



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VYTAUTO DIDŽIOJO UNIVERSITETAS
STUDIJŲ PROGRAMOS *Religijos Pedagogika*
(*valstybinis kodas – 612X13015*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *Religion Pedagogy (state code - 612X13015)*
STUDY PROGRAMME
at VYTAUTUS MAGNUS UNIVERSITY

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Religijos Pedagogika</i>
Valstybinis kodas	621V80004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Religijos mokslų bakalauras ir mokytojo kvalifikacija
Studijų programos įregistravimo data	2007-04-27, Nr. 786

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Religion Pedagogy</i>
State code	612X13015
Study area	Social Sciences
Study field	Pedagogy
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Religious Studies and Teacher Qualification
Date of registration of the study programme	27-04-2007, No. 786

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
	Not applicable

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

The first level Religion Pedagogy Study Programme (hereafter – the Programme) is implemented by the Department of Religious Studies (hereafter – DRS) of the Faculty of Catholic Theology (hereafter – FCT) at Kaunas Vytautas Magnus University (hereafter – VMU).

The Programme offers a possibility to attain the Bachelor of Religious Studies and Teacher Qualification.

The Grand Chancellor of the FCT is Archbishop of Kaunas L. Virbalas; the Dean of the faculty is assoc. prof. dr B. Ulevičius (since spring of 2007); the Head of Religious Studies Department is prof. dr. E. Danilevičius (since 1 September 2006).

To be mentioned is the unique position and the exclusive status of the FCT: it is the only faculty in Lithuania, established by the Holy See in compliance with the normative documents of the Congregation for Catholic Education, providing ecclesiastical degrees, as well as being an ecclesiastical faculty integrated in a secular university. This unique status of the FCT requires additional efforts from the Faculty leadership in making decisions with regard to the management of the faculty and organization of the studies.

The Structure of the presented Self-Evaluation Report fully corresponds to the Methodological Guidelines.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 27-28/10/2015

- 1. Prof. Peter Jonkers (team leader)** *Tilburg University, Professor of Department of Systematic Theology and Philosophy, the Netherlands.*
- 2. Assoc. Prof. Olga Schihalejev,** *Tartu University, Associated Professor of the Faculty of Theology, Estonia.*
- 3. Prof. Rev. Stanislaw Rabiej,** *University of Opole, Dean of the Faculty of Theology, Poland.*
- 4. Prof. Rev. Vidas Balčius,** *Pontifical Urbaniana University, Associated Professor, Vatican City.*
- 5. Ms Daina Habdankaitė,** *student of Vilnius University of Philosophy master degree study programme, Lithuania.*

II. PROGRAMME ANALYSIS

The importance of the Programme is based on two main evidences: 1) A real demand of qualified teachers in Religion instruction exists currently in Lithuania. This need is confirmed by the submitted data (§8 of the SER); 2) at the moment, Pedagogy of Religion at VMU is *the only* Bachelor level Programme in Lithuania that prepares teachers of Catholic religion and still every year gathers sufficient number of applicants to form groups of students, in contrast with the rest of similar programmes proposed in other Lithuanian HEI. For this reporting period, the tendency to exceed the placements supported by State funds in the number of applicants for concerned Programme was observed. Alongside teaching Religion at schools, another growing area of possible application of religion pedagogy is non-formal education in parishes and centres of various pastoral activities.

After obtaining the degree of Bachelor of Religion Pedagogy there is the possibility for further studies at the Second level Master of Religion Studies Programme.

2.1. Programme aims and learning outcomes

The Programme purpose, aims and learning outcomes are well defined and sufficiently clear.

The main *purpose* of the Religion Pedagogy Study Programme is to train broad-minded highly competent religion teachers who receive Teacher Training and courses in Religious Studies, and who are capable of working in schools (gymnasiums) and various governmental and non-governmental organisations or Catholic institutions after their studies.

According to three *teacher's profession competencies* (see §21 of SER) the *tasks* of the Programme are formulated in the following way: to provide 1) the general cultural competency; 2) the professional (teaching/learning) competency (teacher qualification); 3) the technical (teaching subject) competency (subject of teacher training, religious studies Bachelor degree).

The learning outcomes of the Programme are expressed in competencies directed towards achievement of the Programme tasks and complement one another. There are eight learning outcomes presented in the report: 1) Design the constructive pedagogical relationship that gives to learners' proper motivation and fosters theistic world-view and its value attitudes; 2) Apply the contemporary learning/teaching technologies to convey to different age learners the content of the Catholic faith by using the newest theological sources; 3) Compare the different religious experiences in the ecumenical context; 4) Defend the Christian values in the modern secular social environment; 5) Indicate contemporary problems of person's devaluation and society's morality, to search the methods how to reduce them; 6) Organize the process of education, to prepare and renew the study programmes by using new teaching/learning methods and evaluation of learning achievements methods; 7) Design interdisciplinary linkages and to

constructively communicate with colleagues and social partners by developing the long-term integrative contacts; 8) Organize the pedagogical activities in accordance with the requirements of Teacher' official regulation and Religion teachers' ethic code.

The correlation of the learning outcomes of the Programme with the study subjects is sufficient and satisfying, in compliance with the purpose and tasks.

It is important to remark that the members of teaching staff confirm they have been trained in defining courses in terms of learning outcomes, either by the University or by the DRS. There is also time for consultation on an individual level for new teachers. The set of conditions mentioned makes the learning outcomes concretely attainable.

Although the learning outcomes are intelligible, some changes can be proposed. 1) A hermeneutical understanding of Christian society is essential. Thus from the methodological point of view the learning outcomes (primarily the fourth and the fifth) should be redefined in more dialogical way. The word 'defend' is badly chosen, and needs to be replaced. The relevance of this indication is supported by the fact that the same type of defensive approach can also be seen in the final written works. Nevertheless, it seems all the conditions for making such a change are present at the DRS, because all teachers have a dialogical attitude. 2) The Programme learning outcomes are correct in the SER but not in the Annex 1: this inconsistency should be corrected.

The purpose, tasks and learning outcomes of the Programme are publicly accessible. The accessibility is ensured by the use of various channels and methods of information (Internet sites: www.vdu.lt, www.studijos.lt, www.balsas.lt, www.aikos.smm.lt, www.bernardinai.lt; journals and newspapers; see § 32 of SER).

The purpose, tasks and learning outcomes of the Programme are consistent and in compliance with the requirements set for the First level of university studies and ensure a multifaceted framework of abilities and skills to acquire aimed academic degree and professional qualification (Teacher Training, Religious Studies Bachelor and Teacher Qualification).

