



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto
STUDIJŲ PROGRAMOS
SOCIALINĖ PEDAGOGIKA IR ETIKA
(valstybinis kodas – 612X16004)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF SOCIAL PEDAGOGY AND ETHICS *(state code – 612X16004)*
STUDY PROGRAMME
at the Lithuanian University of Educational Sciences

Expert team:

1. **Prof. Dr Hans van Ewijk** (team leader), *academic,*
2. **Asoc. Prof. Dr Mare Leino**, *academic,*
3. **Dr Margaret O'Donnell**, *academic,*
4. **Prof. Dr Rudi Roose**, *academic,*
5. **Ms Daiva Burkauskienė**, *representative of social partners,*
6. **Mr Augustinas Rotomskis**, *student representative.*

Evaluation coordinator -

Ms Tautvilė Tunaitienė

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinė pedagogika ir etika</i>
Valstybinis kodas	612X16004
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4), iššęstinė (5,5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	socialinės pedagogikos bakalauras, socialinis pedagogas
Studijų programos įregistravimo data	2012 m. gegužės 31 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Pedagogy and Ethics</i>
State code	612X16004
Study area	Social Sciences
Study field	Teachers' Training
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4), part-time (5,5)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Social Teacher Training, Social Pedagogue
Date of registration of the study programme	31 May 2012

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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 the 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, no additional documents have been provided by the HEI before, during and/or after the site-visit.

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

This assessment report has been produced in the following way: the experts of the group received the Self-evaluation Report (SER) of the program of Social Pedagogy and Ethics from Lithuanian University of Educational Sciences in summer 2015. Members of the assessment group were individually reading the report by making notes and posing questions based on their own experience on social work education. The next step of the process was that the expert group

discussed about their observations and questions and formulated those issues that should be discussed with the administration, self-evaluation group, staff, students, and employers of the institution during their visit to the institution. Before the visit, the review team was provided with extra written material, like the list of names of each group member (staff, students, employers and etc.), and productive work of students, e.g. essays, assessments. After the visit, the review team held a meeting to discuss the contents of the External Evaluation report so that it does represent the opinion of the whole group.

Lithuanian University of Education Sciences prepares teachers for all stages of education (pre-school, primary, basic and secondary education). The range of study subjects span the content and learning objectives for formal and non-formal education settings, specialists in educational assistance (special educators, social educators and psychologists), and educational leaders and experts in ensuring quality educational provision. The Faculty of Education is the core faculty of LEU, implements study programmes in the fields of education science, arts education and psychology. The Bachelor Study Programme of Social Pedagogy and Ethics has been implemented in the Faculty of Social Education under cooperation of the Department of Social Education of the Faculty of Social Education and the Department of Ethics of the Faculty of History at Lithuanian University of Educational Sciences (hereinafter – LEU). The Study Programme was launched in the Department of Social Education of the Institute of Social Communication and in the Department of Ethics Didactics of the Faculty of Education. After the revision and renewal of the Regulations of Teacher Training (recasts of 15 May and later 12 December 2012), following the Resolution of the LEU Senate, the assessed Study Programme was ascribed that status of the Study Programme belonging to the Studies of the Module of Social Education Subjects and the Module of Ethics Subjects. The graduates' of this Study Programme obtain the Bachelor's degree in Social Education and qualification of social pedagogue.

The studies are implemented in the full-time and part-time modes. The main of the study programme is to train proactive and creative specialists that strive for lifelong learning, cherish firm moral provisions, are capable to work successfully as social pedagogues and/or teachers of ethics in institutions of formal and non-formal education, social, state and municipal management institutions, as well as assume further studies in the second cycle.

The program is under review for the first time.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality

Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 7 October 2015.

