, and analysis of acquired experience are applied. Research skills are improved during individual consultations with academic advisors (SER, p. 16).

The students as well as the graduates underlined the variety of teaching activities they have met and the possibilities of communicating and expressing their thoughts, ideas and suggestions for the teachers. A special emphasis was paid to the fast responses teachers are giving to the students. Another observation the panel made was to note the staff's efforts update the main and supplementary sources of literature and to encourage students to use English books and articles.

The proportion of contact versus independent hours of work seems also to be adequate for this type of study programme and for this level of university studies, according to the Bologna philosophy, which focuses on learning and the learners' work, rather than on teaching and teacher's work.

The procedure of writing, defending and assessing the Master's Final Thesis is regulated by the *KU Study Regulations (2010)*, the *Descriptor of General Requirements for KU Student Independent Papers and Art Works (2010)*, the *Procedures of Typing and Binding the Final Thesis* of the Faculty of Pedagogy (2010) and the *Regulations of Research in the Graduate*

Studies of Career Designing (2011; updated in 2013). Both the students and the graduates confirmed that the process of writing Master's thesis has been and is well organized in terms of related methodological courses, supervision, and of other forms of support. One noticed problem in this respect relates to the fact that students still tend to mainly rely on books, and other publications in Lithuanian language. The programme stresses the necessity of providing the latest scientific knowledge, within respective discipline, but the panel questions whether the factual conditions are able to meet the stipulated requirements. Furthermore the panel wants to stress the fact that the careful and precise supervision, especially in Master's thesis, gives big working loads for few teachers. This load could be shared in more adequate proportions.

In total the programme is extremely ambitious perhaps over ambitious. Career designers will become competent for guiding and counseling individuals from being students to retired and able to purposefully manage the latest information in the fields of education, professional training, and employment trends on labor market as well as in the field of social problems. One can ask whether it is realistic to meet all these requirements in a part time two year programme. A well planned in-service education designed for Masters in Career Designing appears therefore to be important in order to maintain and further develop the capacities during their career.

In short, the panel considers that the curriculum design in a formal sense meets legal requirements, despite the strange number of ECTS (97) (a new proposition of ECTS was though shown in the visit). A kind of some logic sequence can be identified between the subjects, but the interrelations need be more explicitly explained. The themes are not repetitive and the content of the subjects is consistent with the type and level of the studies. Teaching methods are appropriate and diversified, and the scope of the programme is (more than) sufficient to ensure the intended learning outcomes at least to some extent. The content of the programme reflects reasonably current achievements in this scientific area.

2.3. Teaching staff

Altogether 11 teachers constitute the academic staff of this study programme (5 teachers from the Department of Educology, 3 from the Department of Psychology, 2 from the Department of Childhood Pedagogy, and 1 from the Department of Social Pedagogy. They are all from the Faculty of Pedagogy, KU.

The description of staff participation in research, projects, and scientific activity directly related to the evaluated study programme is carefully written, giving an excellent idea of their scientific activities: first, in general, and afterwards, by teachers individually.

In the period of 2004-2009, the academic staff of the study programme conducted research on different themes related to problems of education for personal and professional career, according to the SER (p. 17-19).

A special mention is due to the joint projects of KU, Vytautas Magnus University, the Lithuanian University of Educational Sciences, and Šiauliai University, under the name of *Education Quality Management* and *Career Designing*. Teachers are members of national and international research societies and associations.

In 2005-2009, in collaboration with researchers from Latvia and Estonia, an international project was implemented and a collective monograph written: *History of Education and Pedagogical Thought in the Baltic Countries up to 1940: an Overview*. In 2010 – 2013 the second stage of the

project was implemented, and the second book published: *History of Education and Pedagogical Thought in the Baltic Countries 1940-1990*.

Two members of the staff are independent experts of the Ministry of Education and Science of the Republic of Lithuania.

The individual descriptions of teachers should be praised by the panel, for the great care of presenting in a synthetic way each one's CV, underlining the particular traits and activities developed in direct connection with the subjects each one is responsible for.