A demand for Programme graduates is based on the real need of qualified teachers of Catholic religion with theological and pedagogical higher education, that actually occurs in Lithuania. The Programme concerned is *the only* Bachelor level programme in Lithuania designated for this purpose and is one that gathers sufficient number of applicants to form groups of students.

Full compatibility and internal unity between Programme name, learning outcomes, content and qualification offered can be asserted. To ensure this, the relation of all the mentioned elements are regularly evaluated taking into account the tendencies of labour market needs and

the proposals of the Study Programme Committee, students, graduates, employers and other social partners.

Finally, the information available allows stating that from the point of view of the purpose, aims and learning outcomes the Programme meets the demands set in VMU strategy, is in compliance with national regulation on subject, corresponds to the European requirements and respects the requirements of the Holy See.

2.2. Curriculum design

The curriculum design of the Programme, updated on 01st of June 2014, generally complies with the legal requirements for the first level university studies and for the pedagogue training; meets the criteria provided by the Statutes of the University, Lithuanian State, Lithuanian Bishops' Conference and Congregation for Catholic Education (Holy See).

The study volume of the Bachelor in *Religion Pedagogy* programme is sufficient, fulfils the legal requests for the First Level studies and Teachers Training Regulation corresponding to the following data: quantity of credits – 240 ECTS; duration of studies – 4; study mode – full-time. A total of 175 ECTS is allocated for study field courses, 15 ECTS for general study subjects, 50 ECTS for elective subjects, 30 ECTS for theoretical subjects of pedagogical studies, 30 ECTS for teaching internship, 3 ECTS for Final work of pedagogical studies, 12 ECTS for Final BA thesis and its preparation. Also, the number of subjects studied per semester does not exceed 6 course units (practice included).

The collocation of different categories study subjects and modules is logical and coherent. The subjects themselves or their themes are not repetitive. The Programme content reflects 6th Level of knowledge and skills (according to European Qualifications Framework).

The daily and weekly distribution of subjects (the schedule) is adequate for achieving the learning outcomes. The division of contact hours and students individual work hours corresponds formally to the requests (formal requisite is at least 30 % of the volume of each course, really this indicator ranges from 44 to 63%) and reveals a significant attention to individual student's work. However, the quantity of the hours for individual work *in the first two semesters* seems to be too much (respectively 63 and 54%) and requires re-examination by the Study Programme Committee.

The *contents of the study subjects/modules and learning methods* (lecturing, scientific literature studies, text analysis, critical discussion, purposeful discussion, expert panels, group-based panels, debates, forms of group studies, problematic learning, brainstorming, mind mapping techniques as well as situations, simulation and interpretation) are appropriate to

achieve the intended purpose, aims and learning outcomes. To meet this objective, the curriculum of the Programme is divided into three units: the courses training in the general cultural competency; the courses focused on the development of the teacher qualification; the courses for teacher training and religious studies for achieving of Bachelor degree.

Interdisciplinary approach is highly visible in the curriculum design and well supported by the very structure of the programme that includes a sufficient amount of credits for optional subjects in the spirit of *artes liberales* idea that is leading in the whole university. The graduates indicated the elements of anthropology and psychology as contributing to the interdisciplinarity of the programme. Since the Programme trains students for functions in the Catholic Church context, the importance given to the students Catholic identity issue is understandable. However, students are also prepared to work in multicultural background and context of religious diversity. To achieve this objective the ecumenical and inter-religious perspective should be included in all courses of curriculum. Respect for other creeds is essential in all courses. Moreover, all students of VMU can take a course on religion.

The requirements for teaching internship are sufficient, with a quite high amount of credits assigned (30 ECTS) to it. The Curriculum of the Programme includes four internships sufficient for obtaining necessary experience for independent work in practical educational surroundings. Internships are logically planned and connected, characterized by gradual progression; for example, students have a course of religious didactics of faith and then apply the theoretical knowledge in practice during one of the internships. The first internship is scheduled in the first semester during which students are introduced in the school system. This fact has been justified by stating that such type of practical activity does not require a lot of theoretical knowledge. First year internship comprises mainly observation of the school system, and getting acquainted with the life world of the students. However, the workload accredited to it seems to be too high. In the later internships students can apply the knowledge acquired in the theoretical classes. In the fourth year the workload balance between theoretical courses and internship should be changed in favour of more practical skills. Moreover, some of the students expressed also a few points for amelioration. First, the need of closer and more stable contact with the internship supervisor was stressed, since currently a systematic feedback from the internship director to the student is lacking. Second, there are some concerns among the students that the paper work required to complete the internships is sometimes overweighting the very practical training as such.

Some insubstantial observations concerning study units' description have been made. In the list of reference material of some course, a clear distinction between different categories of texts would be requested. The Bible, the Catechism of the Catholic Church, the documents of the Second Vatican Council, and other magisterial documents are certainly of greater importance,

nevertheless all of them require an adequate theological hermeneutics. For this precise reason such type of texts should be clearly distinguished from the theological textbooks or thematic monographs helping the student to choose rationally the complementary sources (see Annex 1, the description of *General Introduction to Theology, Moral Theology-2, Dogmatic Theology-1* and *-3, Fundamental Theology, Pastoral Catechesis*). In some rare cases there are certain errors in the bibliographical description of reference material (namely in the description of *Moral Theology-3* – the name of the authors; *Theology of the Old Testament*). The presentation of the structure of cumulative score and value of its constituents offered in the study subjects' unit forms should be definitively unified (see Annex 1, description forms of *Liturgy* and *Pedagogical Psychology*).

Notwithstanding some shortcomings, *the content of the programme is adequate for attaining the objective pursued and reflects sufficiently the latest developments of theological and pedagogical thought*. Certainly, the attention for continuous updating of study subjects' content, where this is necessary, must be always kept active.

2.3. Teaching staff

Taking into consideration the indications of three main legislative acts of the Minister of Education and Science of the Republic of Lithuania – *Teacher Training Regulation* (Order No V-54 of 8 January 2010), *General Requirements of the First Degree and Integrated Study Programmes* (Order No V-501 of 9 April 2010) and *Amendments to Order of the Minister of Education and Science of the Republic of Lithuania “Concerning Approval of the Pedagogues’ Training Regulations” No V-54 of 8 January 2010* (No V-1742 of 12 December 2012), and the information presented in the SER and Annexes 1, 2, 3, it can be concluded that the qualification, the number and the research interests of academic staff meet legal requirements.

