



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegijos
STUDIJŲ PROGRAMOS
SOCIALINĖ PEDAGOGIKA
(valstybinis kodas – 653X16005)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF SOCIAL PEDAGOGY(state code – 653X16005)
STUDY PROGRAMME
at Kaunas College

Expert team:

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- 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 -
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Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinė pedagogika</i>
Valstybinis kodas	653X16005
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3), iššęstinė (4,5)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	pedagogikos profesinis bakalauras, socialinis pedagogas
Studijų programos įregistravimo data	2004 m. birželio 2 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Pedagogy</i>
State code	653X16005
Study area	Social Sciences
Study field	Teachers' Training
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4,5)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Teachers' Training, Social Pedagogue
Date of registration of the study programme	2 June 2004

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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 program 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 on 6.10.2015.

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

There are all together 5 schools in Lithuania, where the curriculum of Social Pedagogy has been implemented. Kaunas College is one the largest educational institutions providing collegial study programmes in Lithuania. The study programme of Social Pedagogy was

assessed by external experts in 2012 and accredited for 3 years. After 2012 Kaunas College worked on improving the curriculum – the main focus has been the internalization. Since 2012, the admission to the study programme of Social Pedagogy in Kėdainiai has ceased, and currently students are enrolled in Kaunas College only. Five-year admission results show the decline of the popularity of the study programme of Social Pedagogy. This tendency is explained by various factors, the most important being the country's demographic situation, i.e. decreasing numbers of learners.

This assessment report is the outcome of the following sequence of activities described below. Firstly, the expert group received the Self-Assessment Report (SER) on the Social Pedagogy from Kaunas College in Summer, 2015. Members of the expert assessment group individually read the report, made comments and posed questions based on their own experience of social work education. The next step of the process involved the expert group collectively discussing their observations and formulating key questions that would be addressed by the administration, self-evaluation group, staff, students, and stakeholders of the institution. In addition, the review team examined the standard of students' written work - projects and theses and they were supplied with the list of names of each group (staff, students, employers and etc.). The final expert group analysis focused on discussing and arriving at agreement on the review and recommendations of the Evaluation Report.

The review team would like to point to the quality of the report programme content and the annexes and also to recognise the changes made to the program, following the evaluation in 2012.

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 6.th October 2015.

1. Prof. Dr Hans (J. P.) van Ewijk, *academic, Emeritus Professor of Social Work Theory at the University for Humanistics, Utrecht, the Netherlands.*

2. **Asoc. 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. Program aims and learning outcomes

The description of the programme submitted for the expert evaluation complies with the regulations with regard to the general and specific requirements for the Bachelor study programmes and is in keeping with mission of Kaunas College. After analyzing the documents, Expert team noticed that programme aims and learning outcomes are well defined and clear, the name of the programme, its learning outcomes, content and the qualifications offered are also compatible with each others. The study programme is designed for full time and part time studies. The overall aim of the programme and learning outcomes are reflected in the statement of the Self- Evaluation Report (SER). The programme is based on a competence and learning outcomes based approach which is well reflected in the learning outcomes. In addition, the aims and competencies of the programme demonstrate a good knowledge and awareness in relation to current trends, needs and the social political developments.

From the SER one can read that *‘having assessed the situation in the labor market, the implementation of the study programme of Social Pedagogy was transferred from Kėdainiai to Kaunas. This decision was based on the provision that due to the social and economic situation in the country, social pedagogues will be in demand in the labor market in Kaunas Region. Increasing social problems (the number of children and families belonging to risk groups) require qualified social educational assistance.’* However, despite this move, the student numbers remain low, despite evidence of increasing social problems. As adult education is quite popular in Lithuania, it was suggested that one possibility to improve the situation in the future, according to the staff of Kaunas College, would be to invite more practitioners to the College. The College also hopes to engage more international students.

In the SER is stated: *the studies in KJRSC are oriented towards practical application of knowledge; therefore, considerable attention is paid to providing social-educational assistance and links with the working environment* and the program is under the umbrella of ‘Social Pedagogy’. The review team advises that there is a need to develop a deeper rooted understanding of social pedagogy as a scientific discipline. Without this fundamental theoretical understanding and discussion as to what social pedagogy means, the programme runs the risk of being too superficial. Accordingly, it is advised that a deeper understanding of social pedagogy and a practice based on this awareness of being a social pedagogue is required

2.2. Curriculum design

The curriculum meets the formal demands and addresses the specified learning outcomes. The content of the courses meets the requirements of the study kind and cycle. The academic load is distributed evenly over the years of study.