1. **Prof. Dr Hans van Ewijk**, *Emeritus Professor of Social Work Theory at the University for Humanistics, Utrecht, the Netherlands.*
2. **Assoc. Prof. Dr Mare Leino**, *Associate Professor at the Institute of Social Work, Tallinn University, Estonia.*
3. **Dr Margaret O'Donnell**, *lecturer in the field of special education at St Patrick's College, Dublin, coordinator of an online Certificate/Diploma in Inclusive Education, Ireland.*
4. **Prof Dr Rudi Roose**, *Professor of Social Work at the Department of Social Work and Social Pedagogy, Faculty of Psychology and Educational Sciences, Ghent University, Belgium.*
5. **Ms Daiva Burkauskienė**, *Head of Division of Educational Assistance, Assessment and Consulting at the Educational Centre for Deaf and Hard of Hearing of Lithuania, Lithuania.*
6. **Mr Augustinas Rotomskis**, *graduate in Clinical Psychology, Vilnius University, president of the Lithuanian Association of Psychology Students, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The mostly all program learning outcomes are well defined, in general clear, applicable, publicly accessible and discussed with social partners. The outcomes are consistent with the type and level of studies and the level of qualifications offered. The aim and learning outcomes of the Study Programme comply with public needs, needs of the labour market and the provisions of the Law on Research and Studies of the Republic of Lithuania which define the purpose of the first cycle of university studies to foster general erudition, to provide the theoretical basis of a study field and to form professional skills necessary for independent work that is closely linked to the purpose of educational support and activity in enhancing efficiency of educational support provided for in the Law on Education. At the meeting with social partners it was indicated that employers are satisfied with the competences of graduates, as well as preparedness of students for their placements.

However, the review team has some doubts about the learning outcome: *The graduate will be able to plan and conduct educational research independently, analyse and interpret the obtained data, apply research results to solve significant educational, social and ethical problems, as well as spread scientific ideas to the public.* At least in this English version, the 'spread scientific ideas to the public' is felt as being too ambitious for a bachelor program. A second comment on the learning outcomes is the fifth learning outcome stating that *'A graduate will be able to critically assess and interpret texts of philosophy and ethics, identify and analyse topical problems of moral (self-)development, foresee ways of their solution, as well as observe ethics of personal freedom of choice in own activity'*. In this outcome no connection at all is made to social pedagogy.

The choice for combining social pedagogy and the certificate for teacher ethics is bringing back the specific social pedagogy program with 90 ECTS. Languages and electives disappeared from the program. On the other hand the substantial program in philosophy and ethics is seen and felt as an adding value for social pedagogues. Students informed the review team that it improves understanding, communication, relationships, knowledge and skills. Teachers saw an added value in getting a better picture or better photograph of the problem. The review team recognizes this added value.

The debate on the subject was about the rather diffused picture of the program combining 'social pedagogy' and 'teacher of ethics'. This combination is a pragmatic answer to the problem to acquire substantial employments, in particular in rural areas with small schools. Next to social

pedagogy and ethics, programs exist on history and ethics, health and ethics, sport and ethics in LEU. By that, the teacher ethics program as such was dissolved in this range of combinations.

In the conversations the review team met different interpretations of what was the concept or rationale for the program social pedagogy and ethics. Sometimes it was suggested that it were two different studies in one program, quite popular under students with an interest in becoming a teacher in ethics. Sometimes it was suggested that it was a program to get a better social pedagogue through the stronger connection to ethics and philosophy. In this line, the review team was discussing too what extent the combination of teacher and social pedagogy is acceptable. A social pedagogue should not be too much identified with a teacher. Teaching staff brought in that teacher in ethics themselves are in a special situation in schools outside the assessment system and therefore can combine roles at the same time.

In particular it was in the aims unclear why there is in the same institute a program social pedagogy and a program social pedagogy and ethics, even suggesting that the first mentioned is not ethical. Is 'social pedagogy and ethics' of a higher standard, giving social pedagogues a better starting position or are they alternative routes to a similar starting position?

Finally, the concept of social pedagogy was not strongly developed. The good side was the emphasis on value-based, positive relationship, mutual support, a holistic approach, inclusion and respect. However, most answers to the question about the concept were referring to the legal demands or were rather descriptive, such as targeted to children and young people or learning for being a social pedagogue in the school or informal sector. The whole program should be more convincing in its social pedagogical perspective. It is now mainly identified in some modules.