The total number of academic staff of the Programme is 19 persons. All of them (100%) are employed for a full-time, have a scientific research degree (16 PhD; 2 Licentiate; 1 Master – respectively 84,2% - 10,5% - 5,3%) and five years and more teaching experience. The distribution of staff according to their academic title is as follows: 3 Full Professors (15,8%), 8 Associated Professors (42,1%), 7 Assistant Professors (36,8%) and 1 Tutor (5,3%). The quota of teachers with experience of pedagogical work in the educational institutions is 15,8%; two members of the academic staff have actually a Religion Teacher status. All of them are involved in scientific research in the area of the study field taught and in this way are directly related to the study Programme and its potential renewal. The individual pedagogical workload of each teacher is sufficient (12-18 hours); the total weekly workload is 36 hours.

The Programme enjoys a low student-teacher ratio (considering the number of four-years students this indicator is about 2,1), which facilitates keeping the good professional and personal relationship with the students and simplifies surveying academic and professional progress.

Although the academic and scientific written production in generally is sufficient, the efforts to increase the research and publication activity should be encouraged. With regard to this, a main problem is the really high workload of the teachers (total number – 36 hours per week, 12-18 of which are contact hours).

Each year 10 and more teachers of the Programmes of FCT leave for foreign universities according to Erasmus exchange programme or other academic mobility measures (see Table 12 of SER). Outgoing teachers receive additional points, the number of which has a direct impact upon increase in their salary. The increasing number of teachers going to teach within Erasmus programme was stopped due to reduction in allocated financial sources.

During the period of evaluation there were few variations in the Programme staff composition. The full-time staff parte remained not changed. The situation mentioned helps to ensure the stability in the Programme implementation.

According the VMU Study regulations the University teachers who have signed indefinite duration employment contracts shall be attested every 5 years. Each member of academic staff of the Programme is constantly stimulated to improve his/her professional and educational competences in order to satisfy the requirements and every year prepares an Annual report on his/her scientific and teaching activity. One of the indicated ways for the renovation of qualification is the visit to universities abroad. The main motivation of this kind of activity is the research interests of academic staff. The proposed means and opportunities to upgrade the qualification are adequate for professional growth. Furthermore, the limits of budget are the main reasons of insufficient opportunities to attract academic staff from foreign HEI and to exchange the research ideas.

In any case, for the outlined positive reasons it can be stated that the number and the qualifications of the teaching staff are entirely satisfying and adequate to ensure learning outcomes.

2.4. Facilities and learning resources

The premises for studies in the Programme are sufficient and suitable in their size and quality.

The Faculty is located in 7, 7b, 7c Gimnazijos street; the premises were transferred to the university by the Archdiocese for 99 years under a utilization agreement. The number of auditoriums, classrooms and workplaces, as well as the technical conditions is sufficient (75

auditoriums in the university as a whole, the largest auditoriums have 150 working places; 10 auditoriums in the Faculty of Catholic Theology itself, among which almost all [80%] have an information technology equipment). The premises for studies are in compliance with labour security and hygiene norm requirements; the cleaning quality is good.

The occupation of workspaces is rational. Designing the timetable for lectures, the number of students in the course and the number of working places in the premise are taken into account. The majority of auditoriums are occupied from 8 a.m. to 6:30 p.m. Vacant auditoriums are used to organize student self-study activities, individual and group consultations, additional seminars and other events. The level of study process computerization is sufficient. The existing agreement with Microsoft allows the updating all university computers with the latest programme versions.

VMU has a modern Library with 3 Lending Departments and 8 Reading Rooms with 436 working places (74 of them computerised and equipped with the latest technologies and Internet connections). The Faculty owns Stasys Šalkauskis Theological Reading Room where specialised literature sources are collected (5 Papilio str.). It contains 40 workplaces and hires one employee. The main reading room is equipped with e-workplace for visitors with disabilities. Nevertheless, the reading rooms are not open after 7 pm.

Students and teachers can use publications of two further libraries – VMU and Kaunas Priest Seminary (located at Papilio str. 5) libraries. The essential part of the textbooks requested for studies are quite out-dated. The Reading Room is equipped with 5 computers for study and research, e-mails, reading CDs and recording information. The services of copying, printing and scanning are also provided. The Theological Reading Room and Library nominated mentioned above contain the key material for Programme subjects' studies: textbooks, books, other type of scientific publications, periodicals, access to the licensed database (17 recommended to Religion Pedagogy students). Each year the Lending Department is supplemented by 400–450 new publications. Moreover, the learning materials prepared of teaching professors are accessible via Internet or/and Intranet. The working hours of the library units are adequate for the study process; during the sessions of exams there are the advantages provided. If it is necessary, a user has a possibility to order a missing publication from other Lithuanian or foreign university libraries via Interlibrary Loan Service.

Thus the conditions are created for students to perform independent work projects; libraries and reading rooms generally satisfy the requirements.

The premises and equipment are better adjusted for practicing traditional teacher centred methods than contemporary and learner centred methods. Only one auditorium has movable

chairs and fully meets requirements for seminars or group works setting in FCT. The study process would benefit from opportunity to practice more varied contemporary teaching-learning equipment, including iPads, videotaping facilities etc.

The students can choose the place of the Teaching internships. There are four main schools (gymnasiums) fulfilling the requirements (e.g. presence of mentors with pedagogical work experience more than 5 years) proposed for the accomplishing the Teaching internships: Kauno Jėzuitų gymnasium, Maironio gymnasium, Kauno J. Urbšio secondary school and Kauno Veršvų secondary school. The representatives of these institutions are constantly invited to meetings and events to discuss the issues of teaching internships, employment and development of qualification. Students have also the possibilities to accomplish the teaching internship in other school or gymnasium. Considering the limited number of the Programme students, the conditions for the organization of the practical part are sufficient.

2.5. Study process and students' performance assessment

The admission requirements to the Religion Pedagogy Programme are clear and well founded. The admission process is organized according to the *Law on Science and Studies* (Ministry of Education and Science, No XI-242 of 30 April 2009), the requirements of *Sapientia Christiana*, and the admission rules approved by VMU Rector. Admission rules are published on VMU and FCT websites.

Applicants are accepted on the basis of the public admission procedure. The minimal admission requirement is to hold a certificate of secondary education. The admission to the state funded and paid Catholic Theology studies is accomplished by selecting from amongst the applicants with the highest contest marks according to a predetermined methodology. The contest mark to enter the Programme is built using exam marks for specified subjects matter (usually History, Geography, Mathematics, or Biology, or foreign language, or information technologies). Since 2010, the entrants to the state budget financed places of the Programme have to take a motivation test, organized by Ministry of Education and Sciences. In addition, a written recommendation by a priest is requested. This prerequisite refers to the requirements of Apostolic Constitution on Ecclesiastical Universities and Faculties *Sapientia Christiana* (art. 31) as the attestation of the suitability and motivation of the candidate (art. 24.1). However, given the fact that the Programme is implemented by public State University that declares being directed by *Artes liberales* idea, the mentioned requirement results to be problematic and even contradictory. This fact becomes relevant especially since Lithuania is an independent democratic Republic (Constitution, art. 1), declares the freedom of thought, conscience and

religion (art. 26), states the accessibility of higher education to everyone according to his abilities (art. 41) and asserts that culture, science, research and teaching are free (art.42).