The academic staff took part in national and international projects related to the aims of this study programme. Out of 11 teachers of the programme, 6 took actively part in academic exchange programmes (in Belgium, Bulgaria, Cyprus, Denmark, Iceland, Italy, Norway, Spain, Sweden and Turkey). But longer study leaves abroad remain very rare and no teachers have arrived from abroad under exchange programmes over the last 5 years.

Despite existing international contacts, research published in peer reviewed journals in other languages, for instance English, is still very limited. In order to act as a fully recognized university within the research community research published internationally needs to be essentially expanded.

The ratio of teachers and students of Career Designing is very low (in 2009-10, 1:1,4; in 2010-11, 1:1,4; in 2011-12, 1:0,8; in 2012-13, 1:1,4) raising the problem of financial viability, unless teachers are actively engaged in other study programmes. The SER recognizes this weakness by saying: *One can state that the ratio of the number of teachers and students is favourable for the achievement of the intended learning outcomes, however, it is not favourable financially due to a too small number of students.* (SER, p.19). The present situation is alarming and requires solutions.

SER states that the professional development observes the *KU Statute (2012), Descriptor of the Procedures of Attestation and Competition for Tenure of KU Academic Staff, Research Fellow, and Researchers (2012)* and *the Regulations of KU Research and Study Promotion Fund (2009)*. Every 5 years, KU academic staff may be exempted from academic work for no longer than one year for conducting research or for research or professional development. In practice this possibility seems not to be realised as intended, due to financial and practical constraints.

The staff's professional development seems, according to the discussions, to mainly rely on teachers' own initiatives. Various examples of plans or of measures being taken were mentioned but heavy teaching work load and various other factors, like financial constraints, restrict teachers' possibilities to utilize potential options. As a contrast to the problems of getting a systematized planned support for professional development the panel encountered a committed and intensively working staff, highly appreciated by students, graduates and social partners. Taking into account that the teachers' turnover seems to secure stability, the staff, as the most important institutional resource, deserves firm support for further professional development. One concrete measure is to reduce the teaching obligations and to provide the staff real possibilities to do research.

To summarize, the panel consider that the study programme is provided by staff with an appropriate profile in compliance with the legal requirements, that the number and the qualifications of the teaching staff are adequate to ensure learning outcomes, that the teaching staff turnover is acceptable, that the institution should create appropriate conditions for the

professional development of the teaching staff, and that the teaching staff gets possibilities to be engaged in research and to increase international publishing in peer review journals.

2.4. Facilities and learning resources

The panel was offered possibilities to scrutinize the facilities and learning resources and made the following observations:

First a quote about the facilities according to the SER,

The PF has 27 classrooms, including two with 32 computerised workplaces, one specialised lab (stationary multimedia, contemporary computers with installed software necessary for the studies), 8 classrooms with stationary multimedia (including 4 amphitheatric), and specialised premises (Psychological Counselling Room, Human Welfare Research Centre, Career Counselling Centre, etc.), methodological labs, a contemporary library, a 50 seat conference hall, 2 gyms, and a choreography hall. Altogether, the PF offers 1,220 seats for studies. The ED is in charge of the PF Museum and Comenius Classroom where the materials necessary for the studies are accumulated. In the ED methodological lab (Classroom 108), research and methodological literature is stored. The consultation classroom of the ED is equipped with 3 computers and Internet access (SER, p. 21).

The panel could confirm that the classrooms are reasonably adequate both in their size and quality, and meet the requirements of hygiene and work security with modern audio and video equipment. Wireless internet, data-show projectors, TV and interactive boards are available. Available multimedia and computer equipment correspond to the needs of the programme, including the needs for extensive teleconferencing and interactive distance learning activities.

All lectures take place in the building of the PF, but students may use premises in other divisions of the university, such as the conference hall, two classrooms with 250 seats each and others which can be used for lectures, scientific conferences, defences of final theses, etc.