Another question to ask is if this new program is attracting more students. The review team has its doubts, considering the number of students. 1, 5, 5, 8 over the last four years, a rather low number to sustain a program. The more, because in the neighbouring program social pedagogy a sharp decrease from 100 to 9 is observed over the last five years. Is it sensible to provide a program social pedagogy and a program social pedagogy and ethics, both with rather low submissions and actually 'eating up' each other?

The review team concludes that the outcomes meet the demands from international and national standards and are in line with what to expect from social pedagogues. The name of the programme, its learning outcomes, content and qualifications offered are overall compatible with each other, however the overall conceptualisation of social pedagogy and the positioning of the program social pedagogy and ethics is diffuse. The number of enrolled students is rather low.

2.2. Curriculum design

The curriculum meets legal requirements; the modules are spread evenly and not repetitive and consistent with the type and level of the studies. The line is from simple to more complex. The program is oriented and orientating at more direct learning and other modern ways of learning. As such, the modules are of a high standard and transfer the overall outcomes in concrete assignments. By that the intended learning outcomes will be achieved. The curriculum is up to date and the review team is impressed by the knowledge available for the students. Students valued the extra bag to take with them in practice. In teaching a rich variation was found in using different methods and means and in most modules we found direct connection to the practice of social pedagogues. New target groups and new problems in society are perceived and addressed, albeit sometimes too much implemented in again a new module.

However, there are substantial problems in the program:

1. The program is overloaded with more than 50 modules spread over four years. There is no room for electives and according to the review team not enough room for developing generic professional qualities, such as being a reflective, constructive, analytic professional with a great capacity for transfer of knowledge and skills in different contexts.

2. The integration between social pedagogy and ethics is not sufficiently achieved. It looks partly like to be being educated in two different institutes. On the other hand a number of ethic modules are indeed bridging, such as ethics of care, ethics of child rights, bio ethics and ecologic ethics. In the final thesis it is expected that students integrate social pedagogy and ethics.

3. Placements are done in three stages and the bigger ones are all in schools, therefore sufficiently answering training social pedagogy in the setting of a school. The program, however, is firmly stating that they prepare for jobs outside the school as well, as consultants, in child care centres etc. For social pedagogues in informal education, practice training seems hardly provided, except from the first small practice placements.

On the one hand the review team found a high quality of more than 50 modules, a variety in learning methods and a good feeling for practice; On the other hand the review team encounter no room for electives or more substantial modules, a partly segregated world of social pedagogy and ethics and a lack of substantial training for informal education.

2.3. Teaching staff

The staff is definitely meeting the legal requirements.

The qualifications of teaching staff are above average and there is commitment to the students. The staff has possibilities for training, research and international mobility and most of

the staff is using those opportunities 134 articles were published in reviewed journals in Lithuania and abroad.

Several teachers are active in international networks, one of them being coordinator of the webplatform of EC “Pestalozzi”. Recently, teachers were in exchange programmes with US, Holland, Romania, Latvia and Estonia. Most teachers have good foreign language skills.

Systematic and consistent development of teachers’ qualifications is part of the strategy of staff management. The more problematic side is the high number of staff (28 people) engaged in this program for at the moment overall 19 students, spread over 4 years. The question of effectiveness raises and of organisation: how to organise co-operation with so many teachers?

From meeting with the teaching staff the review team got the impression that not all staff members are committed to the program and their colleagues. Many staff members are internationally oriented but the self-assessment report demonstrates higher ambitions.

2.4. Facilities and learning resources

The LEU premises are rather old but adequate. A new library will be built soon. The classrooms are well equipped and modern technologies are there, even high tech. Moodle is in full development and ideas about distance learning and blended learning are recognized.

Computers, laboratories and places for study are available, both in size and quality. The practice arrangements meet the standards.

Teaching materials are in the libraries, the bookshop and partly in Moodle. The library gives access - also from home - to a whole range of databases. The building is accessible for people with special needs and special computer programs and facilities for special needs students and teachers were demonstrated. Students informed the review team that the personnel of the library, canteen, reception etc. are very helpful.

2.5. Study process and students’ performance assessment

The organisation of the study process ensures an adequate provision of the program and the achievement of the learning outcomes. Adequate time is allocated to the theory subjects, practical classes and consultations. Students have easy access to their teachers and felt themselves highly supported by them.