The state budget financing is assigned to persons, who were selected into the state-wide queue of the best school graduates. This queue is formed from those applying for the selected study programme. Those who wish to pay for studies themselves are enrolled by applying the university procedure for contest queue forming, which is the same as the procedure for those who intend to obtain state financing. The analysis of the changes in competitive score of admittance to the Programme during the five years reveals some fluctuation with the slightly downward trend (transformed in the scale of 10 the score ranged from 8,48 to 5,53; see Table 9 of SER). The number of admitted students remains approximately stable (6-11). Among the reasons of drop-out of the Programme (five students during the evaluation period) prevail the non-academic problems, such as changes in personal life. These students have the opportunity to return to the studies within 5 years. However, in the data reported (see Tables 9 and 10) there is some incongruence that has to be corrected.

The Programme schedule is rational and adequate for achieving aims and learning outcomes.

The teaching, learning and assessment in the Programme are regulated by normative documents of the Ministry of Education and Science of the Lithuanian Republic, as well as of VMU (see § 5.2.1 of SER). The organisation of study process ensures an adequate maintenance of the Programme and achievement of

An academic year is composed of two semesters: autumn and spring. The University Senate determines the beginning and the end of the semesters. Usually, the Autumn Semester starts on the 1st of September and the start of the Spring Semester is the first week of February. The duration of each semester is 20 study weeks while the duration of a working week is 5 days; one study week equals 40 student work hours; the unit of measurement of a lecture is two academic hours (one academic hour equals 45 min.).

The study process is regulated by the semester study schedule which indicates the type of classroom work, its time, duration and location, the language the course is taught in and the teacher's name. Each semester the students prepare their individual study plans taking into account the study schedule, the requirements of their study programme and VMU Academic Regulations. According to the VMU Academic Regulations, at the beginning of each semester students enrol in study subjects. There are the precise terms and rules to make changes in the personal study curriculum. At present no one student has asked the possibility to study according to an individual study schedule.

The exams are taken at the end of each semester. The examination schedule is designed with due regard to student and teacher requests a month prior to the start of the examination session and posted on the Intranet no later than a week before the beginning. The final assessments are distributed equally throughout the whole period allocated to examination sessions. Similar procedures of equal distribution, taking into account student requests, etc. are also applied to other forms of evaluation (mid-term exams, practical work assignments, essay presentations). The coordination of these assessments is carried out at Department level.

There are good possibilities for students to participate in the research activities. The FCT has three research centres: “Christian Education Centre”, “Marriage and Family Study Centre” and “Lithuanian Catholic Church History Centre” and. VMU also promotes inter-faculty scientific clusters, such as “Religion and culture studies”, “Church Relations with State and Society in Lithuania” and “Research of Human Relationships in Bioethics”. FCT students run a Scientific Society and a Philosophers’ Club. Students are also invited to publish their scientific articles in the scientific Religious science journal “Soter”, published by FCT.

International cooperation is very important for FCT in carrying out the doctoral study programme and research projects, publishing scientific articles and monographs, organizing scientific conferences, enriching teaching and study experience and developing teaching methods. Two members of doctoral committee and 10 members of the Editorial Board of the religion scientific journal “Soter” are scholars from foreign countries. The Faculty cooperates mainly with Pontifical universities and faculties in Europe and United States.

Student mobility is high – every semester there are all places offered for Erasmus study and practice programme filled in by the students as it can be read in self-evaluation report (“In 2011-2015 VMU Office of International Relations satisfied 2-3 Erasmus study applications and 2-3 Erasmus practice applications of FCT students every year.”) and confirmed by the administration staff during the visit. As indicated in the self-evaluation report, the most common destinations are Catholic University of Leuven (Belgium), University of Malta (Malta). A bigger variety of study and practice to destinations abroad could be promoted, having in mind the active student participation in mobility programme and aiming at broadening their choice of interests. The main reason of limited number of Programme students participating in the mobility programme is a lack of financial resources for Erasmus programme. There are no incoming foreign students to the Programme.

All study and university life related information, as well as the information about the Programme and its changes is provided for the students appropriately thanks to judicious use of the intranet system and periodical meetings with the Dean of FCT (once-a-month). Every full-

time teacher has the scheduled office hours and spends no less than 20 hours per semester consulting students on various study-related issues. The FCT provides for students a possibility to discuss the results of the examinations too. The system of student counselling on study issues, or tutoring, with a particular attention to first year students, is adequate. When necessary, students are allowed to follow an individual study plan, prepared according to University rules.

Student counselling on career possibilities and providing information about vacancies and job opportunities exist due to VMU Youth Career Centre and cooperation with ecclesiastical institutions, as well as individual search by the staff of the Faculty. The students of the Programme have an access to psychological, sports, health and cultural support. The system of grants and benefits is rational and operates according to real possibilities. There is no accommodation problem. Thus, students are very well supported by the faculty that provides them with moral and financial support regarding their scientific and social projects, and the state is providing the scholarship to the half of the students who is striving to obtain teaching qualification.

The main methods of students' learning achievement assessment are indicated and the structure of cumulative score and value of its constituent parts is presented in the description of each study subject (Annex 1). Students are sufficiently informed on the cumulative point system of assessment and the requirements for the examination. Considering the possibility of further program development, the description of the defined criteria for the students' assessment and the modes of verification at the end of each study subjects could be elaborated.

Examinations and colloquiums are taken in written form and are equal for all examinees. After the written examination, the final results for the course are posted on the Internet in 5 work days and then discussed in the student group. Students have a right to be acquainted with the evaluation of their work. In case of disagreement, a student has a right to appeal to the Dean who may initiate a verification procedure in accordance with Faculty regulations. At the end of every semester, students are encouraged to assess via e-questionnaire every course quality and method of teaching.

Students' active participation in achievement assessment, in questioning teachers and in obtaining feedback about assessment allows to presume that these methods are efficient, clear and sufficient, and that there is adequate possibility for students to appeal when necessary.

The requirements for the final Work of Pedagogical studies and Bachelor thesis are basically comprehensible. The procedures of Bachelor Thesis assessment are regulated by the Senate's Order "On general order for final thesis preparation". The Committee of the Thesis Defence composed of five members is approved by the Rector on the basis of the recommendation of the

Faculty Dean and the Head of the Department. The final grade of a thesis evaluation is the arithmetical average of the marks given by all Committee members – each of whom assesses the thesis separately. In most cases the full compliance of final thesis topic with learning outcomes has been established. The candidate is informed of the result personally and in written form.