The review team is not convinced about the set of modules grouped under social pedagogy and under pedagogy. According to the SER, **specialized courses in social pedagogy** are 90 credits (or 50 per cent) of the study programme. It is written that students study courses that help them go deeper into peculiarities of Professional Ethics, **Special Education**, Family Studies, **Methods of Social Research**, Social Pedagogy, Preventive Activities, Forms of Organizing Leisure Activities, Therapy of Art and Games, Theory and Methodology of Social Educational Assistance, **Introduction to Law and Civics**, **Child Welfare**, Human Ecology and **Child's Health**, Social Projects, and Re-socialisation and Integration of Groups of Social Risk. They can also improve their **foreign language** skills by choosing one 3-credit course from 4 offered and one 6-credit course from 4 offered.

From the experts point of view, subjects in **bold** are not very social pedagogical. Which also contributes to the unclear concept of social pedagogy. According to SER, courses of **pedagogical** studies are allotted 27 credits. The students study General and Personality **Psychology**, Developmental **Psychology**, Social and Educational **Psychology**, Basics of Education and Didactics, Hodegethics and History of Education. Obviously over 50% of this content is rather on psychology. Even most of those subjects could be useful for social pedagogues, names and content of the modules don't match. Which makes the meaning and identity of social pedagogy confusing.

In the overall programme there are too many different subjects and these are lacking the connection of an overall social pedagogical 'umbrella' of ideals. The internship consists of four parts, among them the 3-EC module 'Cognitive Professional Internship'. The review team understood from interviews with teachers that this module is the first one and is directly related to observational practice. It is advised that this module be renamed.

According to SER, to complete the studies, students compose two final papers. They develop and defend a Final Paper on Pedagogical Studies (3 credits), and a Professional Bachelor Thesis (9 credits). All courses/final papers are compulsory for all the students of the study

programme of Social Pedagogy. The team appreciated this kind of double research – we think that requirements of Research Methodology are being met.

2.3. Teaching staff

It was reported also that occasionally some problems arise with guest lecturers who while good practitioners lack didactic skills and competencies. This is being actively addressed and the College is offering support by providing further training.

According to SER, the academic staff is recruited by competition taking into account their basic education and its compliance with the subject to be taught, practical experience, academic degree and academic title. KK is the main place of employment for 12 lecturers (86 %) working in the study programme, and only two (14 %) work on a part-time basis, which is valued by the review Team. The average age of the academic staff is (48 y.) which can be considered as quite ideal.

According to SER, in 2010-2012, the turnover of the academic staff was insignificant. Since 2013 the number of the applicants for the study programme of Social Pedagogy has been decreasing, so the number of FTE (units that indicate the workload of an employed person, i.e. tenure) has also decreased. The current number of lecturers is sufficient to ensure successful and qualitative implementation of the study programme. In 2007 - 2011, 2 lecturers improved their competencies in a formal way by studying for Doctoral and 2 lecturers for Master degrees. There is a possibility for further development with more Ph.D. studies, but overall the review Team thinks that the number and qualifications of the teaching staff are adequate to ensure learning outcomes.

The College organizes courses to supervisors in practical places (as there sometimes is lack of pedagogical competencies).

The staff is eager to cooperate with other partners internationally. Both teachers and students are encouraged to go abroad. There is a joint-project with Turkey focused on social pedagogy in different cultures. The Study Centre has signed cooperation agreements with twelve foreign higher education institutions and conducts students' and staff academic exchange under the Erasmus plus programme. The academic staff of Social Pedagogy programme co-operate with nine other institutions (with similar curriculum programmes).

2.4. Facilities and learning resources

The college is housed in two buildings – old and new, connected with a corridor. In a new building a modern and comfortable library is situated, also meeting rooms for teachers, for students with special needs together with well-equipped computer classes, and quiet places for reading and rooms for group work. Experts were impressed with the technological facilities in this new building – the study environment is excellent. According to the staff, this was the main reason to bring the study programme from Kėdainiai to Kaunas. Study materials are adapted to modern methods of teaching and learning: texts are digitalised or uploaded in the virtual *Moodle* environment.