There is a standardised procedure for the examination of students work. Students have opportunities to participate in student mobility programs, e.g. one student signed in with Lithuanian London School ‘Leaping Toads’. All students take part in researches, artistic and creative work because modules on these issues are in the curriculum. A number of students is

active in activities of the Lithuanian Association of Ethics Teachers and are involved in the organisation of annual Days of Specialists in Ethics. The assessment system is clear, what was confirmed by students the review team spoke with, and assessment criteria are to find in the modules. Most assessments are on theory and assignments to full fill. Besides that, practical skills are observed and assessed in practice by mentors who report to supervisors in the program.

Admission requirements are well founded, accessible and applied. All entrants to State financed places have to take a motivation test. Employers are very positive about the students from this study programme at LEU.

2.6. Programme management

LEU has a centralized quality system and it is applied in the program 'Social pedagogy and ethics'. Social partners, students, alumni and teachers confirm that they are involved in the study programme implementation process, their comments and critics are addressed and that they are informed about outcomes of surveys.

Responsibilities for decisions and monitoring are allocated in a transparent system on all levels. The Study Programme Committee is the main management and decision making body of the Study Programme. It also carries out the functions of renewal, monitoring and self-assessment, as well as provides recommendations for improvement. Researchers, students, alumni and employers are represented. The Committee reports to the Dean and Faculty Council. The majority of the teachers are positive about of the Study Programme and emerging problems are immediately addressed and solutions found. Students evaluate their teachers from 3 to 5 points (out of 5). Practice mentors pointed out that the preparation of the lessons plans and lectures are most useful assignments to prepare students for their professional work. There is some problem because two departments are involved in the program but formally reporting is done to the head of the department of social education.

The quality assurance measures are effective and efficient. The Study Program Committee is a permanently functioning organisational body and carries out the functions of renewal, monitoring and self-assessment. It provides as well recommendations for renewal and improvement of the study program.

III. RECOMMENDATIONS

1. Strengthen and develop a firm theoretical basis for the programme 'Social Pedagogy and Ethics' and explore how these two programmes can effectively be fused to create one cohesive programme.
2. Clarify the role and identity of the 'Social Pedagogue' with regard to their positioning in the field of 'Social Pedagogy and Ethics.'
3. Reduce the number of Modules by rationalising and identifying the required knowledge, core skills and competencies across modules and students' learning experiences.
4. Extend the practical placement experiences to informal social settings Community Centres, Child Welfare and Day Centres etc.
5. Extend the use of Moodle to a more blended learning approach – recording lectures for students to listen to prior to and following face to face lectures.
6. Market the programme more intensively to increase student numbers.

IV. SUMMARY

'Social Pedagogy and Ethics' is a new programme which commenced in 2012 at the Lithuanian University of Educational Sciences. The programme aims to provide professional development to students in support of working successfully as social pedagogues and/or teachers of ethics in institutions of formal and non-formal education, social, state and municipal management institutions.

The programme is in compliance with all regulations both national and international and meets the demands of the workforce. The modules aims are well connected to the learning outcomes and overall, are in compliance with both national and international requirements. The staff has a high standard of both academic and research experience and their enthusiasm and commitment to providing quality teaching and learning experiences to all students is commendable.

Facilities and learning resources all meet the standards outlined in the programme and serve to support all aspects of students' engagement and learning. The assessment system is clear and the assessment criteria are readily accessible in the modules. While responsibilities for decision making and monitoring of the programme are allocated, some issues arise with regard to communication due to the involvement of two separate departments.

The decision to combine Social Pedagogy and the Certificate for Teacher Ethics came about as a pragmatic response to changing social demands and employment opportunities. The merger of these disciplines was considered by management to enrich and add value to the Social Pedagogy Programme. However, this merger resulted in a rather diffuse picture of the underlying ideology and focus with many different interpretations being presented of what was the essential concept or rationale for the programme of Social Pedagogy and Ethics. In summary, it would appear that the underlying theoretical perspective and positioning of the programme Social Pedagogy and Ethics is diffuse and needs to be furthered strengthened and underpinned by a more robust theoretical framework. Furthermore, the number of students enrolled demands a more pro-active marketing strategy in order to ensure the sustainability of the programme in the future.