However, the analysis of grades of the final works has revealed a presence of high rating tendency. Furthermore, during the verification of the BA thesis, some methodological shortcomings have been observed: weak description of methodology; notional imprecision in the thesis titles formulated; problem of meaning in the terms used; imprecisions and confusion presenting too complicated structure of work (object, problem, hypothesis, purpose, tasks, methods etc.). Graduates expressed the idea that introduction of course papers could be useful in order to gain more experience in academic writing and prepare better for the BA thesis drafting. The appraisal of the written works has revealed once more the importance of strengthening the dialogical approach to the reality of man and his world.

All graduates are very positive about the education they received. According to their opinion the Programme's tasks and learning outcomes allows to gain sufficient knowledge and skills for working in various religion pedagogy structures and improving them, as well as evaluating and applying new developments in the theory and practice of religion pedagogy of the youth. The programme gives them a better perspective on the world and to interpret the dominant value system. Graduates are usually employed in two major areas: as teachers of Catholic religion at schools and as catechists or/and administration office workers in various Catholic organizations and parishes. All of them have found a job right after finishing the studies. Interesting to note that all alumni still have a strong emotional link with the faculty; it is like a kind of family to them.

2.6. Programme management

VMU administrating units, participating in the implementation of the Programme is: Study Programme Committee Department of Religious Studies, FCT, and Faculty Council. Programme administration and programme quality assurance are regulated by corresponding documents. The main unit for the management of the Programme is the Study Programme Committee, composed of qualified and experienced teachers, doctorate student, alumni representatives, and social partners and coordinated by a chairman (actually prof. dr. E. Danilevičius). The Committee takes decisions by common agreement in Department meetings, in cooperation with the Faculty Council, the Office of Academic Affairs, the Study Quality Centre, the Vice-Rector for Studies, etc.

Like all the other Programmes provided by FCT, the Programme, is approved by the Congregation for Catholic Education and must meet also the requirements specified in the correspondent documents of appointed Congregation. The Grand Chancellor represents the Faculty in the Congregation and the Congregation in the Faculty. Each five years the Dean prepares a report about the faculty and the major changes in the Programme and submits it to the Grand Chancellor, who then presents the report to the Congregation for approval of changes.

Accordingly, the compatibility of various parts and constitutive elements of the Programme, especially learning outcomes expressed in competences, are regularly evaluated, renewed and adjusted every three years, considering the requirements of VMU, taking into account the tendencies of labour market needs and recommendations of the Study Programme Committee, the suggestions of students, graduates, employers and other stakeholders. The students confirm that, thanks to a lot of informal contacts, both the faculty members and the Programme organizers offer them a real daily attention creating in this way a warm, open and dialogic atmosphere and positive motivational study environment. In this sense, this faculty is exceptional.

The Programme quality questions are also discussed in regular meetings of the Students' Scientific Society, in regular meetings of the FCT students with the Dean, in staff meetings with social partners, in Department meetings and in the Faculty Council. However, among the members of the current Study Programme Committee there is no student representative. Such a situation only strengthens the impression about the informal rather than well-structured way of involving students in study programme management and amelioration process. The Programme management definitely would benefit from a more organized and systemized student feedback retrieving system.

The internal programme quality evaluation takes place throughout a standardised assessment, which is performed at the end of each semester. Based on the feedback and other input received, if necessary, the contents of the study subjects and/or learning outcomes are updated under the supervision of the Study Programme Committee. Programme competences are updated focusing on EQF and ECTS philosophy requirements.

The periodicity, regularity and publicity given to the evaluation process and to the results seem to be satisfactory.

Assessment results are treated in a confidential manner, oriented to individual teacher's self-reflection and self-development. The summarised ratings are discussed in a meeting of the Department. Individual ratings are confidential: each assessed teacher is acquainted with his or her personal results. The FCT Dean or Head of the Department are able to initiate a confidential

discussion with a Programme teacher on the results of her/his teaching quality assessment. By necessity, the particular Programme teacher and the SPC design a teaching quality improvement plan whose implementation is supervised by the head of Department.

The opinions of the alumni and social partners are considered to be an important factor in enhancing the quality of the study programme. The feedback from alumni is collected mostly via face-to-face meetings and on-line discussions. Teachers summarise in publications and conferences their experience at organizing and implementing the Programme. Feedback received from the school principals, teachers, and Church organizations is of utmost importance in renewal of Programme learning outcomes, improving study conditions, reviewing curriculum design.

In summary, it can be concluded that the study quality and Programme realization assurance system (decision-making responsibilities assignment, regularity of data collection on Programme implementation issues, use of outcomes of internal and external evaluation, participation of stakeholders in the process of improvement) at VMU is good and enables the continuous development of the Programme.

2.7. Examples of excellence *

The Theological Faculty at VMU is well run and the staff works clearly as a team. The effective and dialogical program management at FCT supports and motivates staff to improve themselves and students to achieve their learning outcomes as well as to grow personally. The communication works two ways at all levels. The feedback is collected both in formal and informal ways. In a formal level, the data on students' satisfaction with the Programme and courses is collected, also graduates' further career is regularly collected and analysed. The information it is used effectively to fine-tune the Programme tasks and learning outcomes and to improve teaching. Students get relevant constructive feedback to their work both formally and informally. Teachers are supported by courses both in university level as well by individual mentoring in faculty level and by an effective motivation system.

III. RECOMMENDATIONS

1. From the methodological point of view the learning outcomes (primarily the fourth and the fifth) should be redefined in more dialogical way and avoid negative and defensive language. The same positive and hermeneutical Christian approach in the understanding of man and his world should be implemented and reflected in all study subject units and the final bachelor thesis.
2. Seeking to improve the achievement of practical skills, the closer and more stable contact between students and internship supervisors must be ensured. Currently a systematic feedback from the internship director to the student is lacking. The same attention must also focus on the paper work required to complete the internships.
3. In the list of reference material for some study units (see observations on the *Curriculum design*), a clear distinction between different categories of the proposed texts would be requested. The primary textbooks should be annually updated.
4. In collaboration with the university administration, the FCT should seek, according to its real possibilities, to create better conditions on teaching staff workload issue to allow a greater commitment to scientific research, publishing activity and professional development.
5. Since the Programme is implemented by public State University that declares being directed by *Artes liberales* idea, the written recommendation of the priest as a formal requirement for admission to the Programme should be reconsidered because is ambiguous and contradictory, furthermore, comes into tension with the statement of the Constitution of the Republic of Lithuania. The issue evoked asks definitely find the new way to be in compliance with the demands of the Holy See.
6. Due to the presence of the structural and methodological weaknesses detected, the methodology of final bachelor thesis preparation, jointly with the assessment criteria, has to be reviewed and strengthened.
7. Seeking to maintain a continuous updating of the Programme in the spirit of contact with reality, a more formal students' participation in the Programme management and more organized and systemized student feedback retrieving system must be assured and developed.