All classrooms have computers; two classrooms are equipped with multi-media projectors. Students may also use the 120-seat Lecture Theatre of Distance Learning, which can broadcast video conferences and the materials of lectures directly online. The students also have access to sports facilities - two gyms, a fitness club, and a swimming pool.

Library is well equipped and very comfortable. In the library, there are many copies of study books about social pedagogy both in Lithuanian and English language. According to the SER, the funds of the Library include 115,500 copies of publications of 63,853 titles. Readers of the Library can use the KK Library e-catalogue and the virtual library (KK VL). However, it has been noticed that while composing final papers students do not use the possibilities provided by DBs to the full.

2.5. Study process and students' performance assessment

The organisation of the study process ensures adequate provision for the programme and the achievement of the learning outcomes specified. Adequate time is allocated to the theoretical subjects, practical classes and consultations. There are standardised procedures for the examination of students work and students have opportunities to participate in student mobility programmes. Additionally, students take part in research and creative work. Students like the cognitive practice in the first study year. They can communicate with supervisors through e-mail. The assessment system is clear and the assessment criteria are clearly described in the modules. Most written assessments are focused on assessing theory with practical skills being observed and assessed in practice by mentors who report to supervisors of the programme. Admission requirements are well founded, accessible and suitably applied.

According to SER, those who want to study Social Pedagogy and be state-financed, have to take a motivation test. Applicants who do not take it, or fail it, are invited to study on their own expenses. It is suggested, as previously, that regardless of the financial arrangement, all students should take the motivation test. Following completion of the study programme students can be employed either in schools, or in youth and day care centers. Many graduates also continue to the Masters Programme.

The continually decreasing student numbers in the last year is of concern with enrolment figures falling from 23 to 13 students in 2014. However, this kind of decrease was compensated for by attracting ten students onto the part-time course, which commenced in 2014. One solution also is to enrol (part time) students every second year.

Students are fulsome in their praise of the good relations they have with their teachers with many opportunities, both formal and informal, to avail of support and consultations. According to students' opinion, *they have 'got much more than expected in the context of the whole study process because there is a lot of practice in the programme'*. Students like the atmosphere of the college, and they also praised the learning environment, e.g. the library.

According to SER, the *drop-out* rate from the study programme of Social Pedagogy does not significantly differ from the general situation of the College, where during the reporting period studies were terminated by about 9 % of students.

About 60-70% of students are funded by the state, the rest has to pay the student fee (and can receive a loan). Most of the graduates want to work in schools, but there are not enough places, so – day care centres and other organizations are alternatives.

2.6. Programme management

According to the SER, an important role in the management of the study programme is played by the 7-member Committee of the Study Program of Social Pedagogy. Members are aware of the content of the ongoing study programme – they also are involved in the administration of the College. The structure of programme management and decision making in KK has 2 levels: (1) Academic Council and Office of Strategic Planning, and (2) Study Quality Management, which coordinates the process of the strategic planning; develops internal quality management system; organises the community training related to the strategy and quality analyzes; prepares methodological materials; conducts research; prepares the annual report; develops and updates the *KK Quality Manual*.

The quality assurance principles of Kaunas College are aligned with the external quality assurance requirements, i.e. the provisions of the European Higher Education Quality Assurance governing the internal quality assurance.

According to staff, the Department is ready to develop the study programme in the direction of social needs. For example, three years ago a new subject – social projects – was created, to teach students, how to manage projects from the very beginning. 40 % of the study courses of the study programme are available in a virtual environment.

At the heart of the programme is the professional ethics, which is also one of the introductory subjects. The alumni and graduates give important feedback which helps to improve the programme. A new trend in the programme development is the preparation of students to work with migrants and to engage in voluntary work. The faculty also uses the feedback from students and social partners for programme implementation. Teachers have good contacts with social partners and other stakeholders, which helps to form a sustainable bridge between theory and practice. After previous review, the team work between staff, practitioners and students has increased (students' opinion is now listened more carefully).

2.7. Examples of excellence

The SER reports that during 2010-2014, lecturers and students compiled 47 articles published in various scientific publications and collections for conference presentations. These efforts point to the excellent cooperation between teaching staff and students. Also the tradition (for 8 years already), to organize the international scientific, practical conference "*Competences of a Contemporary Specialist: Compliance of Theory and Practice*" is worthy of mention.

III. RECOMMENDATIONS

1. The professional identity of social pedagogy needs to have a stronger base in the discipline of Social Pedagogy and to be more deeply embedded in the curriculum.