The library is reasonably well equipped and the staff gave an impression of being competent, committed and service minded. The services provided are computerized and students have possibilities to order and to use databases via their lap tops. An opportunity to work at home within university's network has to be mentioned, as a big advantage and improvement for students' mobility. Students confirmed the panel's view and pointed out the good service they receive from a competent, flexible and service oriented library staff. PF is provided with methodological resources (textbooks, books, periodicals, and databases), 52 databases are subscribed by the university with free access for teachers and students. In a project teachers and students were trained for *The Use of e-Research Information Sources (databases): Information Sources of Social Sciences*. The Methodological lab regularly receives specialist literature. Methodological aids (such as copies, CD, e-versions, video materials, etc.) are stored here. This is the place where final theses can be consulted by students too. Nevertheless when taking into account that the supply of journals, databases is quantitatively restricted and that one or two course books are available in lecture and seminars rooms the question is how to secure that the students continuously are provided with the latest scientific knowledge.

In short, the panel consider that the premises for studies are adequate both in their size and quality, that the teaching and learning equipment (laboratory and computer equipment, consumables) are also adequate both in size and quality, and that the teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. Finally the panel encourages the management body to take measures in order to further improve the learning resources, particularly the library, to reach an international standard.

2.5. Study process and students' performance assessment

Students' admission is carried out in accordance with the admission rules proposed by PF Council and approved by the KU Senate. A university Bachelor's degree is necessary for a student to be admitted.

Students are encouraged to participate in joint research together with teachers and to present papers in conferences and student forums, which usually take place in Klaipėda region, this way practicing their research skills. The panel wants to encourage supervisors to engage Master students in research projects by publishing joint articles and conference presentations.

There are various forms of students' support. Information about the study programme is available in the website and the Department organises meetings on relevant issues of their interest.

Students' assessment is regulated by the *KU Study Regulations* which is available in the library and on the KU Internet website. The assessment is cumulative and the SER says „*such a system results in objective and comprehensive assessment and self-assessment of the achievements of teaching/learning and reflects the CDP outcomes*“, (SER, p. 25, para. 76). In the assessment, a ten-point criterion-based scale and a cumulative assessment system are applied. The assignments of independent work during the semester are graded, and during the exam session, the final grade is derived by multiplying individual grades by their lever coefficients and by summing up the products (SER, p. 25). The assessment system appears to be well articulated and in principle clear but quite detailed and thus somewhat complicated for students.

Students are informed about the types of independent work assignments, the schedule of their completion, and their impact on the final grade, and also informed about the form of the exam, its content, duration, and assessment criteria.

The learning outcomes are assessed by taking into account the principles of validity, reliability, transparency, and formally prescribed by the *KU Study Regulations*.

The dropout rate is relatively high and the reasons, explained in SER seems not primarily be related with dissatisfaction with the studies, instead to factors like family situation, work and financial situation.

The ratio of contact versus independent hours of work seems to be adequate focusing on learners' work, rather than on teacher's work.

Erasmus bipartite collaboration agreements were signed with universities of Austria, Belgium, Bulgaria, the Czech Republic, Denmark, Spain, Iceland, Latvia, Poland, Norway, Sweden, Turkey, and Germany. (13 instead of 15 countries, as it is written in the SER, p. 26). Despite satisfying formal prerequisite very few students take the opportunity to go abroad. Reasons are related to work and family situation but the administration is encouraged to take the issue of students' low participation in exchange programmes into a consideration.

The SER says that, over the assessment period, 13 students graduated. Having data about only 10 of them, the SER confirms that they are all employed and the jobs they are in are very diverse and cover areas like children's Day care Centre, specialist in Centre of Culture, specialist in the

Department of statistics etc. (SER, p. 27). Despite the fact of referring that “*the diversity of workplaces witnesses that the graduates acquire sufficiently broad competences*”(SER) the panel considers this argument is not reasonable enough for a second cycle programme. A Master’s programme is expected to be addressed to more focussed and targeted on specific competences.

Measures are taken against students’ academic misconduct but it would be motivated to stress this issue for instance by arranging an obligatory detecting system of plagiarism for all work and to have the students to sign agreements when starting their studies.

In summary, the panel considers that the admission requirements are well founded and explained, that students are encouraged to participate in research and applied research activities, that students are reluctant to use the opportunities to participate in student mobility programmes, that the higher education institution ensures an adequate level of academic and social support, and that the assessment system of students’ performance is clear, adequate and publicly available.