IV. SUMMARY

1. The importance and need of the Programme, established on the precise HE situation and labour market analysis in Lithuania, is based on two main evidences: 1) real need of qualified teachers in Religion instruction existing currently; 2) *Religion Pedagogy* at VMU is *the only* First level bachelor Programme that prepares teachers of Catholic religion and gathers sufficient number of applicants. Two main and growing areas of possible application of Religion Pedagogy are 1) teaching Religion at schools; 2) non-formal education in parishes and centres of various pastoral activities. The obtained degree of bachelor of Religion Pedagogy opens the possibility for further studies at the Second level Master of Religious Studies Programme.

The Programme purpose, aims and learning outcomes are defined and sufficiently clear and publicly accessible (see Internet sites: www.vdu.lt, www.studijos.lt, www.balsas.lt, www.aikos.smm.lt, www.bernar-dinai.lt). There is the appropriate correlation of the learning outcomes with the study subjects, in full compliance with the purpose and tasks. The Programme meets the demands set in VMU strategy, is in compliance with national regulation on subject, corresponds to the European requirements and respects the requirements of the Holy See. The aims of the Programme are consistent and in compliance with the requirements set for the First level of university studies and ensure a multifaceted framework of abilities and skills to acquire aimed academic degree and professional qualification (Teacher Training, Religious Studies Bachelor and Teacher Qualification). Full compatibility and internal unity between Programme name, learning outcomes, content and qualification offered can be asserted.

Although the learning outcomes are intelligible, however, certain methodological changes should be implemented. Some learning outcomes (primarily the fourth: *defend the Christian values...* and the fifth: *indicate contemporary problems of person's devaluation and society's morality...*) should be redefined in more dialogical way, without using the negative and defensive terminology. This change would reflect better the Christian vision of man and his world.

2. The curriculum design of the Programme complies with the legal requirements of Lithuanian Governance for the First level (bachelor) university studies and the pedagogue training regulation; meets the criteria provided by the Statutes of the University, Lithuanian Bishops' Conference and Congregation for Catholic Education (Holy See). The Programme content reflects 6th Level of knowledge and skills (according to European Qualifications Framework).

The study volume is sufficient and corresponds to the following data: quantity of credits – 240 ECTS; duration of studies – 4; study mode – full-time. A total of 175 ECTS is allocated for study field courses, 15 ECTS for general study subjects, 50 ECTS for elective subjects, 30 ECTS

for theoretical subjects of pedagogical studies, 30 ECTS for teaching internship, 3 ECTS for Final work of pedagogical studies, 12 ECTS for Final BA thesis and its preparation. Also, the number of subjects studied per semester does not exceed 6 course units. The combination of different categories study subjects and modules is logic and coherent; the subjects themselves or their themes are not repetitive. Interdisciplinary approach is highly visible. The contents and methods of the study subjects/modules (divided into three units: the courses training in the general cultural competency; the courses focused on the development of the teacher qualification; the courses for teacher training and religious studies for achieving of Bachelor degree) are appropriate to achieve the intended purpose, aims and learning outcomes.

The following points for amelioration have been indicated: 1) the need of a closer and more stable contact with the internship supervisor, since currently a systematic feedback from the internship director to the student is lacking; the same necessity also concerns the written work. 2) Some insubstantial correction in the list of reference material for some courses, including a clear distinction between different categories of texts, would be requested.

3. The teaching staff fully complies the legal requirements. The total number of academic staff of the Programme is 19 persons. All of them (100%) are employed for a full-time, have a scientific research degree (84,2% PhD - 10,5% Licentiate - 5,3% Master) and five years and more teaching experience. The distribution of staff according to their academic title is as follows: 3 Full Professors (15,8%), 8 Associated Professors (42,1%), 7 Assistant Professors (36,8%) and 1 Tutor (5,3%). The quota of teachers with experience of pedagogical work in the educational institutions is 15,8%; two members of the academic staff have actually a Religion Teacher status. All of them are involved in scientific research in the area of the study field taught and in this way are directly related to the study Programme and its potential renewal. The individual pedagogical workload of each teacher is sufficient (12-18 hours); the total weekly workload is 36 hours. The Programme enjoys a low student-teacher ratio, which facilitates keeping the good professional and personal relationship with the students and simplifies surveying their academic and professional progress. All members of academic staff are constantly involved to improve his professional and educational competences.

For the outlined positive reasons it can be stated that the number and the qualifications of the teaching staff are entirely satisfying and adequate to ensure learning outcomes.

4. The premises for studies are adequate both in their size and quality. The students can use VMU libraries as well as Reading rooms. However, the important part of the textbooks in the theology library are quite out-dated. The premises and equipment is better adjusted for practicing traditional teacher centred methods than contemporary and learner centred methods.

5. The admission requirements to the Religion Pedagogy Programme are clear and well founded. Applicants are accepted on the basis of the public admission procedure. The minimal admission requirement is to hold a certificate of secondary education.

Since 2010, the entrants to the state budget financed places of the Programme have to take a motivation test, organized by Ministry of Education and Sciences. In addition, a written recommendation by a priest is requested. This prerequisite refers to the requirements of Apostolic Constitution on Ecclesiastical Universities and Faculties *Sapientia Christiana*. However, since the Programme is implemented by public State University that declares being directed by *Artes liberales* idea, the mentioned requirement results problematic and even contradictory.

The Programme schedule is rational and adequate for achieving aims and learning outcomes. The study process is regulated by the semester study schedule; the exams are taken at the end of each semester. It should be emphasized a great teachers and students mobility carried out via Erasmus programme. The students are very well supported by both the faculty that provides them with moral and financial support regarding their scientific and social projects, and the state providing half of the students the scholarship for striving to obtain teaching qualification.

The requirements for the final Work of Pedagogical studies and Bachelor thesis are basically comprehensible. However, the verification of the BA thesis has revealed some serious methodological shortcomings.

The feedback from the graduates is very positive about the education they received and about the employment possibilities.

6. There is an effective programme management which supports both academic as well as personal growth of students and the staff. The faculty enjoys support of stakeholders and social partners. Nevertheless the formal students' representation in the Study Programme Committee could be propitious.