At the level of planning there is a need for a review and rationalisation of the programme aims and objectives with a view to reducing overloaded and fragmentation and to provide more integration across topics and modules. Finally, Social Pedagogy in informal settings is under conceptualised and insufficiently supported by placement experiences.

The recommendations point to areas that need to be developed namely, the theoretical basis that underpins this field of study in 'Social Pedagogy and Ethics'. The need to clarify the

role, identity and positioning of the Social Pedagogue in these combined disciplines needs to be addressed. In addition, the recommendations point to engaging in a rationalising process to reduce the number of modules on offer. It is advised that practical placement experiences are extended to include informal social settings and that the use of Moodle be further extended in support of a more blended learning approach for students. Finally, it is recommended that the programme be extensively marketed in order to maintain student numbers and to secure the overall sustainability of the programme in the future.

V. GENERAL ASSESSMENT

The study programme *Social Pedagogy and Ethics* (state code – 612X16004) at the Lithuanian University of Educational 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	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
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:	Prof. Dr Hans van Ewijk
Grupės nariai: Team members:	Assoc. Prof. Dr Mare Leino
	Dr Margaret O'Donnell
	Prof. Dr Rudi Roose
	Ms Daiva Burkauskienė
	Mr Augustinas Rotomskis

EXTRACT OF FIRST CYCLE STUDY PROGRAMME *SOCIAL PEDAGOGY AND ETHICS* (STATE CODE – 612X16004) AT LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES 17TH DECEMBER 2015 EVALUATION REPORT NO. SV4-366



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJS UNIVERSITETO

STUDIJŲ PROGRAMOS

SOCIALINĖ PEDAGOGIKA IR ETIKA (valstybinis kodas – 612X16004)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF SOCIAL PEDAGOGY AND ETHICS (state code – 612X16004)

STUDY PROGRAMME

at LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES

- 7. Prof. Dr Hans (J. P.) van Ewijk (team leader), *academic,***
- 8. Asoc. Prof. Dr Mare Leino, *academic,***
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Išvados parengtos anglų kalba
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Studijų programos pavadinimas	<i>Socialinė pedagogika ir etika</i>
Valstybinis kodas	612X16004
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4), iššęstinė (5,5)
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State code	612X16004
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Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Social Teacher Training, Social Pedagogue
Date of registration of the study programme	31 May 2012

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VI. GENERAL ASSESSMENT

The study programme *Social Pedagogy and Ethics* (state code – 612X16004) at the Lithuanian University of Educational 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	2
2.	Curriculum design	2
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	Total:	16

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2 (satisfactory) - meets the established minimum requirements, needs improvement;

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4 (very good) - the field is exceptionally good.

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IV. SUMMARY

'Social Pedagogy and Ethics' is a new programme which commenced in 2012 at the Lithuanian University of Educational Sciences. The programme aims to provide professional development to students in support of working successfully as social pedagogues and/or teachers of ethics in institutions of formal and non-formal education, social, state and municipal management institutions.

The programme is in compliance with all regulations both national and international and meets the demands of the workforce. The modules aims are well connected to the learning outcomes and overall, are in compliance with both national and international requirements. The staff has a high standard of both academic and research experience and their enthusiasm and commitment to providing quality teaching and learning experiences to all students is commendable.

Facilities and learning resources all meet the standards outlined in the programme and serve to support all aspects of students' engagement and learning. The assessment system is clear and the assessment criteria are readily accessible in the modules. While responsibilities for

decision making and monitoring of the programme are allocated, some issues arise with regard to communication due to the involvement of two separate departments.