2.6. Programme management

Since 2011, KU has the *Descriptor of the Conception of the KU System of Management of the Internal Study Quality* the aim of which is to have the internal quality assurance at KU. Responsibilities for decisions and monitoring of the programme are clear (SER, pp. 27-29) and are assured by the following levels of quality assurance:

The level of the University: the KU Council, the Senate and the Rector (Vice-Rector of Science and Studies, the Department of Studies, and the Rector’s Office).

The level of the Faculty of Pedagogy: the PF Council, the Dean’s Office, the Dean, and Vice-Dean.

The level of the Department: The Department of Educology for the the administration of the study programme.

For the management of the main processes, the responsibility is distributed between the KU Senate, the Council of the PF KU, and the Dean’s Office.

The management of the study programme of Career Designing and study quality assurance is regulated by documents mentioned in the SER (pp. 28-29).

Data for the analysis of the study programme are formally and informally collected in the meetings and through the survey questionnaires to be used as feedback for the improvement of the programme management.

Social partners systematically participate in the assessment and improvement of the quality of the programme. The SER says that „*social partners take part in internal and external self-assessments of the study programme, the practices are discussed, etc. In those and other events, the employers express their opinion about the level of qualification of the programme graduates.*” (SER, p. 28).

There is a strong cooperation with social partners, like employers and professional associations which is partially attested by the participation of the Senior Specialist of the Ministry of Education and Science of the Department of Education Quality and Regional Policy, Klaipeda,

in the self-evaluation group. Social partners provide assistance to students who write final theses and create conditions for them to conduct research in their enterprises, institutions, and organisations, such as the Police Department of Klaipeda Region, the Territorial Labor Exchange, the Armed Forces and the Navy, Department of Education of the city of Klaipeda and comprehensive schools of the city, vocational schools and colleges, the Centre of Pedagogue Education and Culture, Library of Klaipeda County, etc.

The panel conducted a session with social partners and was impressed by the strong support the programme gets from different stakeholders. About 12 partners participated and gave numerous examples of how appreciated the Masters graduated from the programme are within different fields of the labour market. Masters were praised for their broad knowledge based and their social and personal abilities. They are becoming more and more recognized and examples illustrated an expanding need of career designers. Social partners also accentuated their possibilities to influence the program, for instance by offering possibilities for engaging in research projects, for engaging mentors and for developing practice for students.

For the improvement of the quality of studies, students' feedback is crucial and the panel could note that students and graduates emphasized their good possibilities to express their opinions about the programme and about arrangement related to the conduction, regardless the statement in the SER stating that „*the teachers believe that the relationships with the graduates are still insufficient, and the harmony of the EMP content is affected by administrative directives*” (SER, p. 29). Students also gave examples of participation in various kinds of feedback activities and of self-assessment groups and the panel considers their conceptions of being involved is indicative of the openness and inclusion of students' views. In all students, graduates and social partners assured that they are taken into consideration to improve the study programme.

In short, the panel considers that the responsibilities for decisions and monitoring of the implementation of the programme are well allocated, that information and data on the implementation of the programme are regularly collected and analysed, that outcomes of internal and external evaluations of the programme are used in general for the improvement of the programme, that evaluation and improvement processes involve stakeholders and that the internal quality assurance measures are effective and efficient. But the faculty should pay more attention into a wider international orientation, for instance in establishing networks, inviting guest lecturers and researchers and for participating in application for funding from international sources.

III. RECOMMENDATIONS

1.
To make a clearer conceptual distinction between the Master programme of Career designing and the Master programme of Educology, particularly concerning the description of learning outcomes;
2.
To define the learning outcomes in articulation with the programme aims, in a more realistic way;
3.
To improve the factual possibilities for the teaching staff to get engaged in a systematized plan for professional development, establishing a sound balance between teaching and higher level research activities;
4.
To create appropriate conditions for the teaching staff to live up to a university's responsibility to actively participate in the international research community, participating in staff mobility, with long term research periods abroad;
5.
To increase the publications of research results in peer reviewed international journals;
6.
To more systematically inform and encourage students to participate in exchange programmes and international research networks;
7.
To invite young research active scholars/teachers from other Lithuanian institutes and abroad for a longer period.