V. GENERAL ASSESSMENT

The study programme Religion Pedagogy (state code – 612X13015) at Vytautas Magnus 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	4
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	21

*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. Peter Jonkers
Grupės nariai: Team members:	Prof. Stanislaw Rabiej
	Assoc. Prof. Olga Schihalejev
	Prof. Rev. Vidas Balčius
	Ms Daina Habdankaitė

**VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *RELIGIJOS PEDAGOGIKA* (VALSTYBINIS KODAS – 612X613015)
2015-12-01 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-316 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Religijos pedagogika* (valstybinis kodas – 612X13015) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	21

* 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)

<...>

2.7. Išskirtinės kokybės pavyzdžiai

VDU Teologijos fakultetas yra gerai valdomas, o personalas aktyviai dirba kaip viena komanda. Efektyvus ir dialoginis KTF programos valdymas padeda ir motyvuoja personalą tobulėti, o studentus – siekti savo studijų rezultatų ir asmeniškai tobulėti. Visais lygmenimis vykdoma abipusė komunikacija. Grįžtamasis ryšys gaunamas tiek oficialiai, tiek neformaliai.

Oficialiuoju būdu reguliariai renkama ir analizuojama informacija apie studentų pasitenkinimą programa ir studijų dalykais, taip pat informacija apie absolventų tolesnę karjerą. Informacija naudojama programos tikslams ir studijų rezultatams efektyviai reglamentuoti ir tobulinti dėstytojų kokybę. Studentams teikiami atitinkami konstruktyvūs atsiliepimai apie jų darbą tiek oficialiai, tiek neformaliai. Dėstytojams teikiama parama pagal dalykus universitete ir asmeniškai fakultete, taip pat jiems siūloma veiksminga motyvacinė sistema.

IV. SANTRAUKA

1. Programos svarba ir poreikis, nustatytas pagal tiksliai Lietuvos aukštojo mokslo situaciją ir darbo rinkos analizę, grindžiamas pagrindiniais dviem įrodymais: 1) šiuo metu egzistuojančiu realiu kvalifikuotų religijos mokytojų poreikiu; 2) VDU dėstoma *Religijos pedagogika* yra vienintelė pirmosios pakopos bakalauro programa, kuri rengia katalikų religijos mokytojus ir surenka pakankamai norinčiųjų studijuoti. Dvi pagrindinės ir besiplečiančios *Religijos pedagogikos* galimo pritaikymo sritys yra: 1) religijos mokymas mokyklose; 2) neformalusis švietimas parapijose ir įvairios ganytojiškosios veiklos centruose. Įgytas *Religijos pedagogikos* bakalauro laipsnis atveria galimybes toliau studijuoti antrojoje *Religijos studijų* programos magistro pakopoje.

Programos paskirtis, tikslai ir studijų rezultatai yra apibrėžti, pakankamai aiškūs ir prieinami viešai (žr. interneto svetaines: www.vdu.lt, www.studijos.lt, www.balsas.lt, www.aikos.smm.lt, www.bernardina.lt). Studijų rezultatai yra atitinkamai susieti su studijų dalykais, visiškai atitinkantys paskirtį ir uždavinius. Programa atitinka VDU strategijos poreikius, taip pat nacionalinius šiai sričiai taikomus teisės aktus, Europos reikalavimus ir gerbia Šventojo Sosto reikalavimus. Programos tikslai yra suderinami ir atitinka reikalavimus, nustatytus pirmojo lygmens universiteto studijoms bei užtikrina daugiaaspektę gebėjimų ir įgūdžių sistemą norint įgyti pageidaujamą akademinį laipsnį ir profesinę kvalifikaciją (mokytojų mokymas, religijos studijų bakalauro ir mokytojų kvalifikacijos). Galima įrodyti visišką atitikimą ir vidinę vienybę tarp programos pavadinimo, studijų rezultatų, turinio ir suteikiamos kvalifikacijos.

Nors studijų rezultatai yra aiškūs, tačiau reikia įgyvendinti tam tikrus metodinius pokyčius. Kai kuriuos studijų rezultatus (pirmiausia ketvirtasis: *ginti krikščioniškąsias vertybes...* ir penktasis: *įvardyti šiuolaikines asmens nuvertinimo ir visuomenės moralines problemas...*) reikėtų iš naujo apibrėžti labiau dialoginiu būdu, nenaudojant neigiamos ir gynybinės terminijos. Toks pokytis turėtų geriau atspindėti krikščioniškąją žmogaus ir jo pasaulio viziją.

2. Programos sandara atitinka teisinius Lietuvos valdžios reikalavimus, keliamus pirmosios pakopos (bakalauro) universitetinėms studijoms, ir pedagogų mokymo taisykles; atitinka kriterijus, nustatytus universiteto Statute, Lietuvos Vyskupų konferencijos ir Katalikiškojo švietimo kongregacijos (Šventojo Sosto). Programos turinys atspindi šeštąjį žinių ir gebėjimų lygį (pagal Europos kvalifikacijų sąrangą).

Studijų apimtis yra pakankama ir atitinka šiuo duomenis: kreditų skaičius – 240 ECTS, studijų trukmė – 4, studijų forma – nuolatinės. Už studijų krypties dalykus skiriama 175 ECTS kreditai, 15 ECTS skiriama už bendruosius studijų dalykus, 50 ECTS už pasirenkamus dalykus, 30 ECTS už pedagoginių studijų teorinius dalykus, 30 ECTS už mokymo praktiką, 3 ECTS už baigiamąjį pedagoginių studijų darbą, 12 ECTS už baigiamąjį bakalauro darbą ir jo parengimą. Taip pat per semestrą studijuojamų dalykų skaičius neturi viršyti 6 studijų dalykų. Skirtingų kategorijų studijų dalykų ir modulių derinimas yra logiškas ir nuoseklus, patys dalykai ar jų temos nesikartoja. Tarpdalykinis požiūris aiškiai pastebimas. Studijų dalykų ar modulių turinys ir metodai (suskirstyti į tris dalis: dalykai, ugdantys bendrąją kultūrinę kompetenciją, dalykai, skirti tobulinti mokytojo kvalifikaciją, mokytojų mokymo ir religijos studijų dalykai, kurie padeda gauti bakalauro laipsnį) yra tinkami numatytam tikslui ir studijų rezultatams pasiekti.

Nurodoma pagerinti šiuos punktus: 1) artimesnio ir stabilesnio ryšio su praktikos vadovais poreikis, kadangi šiuo metu trūksta sisteminio grįžtamojo ryšio tarp praktikos vadovo ir studentų, toks pats poreikis kyla ir dėl rašto darbų. 2) Reikėtų iš dalies koreguoti kai kurių studijų dalykų literatūros sąrašą, įskaitant aiškų skirstymą tarp skirtingų tekstų kategorijų.