2. The block of Social Pedagogy and courses of Pedagogical Studies should be reorganized with a better focus on a block of Social Pedagogy, Pedagogy and Psychology. It is advised that in order to deepen the Social Pedagogical content of the curriculum more subjects focused directly on Social Pedagogy should be added. Or modules could be renamed.

3. To improve the level of competence in English language skills for teachers. This would in turn help to support the drive for a more intensive internationalization focus. (The reason of this kind of suggestion is the fact that during the meeting in KK teachers mostly used translation.)

4. To increase the co-operation with other institutions offering Social Pedagogy programmes in Lithuania, in order to firmly establish and position Social Pedagogy, and to attract more students.

5. Regardless of the financial arrangement, all students should take the motivation test.

IV. SUMMARY

The aims and learning outcomes are well formulated and constructed. The overall standard of the programme has improved since 2012. However, there still exists a certain lack of professional identity and a theoretical basis for the Social Pedagogy Programme. The focus of the programme needs to be further clarified. Both blocks of Pedagogy and Social Pedagogy should be focused exactly on Pedagogy and on Social Pedagogy. The block of psychology could be separately addressed.

Quality management and programme management are very good. The new building is impressive, the library is connected to national and international data-bases and students can access from home as well as in college. Placements and facilities for students with special needs meet the standards required.

The overall figures demonstrate a mixed picture. The positive aspects of the programme point to the strong emphasis on practice, flexibility, warm relations between the staff, students, alumni and stakeholders. The expert team were impressed by the level of self-confidence displayed by the students, especially in the context of practice. In addition, the commitment eagerness and energy of the staff are commendable. One concern relates to the low number of students, quite low numbers of outgoing and incoming students.

There are all together 5 schools in Lithuania, where the curriculum of Social Pedagogy has been implemented. It is advised that more active co-operation and collaboration between these institutions would serve to strengthen the position of Social Pedagogy and to attract more students.

V. GENERAL ASSESSMENT

The study programme *Social Pedagogy* (state code – 653X16005) at Kaunas College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points* :
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

*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* (STATE
CODE – 653X16005) AT KAUNAS COLLEGE 17TH DECEMBER 2015 EVALUATION
REPORT NO. SV4-365**



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**KAUNO KOLEGIJOS
STUDIJŲ PROGRAMOS
SOCIALINĖ PEDAGOGIKA (valstybinis kodas – 653X16005)
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Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3), iššęstinė (4,5)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	pedagogikos profesinis bakalauras, socialinis pedagogas
Studijų programos įregistravimo data	2004 m. birželio 2 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

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State code	653X16005
Study area	Social Sciences
Study field	Teachers' Training
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4,5)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Teachers' Training, Social Pedagogue
Date of registration of the study programme	2 June 2004

The Centre for Quality Assessment in Higher Education

<...>

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The study programme *Social Pedagogy* (state code – 653X16005) at Kaunas College is given **positive** evaluation.

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No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
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4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
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The aims and learning outcomes are well formulated and constructed. The overall standard of the programme has improved since 2012. However, there still exists a certain lack of professional identity and a theoretical basis for the Social Pedagogy Programme. The focus of the programme needs to be further clarified. Both blocks of Pedagogy and Social Pedagogy

should be focused exactly on Pedagogy and on Social Pedagogy. The block of psychology could be separately addressed.

Quality management and programme management are very good. The new building is impressive, the library is connected to national and international data-bases and students can access from home as well as in college. Placements and facilities for students with special needs meet the standards required.

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There are all together 5 schools in Lithuania, where the curriculum of Social Pedagogy has been implemented. It is advised that more active co-operation and collaboration between these institutions would serve to strengthen the position of Social Pedagogy and to attract more students.

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III. RECOMMENDATIONS

1. The professional identity of social pedagogy needs to have a stronger base in the discipline of Social Pedagogy and to be more deeply embedded in the curriculum.

2. The block of Social Pedagogy and courses of Pedagogical Studies should be reorganized with a better focus on a block of Social Pedagogy, Pedagogy and Psychology. It is advised that in order to deepen the Social Pedagogical content of the curriculum more subjects focused directly on Social Pedagogy should be added. Or modules could be renamed.

3. To improve the level of competence in English language skills for teachers. This would in turn help to support the drive for a more intensive internationalization focus. (The reason of this kind of suggestion is the fact that during the meeting in KK teachers mostly used translation.)