IV. EXAMPLES OF EXCELLENCE *

There is no examples of excellence.

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

V. SUMMARY

Main positive and negative quality aspects of each programme evaluation area.

2.1. Programme aims and learning outcomes

<p>Ambitious learning outcomes Consistent with the type and level of qualifications offered Grounded on strategic education documents at international, national and institutional levels Solid discourse founded on scientific forecasts about labour market in the future</p>	<p>Programme aim stated in a condensed way Need for a clearer definition of the concept of Career Designing Exhaustive set of learning outcomes Over detailed and therefore unclear outcomes Need for a better conceptual relationship to the Master-programme of Educology</p>
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2.2. Curriculum design

<p>Logical sequence of courses in the curriculum design Balanced distribution of courses and ECTS along the semesters Adequate proportion of contact versus independent hours of work Teaching methods appropriate and diversified</p>	<p>Ambitious part-time 2 year programme: unrealistic to attain the intended scope Difficult in practice to handle with too many expected outcomes Lack of more recent and foreign authors and references</p>
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2.3. Teaching staff

<p>Joint projects of KU, Vytautas Magnus University, the Lithuanian University of Educational Sciences, and Šiauliai University, on Education Quality Management and Career Designing Research on different themes related to problems of education for personal and professional career Collective monographs on the History of Education and Pedagogical Thought in the Baltic Countries Committed, enthusiastic and intensively working staff</p>	<p>Low ratio of teachers and students Heavy staff working loads Lack of a high standard international dimension in publications and research Lack of long leaves abroad for research</p>
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2.4. Facilities and learning resources

<p>Adequate classrooms in size and quality Wireless internet, data show projectors, interactive boards, etc. Training for The Use of e-Research Information Sources (databases) Home access to library network and different data bases Competent, flexible and service oriented library staff</p>	<p>Lack of more foreign language literature to reach an international standard in the field of andragogy Lack of contemporary literature in the field of adult education</p>
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2.5. Study process and students' performance assessment

Admission according to legal determinations Students encouraged to participate in research activities Erasmus bipartite collaboration agreements signed with universities of many countries Various forms of students support Clear information about the process of assessment Other forms of assessment beyond written tests and exams Open and good relationships with staff No graduates registered in the Job Centre	Few students abroad in Erasmus programmes No foreign students Graduate students working in other fields
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2.6. Programme management

Different levels of responsibility for decisions clearly stated Data formally and informally collected for the quality assurance Outcome of a joint project Inclusion of social partners for the improvement of the programme Strong cooperation with employers and professional associations Students' voices heard	Lack of wider international orientation (networks, guest lecturers, funding for research from international sources) Lack of encouragement for teachers to take active research leaves after 5 years of teaching
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To summarize even more, we can detach two greatest strengths of this study programme, from a systemic point of view:

1. The sub-system of teaching staff, which expressed several expressions of enthusiasm, commitment and professionalism. This strength represents a fundamental potential for further development of the programme and should be taken good care of by the management body.
2. The communication and cooperation among different sub-systems aiming at the same aim (equifinality): departments, teaching staff, social partners, graduates and students, whose voices are listened to and taken into account.

The most visible weakness appeared to be the limited bold venture aiming at involvement in internationally oriented activities, such as study leaves abroad, inviting guest research and lecturers from abroad, encouraging students to participate in exchange programmes and to expand researchers' international publication.

VI. GENERAL ASSESSMENT

The study programme *Career Designing* (state code – 621X91001) at Klaipėda University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	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:	Prof. dr. Jesus Maria Angelica Fernandes Sousa
Grupės nariai: Team members:	Prof. dr. Sven Erik Hansen
	Prof. dr. Larissa Jogi
	Mrs. Romualda Juozaitienė
	Mr. Gytis Valatka

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
KARJEROS PROJEKTAVIMAS (VALSTYBINIS KODAS – 621X91001) 2014-12-03
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-588 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Karjeros projektavimas* (valstybinis kodas – 621X91001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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)

<...>

V. SANTRAUKA

Kiekvienos programos vertinimo srities pagrindiniai teigiami ir neigiami kokybės aspektai.