3. Dėstytojai visiškai atitinka teisinius reikalavimus. Iš viso programoje dirba 19 akademinį darbuotojų. Visi jie (100 %) įdarbinti visai darbo dienai, turi mokslinį laipsnį (84,2 % – mokslų daktarai, 10,5 % – turi diplomą, 5,3 % – magistrai) ir turi penkerių ir daugiau metų dėstyto patirtį. Akademinio personalo pasiskirstymas pagal akademinį titulą yra: 3 profesoriai (15,8 %), 8 docentai (42,1 %), 7 lektoriai (36,8 %) ir 1 praktikos vadovas (5,3 %). Dėstytojų, turinčių pedagoginio darbo patirties, kvota švietimo įstaigoje siekia 15,8 %, du akademinio personalo nariai turi Religijos dėstytojo statusą. Visi jie vykdo mokslinius tyrimus dėstomų studijų srityse ir taip yra tiesiogiai susiję su studijų programa bei jos potencialiu atnaujinimu. Individualus kiekvieno dėstytojo pedagoginis darbo krūvis yra pakankamas (12–18 val.), bendras savaitinis darbo krūvis – 36 valandos. Programai būdingas mažas studentų-dėstytojų balansas, tai leidžia palaikyti gerus profesionalius ir asmeninius santykius su studentais ir palengvina jų akademinės ir profesinės pažangos stebėjimą. Visi akademinio personalo nariai nuolat stengiasi gerinti savo profesinę ir ugdymo kompetenciją.

Dėl išvardytų teigiamų priežasčių galima teigti, kad dėstančiojo personalo skaičius ir kvalifikacija yra visiškai tinkama studijų rezultatams užtikrinti.

4. Studijų patalpos yra tinkamos tiek dydžio, tiek kokybės atžvilgiu. Studentai gali naudotis VDU bibliotekomis ir skaityklomis. Tačiau didžioji dalis bibliotekos teologijos vadovėlių yra gana pasenę. Patalpos ir įranga geriau pritaikyta tradiciniam į dėstytoją sukoncentruotam dėstymui nei šiuolaikiškam į besimokantįjį sukoncentruotam dėstymo metodui.

5. Priėmimo reikalavimai į Religijos pedagogikos studijų programą yra aiškūs ir gerai pagrįsti. Kandidatai priimami vadovaujantis viešojo priėmimo procedūra. Minimalus priėmimo reikalavimas – vidurinės mokyklos baigimo atestatas.

Nuo 2010 m. stojantieji į programos valstybės finansuojamas vietas turi išlaikyti motyvacijos testą, kurį rengia Švietimo ir mokslo ministerija. Be to, pageidaujama turėti rašytinę kunigo rekomendaciją. Tokia sąlyga yra susijusi su Apaštalinės konstitucijos „Sapientia Christiana“ bažnytiniam universitetams ir fakultetams reikalavimais. Kadangi programą įgyvendina valstybinis universitetas, kuris deklaruoja besivadovaujantis *Artes liberales* idėjomis, minėtasis reikalavimas atrodo problematiškai ir prieštaraujantis.

Programos tvarkaraštis yra racionalus ir tinkamas pasiekti tikslus bei studijų rezultatus. Studijų procesą reglamentuoja semestro studijų tvarkaraštis, kiekvieno semestro pabaigoje laikomas egzaminas. Reikėtų pabrėžti, kad vyksta aktyvus studentų ir mokytojų judumas per *Erasmus* programą. Studentus ypač remia fakultetas, kuris morališkai ir finansiškai remia studentų mokslinius ir socialinius projektus, ir valstybė, kuri pušei studentų suteikia stipendijas už siekį įgyti mokytojo kvalifikaciją.

Baigiamojo pedagoginių studijų darbo ir bakalauro darbo reikalavimai iš esmės yra suprantami. Tačiau bakalauro darbo tikrinimas atskleidė kelis rimtus metodinius trūkumus.

Absolventų atsiliepimai apie gautą išsilavinimą ir įsidarbinimo galimybes yra labai teigiami.

6. Programos vadyba yra efektyvi, remiamas akademinis ir asmeninis studentų bei personalo tobulėjimas. Socialiniai dalininkai ir socialiniai partneriai teikia paramą fakultetui. Nepaisant to, oficiali studentų atstovybė galėtų dalyvauti Studijų programos komitete.

<...>

III. REKOMENDACIJOS

1. Metodologiniu požiūriu, studijų rezultatai (pirmiausia ketvirtasis ir penktasis) turėtų būti iš naujo apibrėžti daugiau dialoginiu būdu, taip pat juose neturėtų būti vartojama neigiama ar gynybinė kalba. Toks pats teigiamas ir hermeneutiškas krikščioniškas požiūris į žmogų ir pasaulį turėtų būti įgyvendintas ir atspindėtas visuose studijų dalykuose ir baigiamuosiuose bakalauro darbuose.

2. Siekiant pagerinti praktinių gebėjimų įgijimą, reikia užtikrinti artimesnį ir stabilesnį ryšį tarp studentų ir praktikos vadovų. Šiuo metu trūksta sisteminio praktikos vadovų studentams teikiamo grįžtamojo ryšio. Tokį patį dėmesį reikia taip pat skirti baigiamajam praktikos dokumentavimui.

3. Kai kurių studijų dalykų literatūros sąrašuose reikėtų aiškiai atskirti skirtingas siūlomų tekstų kategorijas (žr. pastebėjimus apie *Programos sandarą*). Pagrindinius vadovėlius reikėtų atnaujinti kasmet.

4. Bendradarbiaudamas su universiteto administracija KTF, pagal savo realias galimybes, turėtų ieškoti, kaip geriau spręsti dėstytojų darbo krūvio problemą, kad jie galėtų daugiau laiko skirti moksliniams tyrimams, leidybinei veiklai ir profesiniam tobulėjimui.

5. Kadangi programą įgyvendina valstybinis universitetas, kuris deklaruoja besivadovaujantis *artes liberales* idėja, rašytinė kunigo rekomendacija kaip oficialus reikalavimas įstoti į šią programą turėtų būti persvarstyta, nes ji dviprasmiška ir prieštaringa, be to, nėra suderinama su Lietuvos Respublikos Konstitucija. Iškeltas klausimas reikalauja rasti naujų būdų, kaip veikti pagal Šventojo Sosto reikalavimus.

6. Dėl nustatytų struktūrinių ir metodinių silpnybių, reikia peržiūrėti ir sustiprinti baigiamojo bakalauro darbo rengimo metodiką ir jo vertinimo kriterijus.

7. Siekiant išlaikyti nuolatinį Programos atnaujinimą neprarandant ryšio su realybe, reikia užtikrinti ir kurti labiau formalų studentų dalyvavimą Programos vadyboje ir sistemingesnę bei labiau organizuotą studentų grįžtamojo ryšio gavimo sistemą.

<...>

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)