The decision to combine Social Pedagogy and the Certificate for Teacher Ethics came about as a pragmatic response to changing social demands and employment opportunities. The merger of these disciplines was considered by management to enrich and add value to the Social Pedagogy Programme. However, this merger resulted in a rather diffuse picture of the underlying ideology and focus with many different interpretations being presented of what was the essential concept or rationale for the programme of Social Pedagogy and Ethics. In summary, it would appear that the underlying theoretical perspective and positioning of the programme Social Pedagogy and Ethics is diffuse and needs to be furthered strengthened and underpinned by a more robust theoretical framework. Furthermore, the number of students enrolled demands a more pro-active marketing strategy in order to ensure the sustainability of the programme in the future.

At the level of planning there is a need for a review and rationalisation of the programme aims and objectives with a view to reducing overloaded and fragmentation and to provide more integration across topics and modules. Finally, Social Pedagogy in informal settings is under conceptualised and insufficiently supported by placement experiences.

The recommendations point to areas that need to be developed namely, the theoretical basis that underpins this field of study in 'Social Pedagogy and Ethics'. The need to clarify the role, identity and positioning of the Social Pedagogue in these combined disciplines needs to be addressed. In addition, the recommendations point to engaging in a rationalising process to reduce the number of modules on offer. It is advised that practical placement experiences are extended to include informal social settings and that the use of Moodle be further extended in support of a more blended learning approach for students. Finally, it is recommended that the programme be extensively marketed in order to maintain student numbers and to secure the overall sustainability of the programme in the future.

<...>

III. RECOMMENDATIONS

7. Strengthen and develop a firm theoretical basis for the programme 'Social Pedagogy and Ethics' and explore how these two programmes can effectively be fused to create one cohesive programme.
8. Clarify the role and identity of the 'Social Pedagogue' with regard to their positioning in the field of 'Social Pedagogy and Ethics.'
9. Reduce the number of Modules by rationalising and identifying the required knowledge, core skills and competencies across modules and students' learning experiences.

10. Extend the practical placement experiences to informal social settings Community Centres, Child Welfare and Day Centres etc.
11. Extend the use of Moodle to a more blended learning approach – recording lectures for students to listen to prior to and following face to face lectures.
12. Market the programme more intensively to increase student numbers.

<...>

LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *SOCIALINĖ PEDAGOGIKA IR ETIKA* (VALSTYBINIS KODAS – 612X16004) 2015-12-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-366 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Socialinė pedagogika ir etika* (valstybinis kodas – 612X16004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Socialinė pedagogika ir etika – nauja studijų programa, Lietuvos edukologijos universitete pradėta vykdyt 2012 m. Studijų programa siekiama studentams suteikti aukštojo mokslo kvalifikaciją, kad jie galėtų formaliojo ir neformaliojo lavinimo, socialinėse, valstybinėse ir savivaldybei priklausančiose įstaigose sėkmingai dirbti socialiniais pedagogais ir (arba) etikos mokytojais.

Studijų programa atitinka visus nacionalinius ir tarptautinius reglamentus, tenkina darbo rinkos reikalavimus. Modulių tikslai glaudžiai siejasi su studijų rezultatais ir, vertinant apibendrintai, atitinka šalies ir tarptautinius reikalavimus. Darbuotojai turi daug akademinės ir mokslinių tyrimų patirties, teigiamai vertinamas jų entuziazmas ir siekis visiems studentams dėstyti vienodai kokybiškai ir dalytis patirtimi.

Studijų programos materialinė bazė tenkina studijų programoje nurodytus standartus ir visais požiūriais tinka studentų aktyvumui ir studijoms organizuoti. Vertinimo sistema – aiški,

vertinimo kriterijai tiesiogiai nurodyti moduluose. Nors atsakomybė už sprendimų priėmimą ir studijų programos stebėseną paskirstyta, kyla komunikacijos sunkumų, nes studijų programą vykdo dvi katedros.