2.1. Programos tikslai ir numatomi studijų rezultatai

Numatomi ambicingi studijų rezultatai.	Glaustai išdėstytas programos tikslas.
Programa atitinka siūlomos kvalifikacijos studijų rūšį ir pakopą.	Reikia aiškiau apibūdinti karjeros projektavimo koncepciją.
Programos tikslai ir rezultatai grindžiami	Numatomi studijų rezultatai išdėstyti pernelyg

<p>strateginiais tarptautinio, valstybinio ir institucinio lygmens švietimo dokumentais.</p> <p>Būdingas svarus, moksliniais tyrimais grįstas ateities darbo rinkos suvokimas.</p>	<p>detaaliai.</p> <p>Numatomi studijų rezultatai neaiškūs, nes pernelyg detaliai išdėstyti.</p> <p>Reikalingas geresnis konceptualus ryšys su Edukologijos magistrantūros studijų programa.</p>
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2.2. Programos sandara

<p>Studijų dalykai programoje išdėstyti logiškai.</p> <p>Dėstomi dalykai ir kreditai į semestrus paskirstyti subalansuotai.</p> <p>Kontaktinio darbo ir savarankiškų studijų laiko proporcija yra tinkama.</p> <p>Dėstymo metodai atitinka reikalavimus ir yra įvairūs.</p>	<p>Dvejų metų trukmės išėstinių studijų programa yra per plati: įgyvendinti numatytas studijų apimtis nerealu.</p> <p>Sunku įgyvendinti praktiškai dėl pernelyg daug numatomų studijų rezultatų.</p> <p>Trūksta nuorodų į šiuolaikinius ir užsienio autorius.</p>
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2.3. Dėstytojų personalas

<p>Bendri Klaipėdos universiteto, Vytauto Didžiojo universiteto, Lietuvos edukologijos mokslų universiteto ir Šiaulių universiteto dėstytojų Švietimo kokybės vadybos ir Karjeros projektavimo programų projektai.</p> <p>Įvairi švietimo sistemos asmeninio ar profesinio lygmens problemų mokslinė tiriamoji veikla.</p> <p>Kolektyvinės monografijos apie Baltijos šalių švietimo ir pedagoginės minties raidos istoriją.</p> <p>Kupinas entuziazmo, nuoširdžiai ir intensyviai dirbantis personalas.</p>	<p>Žemas dėstytojų ir studentų skaičiaus santykis.</p> <p>Dideli dėstytojų darbo krūviai.</p> <p>Yra per mažai aukštus tarptautinio lygio standartus atitinkančių publikacijų ir mokslinių tyrimų veiklos.</p> <p>Yra per mažai ilgalaikių mokslinių išvykų į užsienį.</p>
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2.4. Materialieji ištekliai

<p>Patalpos studijoms tiek dydžiu, tiek kokybe atitinka reikalavimus.</p> <p>Yra bevielis internetas, vaizdo projektoriai, interaktyvios lentos ir t. t.</p> <p>Mokymai, kaip naudotis elektroniniais mokslo tyrimų (e-Research) informacijos šaltiniais (duomenų bazėmis).</p> <p>Namuose yra prieiga prie bibliotekos tinklo ir įvairių duomenų bazių.</p> <p>Kompetentingas, lankstus ir paslaugus bibliotekos personalas.</p>	<p>Trūksta daugiau užsienio kalba išleistos literatūros, siekiant atitikti tarptautinius standartus andragogikos srityje.</p> <p>Yra per mažai suaugusiųjų mokymui skirtos šiuolaikinės literatūros.</p>
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2.5. Studijų eiga ir studentų darbo vertinimas