4. To increase the co-operation with other institutions offering Social Pedagogy programmes in Lithuania, in order to firmly establish and position Social Pedagogy, and to attract more students.

5. Regardless of the financial arrangement, all students should take the motivation test.

<...>

KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *SOCIALINĖ PEDAGOGIKA* (VALSTYBINIS KODAS – 653X16005) 2015-12-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-365 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Socialinė pedagogika* (valstybinis kodas – 653X16005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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

Kaip teigiama savianalizės suvestinėje, 2010–2014 m. dėstytojai ir studentai parengė 47 straipsnius, jie publikuoti įvairiuose moksliniuose leidiniuose ir konferencijų pranešimuose. Šie rezultatai byloja apie puikų dėstytojų ir studentų bendradarbiavimą. Taip pat verta paminėti tapusią tradicinę, jau 8 metus organizuojamą tarptautinę mokslinę-praktinę konferenciją „Šiuolaikinio specialisto kompetencijos: teorijos ir praktikos dermė“.

<...>

IV. SANTRAUKA

Studijų programos tikslai ir studijų rezultatai yra tinkamai suformuluoti ir konstruktyvūs. Vertinant apibendrintai, nuo 2012 m. studijų programos atitiktis standartams pagerėjo. Tačiau vis dar jaučiamas tam tikras socialinės pedagogikos programos profesinės tapatybės ir teorinio pagrindo trūkumas. Esminius studijų programos elementus ir toliau reikia gryninti. Tiek pedagogikos, tiek socialinės pedagogikos blokai turėtų būti tiksliai sukoncentruoti į pedagogiką ir socialinę pedagogiką. Psichologijos dalykų blokas galėtų būti išskirtas.

Kokybės vadyba ir programos vadyba – labai gera. Įspūdingi nauji pastatai, biblioteka teikia prieigą prie šalies ir tarptautinių duomenų bazių, studentai prie jų gali prisijungti tiek namuose, tiek kolegijoje. Neįgaliems studentams skirta infrastruktūra atitinka reikiamus standartus.

Bendras studijų programos vaizdas sudėlioja nevienalytį paveikslą. Teigiami studijų programos aspektai – labai akcentuojama praktika, lankstumas, šilti darbuotojų, studentų, alumnų ir socialinių dalininkų santykiai. Ekspertų grupei paliko įspūdį studentų pasitikėjimas savimi, ypač kalbant apie praktiką. Teigiamai vertinamas ir darbuotojų įsipareigojimas, atsidavimas ir energija. Susirūpinimą kelia tik mažas studentų skaičius, studijų programą baigia ir į ją įstoja gana mažai studentų.

Iš viso Lietuvoje yra 5 aukštosios mokyklos, vykdančios socialinės pedagogikos studijų programą. Visoms šioms institucijoms patariama aktyviau bendradarbiauti tarpusavyje, nes tai padėtų stiprinti socialinės pedagogikos pozicijas ir pritraukti daugiau studentų.

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III. REKOMENDACIJOS

1. Socialinio pedagogo profesinei tapatybei būtina suteikti tvirtesnę pagrindą, kuris būtų įgyjamas dėstant socialinės pedagogikos discipliną ir labiau apimtų visą mokymo programą.

2. Socialinės pedagogikos ir pedagogikos studijų kursų bloką reikėtų pertvarkyti taip, kad pagrindinis dėmesys būtų sutelktas į socialinės pedagogikos, pedagogikos ir psichologijos dalykus. Siekiant pagilinti socialinės pedagogikos mokomąjį turinį, patariama pridėti daugiau dalykų, tiesiogiai susijusių su socialine pedagogika, arba pakeisti modulių pavadinimus.

3. Reikia gerinti dėstytojų anglų kalbos žinių lygį. Savo ruožtu tai padėtų aktyviau siekti tarptautiškumo (pasiūlymas teikiamas dėl to, kad susitikime su Kauno kolegijos dėstytojais daugiausia bendrauta per vertėją).

4. Rekomenduojama glaudžiau bendradarbiauti su kitomis Lietuvos aukštojo mokslo institucijomis, vykdančiomis socialinės pedagogikos studijų programas, kad būtų galima įtvirtinti socialinės pedagogikos poziciją ir pritraukti daugiau studentų.

5. Nepaisant finansinių susitarimų, visi studentai turi atlikti motyvacijos testą.

<...>

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)