Sprendimas socialinės pedagogikos ir etikos mokytojo kvalifikaciją sujungti į vieną kilo kaip pragmatiškas atsakas į besikeičiančius socialinius poreikius ir galimybes gauti darbą. Sujungus dvi disciplinas, vadovybės nuomone, socialinės pedagogikos programa praturtėjo ir įgijo pridėtinės vertės. Tačiau po sujungimo pagrindinės idėjos tapo labai miglotos, radosi gausybė interpretacijų, kokia vis dėlto yra studijų programos *Socialinė pedagogika ir etika* pagrindinė koncepcija ar loginis pagrindas. Apibendrintai tariant, atrodo, kad studijų programos *Socialinė pedagogika ir etika* pagrindinė teorinė perspektyva ir padėtis tapo neaiški, todėl ją reikia stiprinti ir sutvirtinti teorinį pagrindą. Be to, didelis priimtų studentų skaičius reikalauja proaktyvesnės rinkodaros strategijos, kuri leistų ateityje užtikrinti šios studijų programos tvarumą.

Planuojant reikia persvarstyti ir racionalizuoti studijų programos tikslus, siekiant sumažinti studijų programos perkrovą ir fragmentiškumą, labiau susieti temas su moduliais. Galiausiai socialinė pedagogika formaliojoje aplinkoje yra nuvertinama, trūksta įdarbinimo patirties.

Rekomenduojama toliau tobulinti kai kurias sritis, būtent – teorinį pamatą, kuriuo grindžiama studijų programa *Socialinė pedagogika ir etika*. Dėstant sujungtas disciplinas, svarbu atkreipti dėmesį į būtinybę išgryninti socialinio pedagogo vaidmenį, tapatybę ir padėtį. Be to, rekomenduojama imtis racionalios pertvarkos ir sumažinti siūlomų modulių skaičių. Patariama išplėsti vietas, kuriose galima atlikti praktiką, sąrašą ir į jį įtraukti neformalios socialinės aplinkos įstaigas, didinti sistemos *Moodle* naudojimą, kuris studentams suteiktų įvairesnių mokymosi galimybių. Galiausiai rekomenduojama studijų programą aktyviai reklamuoti, kad būtų išlaikomas studentų skaičius ir apskritai užtikrinamas studijų programos tvarumas ateityje.

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III. REKOMENDACIJOS

1. Stiprinti studijų programos *Socialinė pedagogika ir etika* teorinį pamatą, nagrinėti, kaip efektyviai sujungti abi studijų programos dalis, siekiant studijų programos darnos.
2. Išgryninti socialinių pedagogų vaidmenį ir tapatybę, atsižvelgiant į socialinės pedagogikos ir etikos srityje jiems tenkanti vaidmenį.
3. Sumažinti modulių skaičių, racionalizuojant ir įvardijant, kokias žinias, pagrindinius įgūdžius ir kompetencijas studentai turi įgyti tiek baigę šiuos modelius, tiek pasiekę studijų rezultatus.
4. Išplėsti vietas, kuriose galima atlikti praktiką, sąrašą. Į jį turėtų patekti neformali socialinė aplinka, bendruomenių centrai, vaikų globos ir rūpybos įstaigos, dienos centrai ir pan.

5. Išplėsti sistemos *Moodle* naudojimą ir paversti ją įvairiapusiškesniu studijų būdu – įrašyti paskaitas, kad studentai pirma jas išklaustytų, o paskui atvyktų nagrinėti į auditoriją.
6. Aktyviau populiarinti programą, kad padaugėtų studentų.

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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)

EXTRACT OF FIRST CYCLE STUDY PROGRAMME *SOCIAL PEDAGOGY AND ETHICS* (STATE CODE – 612X16004) AT LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES 17TH DECEMBER 2015 EVALUATION REPORT NO. SV4-366



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO

STUDIJŲ PROGRAMOS

SOCIALINĖ PEDAGOGIKA IR ETIKA (valstybinis kodas – 612X16004)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF SOCIAL PEDAGOGY AND ETHICS (state code – 612X16004)

STUDY PROGRAMME

at LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES

- 13. Prof. Dr Hans (J. P.) van Ewijk (team leader), *academic,***
- 14. Assoc. Prof. Dr Mare Leino, *academic,***
- 15. Dr Margaret O'Donnell, *academic,***
- 16. Prof. Dr Rudi Roose, *academic,***
- 17. Ms Daiva Burkauskienė, *representative of social partners,***
- 18. Mr Augustinas Rotomskis, *student representative.***

Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinė pedagogika ir etika</i>
Valstybinis kodas	612X16004
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4), iššęstinė (5,5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	socialinės pedagogikos bakalauras, socialinis pedagogas
Studijų programos įregistravimo data	2012 m. gegužės 31 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Pedagogy and Ethics</i>
State code	612X16004
Study area	Social Sciences
Study field	Teachers' Training
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4), part-time (5,5)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Social Teacher Training, Social Pedagogue
Date of registration of the study programme	31 May 2012

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The Centre for Quality Assessment in Higher Education

<...>

VI. GENERAL ASSESSMENT

The study programme *Social Pedagogy and Ethics* (state code – 612X16004) at the Lithuanian University of Educational 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	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
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.

<...>

IV. SUMMARY

'Social Pedagogy and Ethics' is a new programme which commenced in 2012 at the Lithuanian University of Educational Sciences. The programme aims to provide professional development to students in support of working successfully as social pedagogues and/or teachers of ethics in institutions of formal and non-formal education, social, state and municipal management institutions.

The programme is in compliance with all regulations both national and international and meets the demands of the workforce. The modules aims are well connected to the learning outcomes and overall, are in compliance with both national and international requirements. The staff has a high standard of both academic and research experience and their enthusiasm and commitment to providing quality teaching and learning experiences to all students is commendable.

Facilities and learning resources all meet the standards outlined in the programme and serve to support all aspects of students' engagement and learning. The assessment system is clear and the assessment criteria are readily accessible in the modules. While responsibilities for

decision making and monitoring of the programme are allocated, some issues arise with regard to communication due to the involvement of two separate departments.

The decision to combine Social Pedagogy and the Certificate for Teacher Ethics came about as a pragmatic response to changing social demands and employment opportunities. The merger of these disciplines was considered by management to enrich and add value to the Social Pedagogy Programme. However, this merger resulted in a rather diffuse picture of the underlying ideology and focus with many different interpretations being presented of what was the essential concept or rationale for the programme of Social Pedagogy and Ethics. In summary, it would appear that the underlying theoretical perspective and positioning of the programme Social Pedagogy and Ethics is diffuse and needs to be furthered strengthened and underpinned by a more robust theoretical framework. Furthermore, the number of students enrolled demands a more pro-active marketing strategy in order to ensure the sustainability of the programme in the future.

At the level of planning there is a need for a review and rationalisation of the programme aims and objectives with a view to reducing overloaded and fragmentation and to provide more integration across topics and modules. Finally, Social Pedagogy in informal settings is under conceptualised and insufficiently supported by placement experiences.

The recommendations point to areas that need to be developed namely, the theoretical basis that underpins this field of study in 'Social Pedagogy and Ethics'. The need to clarify the role, identity and positioning of the Social Pedagogue in these combined disciplines needs to be addressed. In addition, the recommendations point to engaging in a rationalising process to reduce the number of modules on offer. It is advised that practical placement experiences are extended to include informal social settings and that the use of Moodle be further extended in support of a more blended learning approach for students. Finally, it is recommended that the programme be extensively marketed in order to maintain student numbers and to secure the overall sustainability of the programme in the future.

<...>

III. RECOMMENDATIONS

13. Strengthen and develop a firm theoretical basis for the programme 'Social Pedagogy and Ethics' and explore how these two programmes can effectively be fused to create one cohesive programme.
14. Clarify the role and identity of the 'Social Pedagogue' with regard to their positioning in the field of 'Social Pedagogy and Ethics.'
15. Reduce the number of Modules by rationalising and identifying the required knowledge, core skills and competencies across modules and students' learning experiences.

16. Extend the practical placement experiences to informal social settings Community Centres, Child Welfare and Day Centres etc.
17. Extend the use of Moodle to a more blended learning approach – recording lectures for students to listen to prior to and following face to face lectures.
18. Market the programme more intensively to increase student numbers.

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LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *SOCIALINĖ PEDAGOGIKA IR ETIKA* (VALSTYBINIS KODAS – 612X16004) 2015-12-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-366 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Socialinė pedagogika ir etika* (valstybinis kodas – 612X16004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 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)

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IV. SANTRAUKA

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