<p>Priėmimas vyksta įstatymų nustatyta tvarka.</p> <p>Studentai skatinami dalyvauti moksliniuose tyrimuose.</p> <p>Pasirašytos <i>Erasmus</i> programos dvišalio bendradarbiavimo sutartys su daugelio šalių universitetais.</p> <p>Studentams taikomos įvairios paramos formos.</p> <p>Aiškiai išdėstytas pasiekimų vertinimo procesas.</p> <p>Be testų raštu ir egzaminų, taikomos ir kitos pasiekimų vertinimo formos.</p> <p>Atviri ir geri studentų bei personalo santykiai.</p> <p>Darbo biržoje užregistruotų absolventų nėra.</p>	<p>Mažai studentų mokosi pagal <i>Erasmus</i> programą užsienyje.</p> <p>Nėra studentų iš užsienio.</p> <p>Antrosios pakopos studijų studentai dirba su studijų programa nesusijusiose srityse.</p>
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2.6. Programos vadyba

<p>Aiškiai nurodyta įvairių lygių atsakomybė priimant sprendimus.</p> <p>Oficialiai ir neoficialiai surinkti duomenys skirti studijų kokybei užtikrinti.</p> <p>Bendro projekto rezultatai.</p>	<p>Trūksta platesnio tarptautinio orientavimo (tinklai, kvietiniai lektoriai, mokslinės veiklos finansavimas tarptautinėmis lėšomis).</p> <p>Dėstytojai per mažai skatinami po penkerių darbo metų imti kūrybines atostogas.</p>
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<p>Socialiniai dalininkai įtraukiami į programos kokybės gerinimo darbą.</p> <p>Glaudžiai bendradarbiaujama su darbdaviais ir profesinėmis asociacijomis.</p> <p>Atsižvelgiama į studentų nuomonę.</p>	
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Apibendrinant dar glausčiau, sisteminio poveikio atžvilgiu galima išskirti dvi didžiausias šios studijų programos stiprybes. Tai:

1. Nuolatinis entuziazmas, nuoširdžiu darbu ir profesionalumu pasižymintis dėstytojų kolektyvas. Ši stiprybė sudaro svarbiausią tolesnės programos vystymo potencialą, todėl programos vadovybė šia sritimi turėtų tinkamai rūpintis.
2. Įvairių padalinių – katedrų, dėstytojų personalo, socialinių dalininkų, absolventų ir studentų – bendravimas ir bendradarbiavimas siekiant to paties tikslo (bendrų tikslų turėjimas), išklausant ir atsižvelgiant į visų nuomones.

Akivaizdžiausia programos silpnė – riboti bandymai įsitraukti į tarptautinę veiklą, tokią kaip išvykimas studijuoti į užsienį, kviestinių mokslininkų ir dėstytojų iš užsienio pritraukimas, studentų raginimas dalyvauti mainų programose ir mokslo darbų tarptautinių publikacijų plėtojimas.

<...>

III. REKOMENDACIJOS

1.

Aiškiau atskirti magistrantūros Karjeros projektavimo ir Edukologijos studijų programas konceptuali požiūriu, ypač apibrėžiant šių programų studijų siekinius.

2.

Realistiškiau apibrėžti numatomus programos studijų rezultatus, atsižvelgiant į sąsają su programos tikslais.

3.

Gerinti dėstytojų realias galimybes sistemingai dalyvauti profesinio tobulėjimo projektuose, sukuriant tinkamą dėstymo ir aukštesnio lygio mokslinės veiklos pusiausvyrą.

4.

Sudaryti tinkamas sąlygas dėstytojams dalyvauti ilgalaikę mokslinių tyrimų veiklą užsienyje numatančiose darbuotojų judumo programose ir įgyvendinti universiteto įsipareigojimą įsitraukti į tarptautinę mokslinę veiklą.

5.

Didinti mokslinių tyrimų rezultatų publikacijų skaičių specialistų recenzuojamuose tarptautiniuose žurnaluose.

6.

Reguliariau informuoti ir raginti studentus dalyvauti mainų programose ir tarptautiniuose mokslinių tyrimų tinkluose.

7.

Kviesti ilgesniam laikotarpiui jaunas, mokslinių tyrimų veiklą aktyviai vykdančius mokslininkus / dėstytojus iš užsienio ir kitų Lietuvos mokymo institucijų padalinių.

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)