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**LIETUVOS EDUKOLOGIJOS UNIVERSITETO
PROGRAMOS *TAIKOMOJI ETIKA* (621X20012)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *APPLIED ETHICS* (621X20012)
STUDY PROGRAMME
AT LITHUANIAN UNIVERSITY OF EDUCATIONAL
SCIENCES**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Taikomoji etika</i>
Valstybinis kodas	621X20012
Studijų sritis	socialiniai mokslai
Studijų kryptis	Edukologija
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras, mokytojas
Studijų programos įregistravimo data	1997-05-19

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Applied Ethics</i>
State code	621X20012
Study area	Social Sciences
Study field	Educology
Kind of the study programme	university studies
Study Cycle	Second
Study mode (length in years)	full time (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master's degree in Education
Date of registration of the study programme	1997-05-19

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1 INTRODUCTION

This report evaluates the *Applied Ethics* programme, established and delivered at the Lithuanian University of Educational Sciences, Vilnius. The implementation of the Master Study Programme of *Applied Ethics* began in the Department of Ethics Didactics (also in the SAR referred to as the Department of Didactics of Ethics) of the Faculty of Educational Science (1 of the 7 Faculties) at the Lithuanian University of Educational Sciences in 1997. The last expert assessment of the study programme was carried out in October-November 2005, following which, the study programme received full accreditation. The current programme was accredited until 2013.12.31.

The Master Study Programme of *Applied Ethics*, implemented in LUES, is the only programme in Lithuania which trains specialists in *Applied Ethics* at Master level, and the only one which belongs to the study field of Education in the area of Social Science which trains qualified specialists in *Applied Ethics* who acquire a Master's degree in Education.

The Curricular design 'meets the Description of General Requirements for Master Study Programmes (2010), according to which, the volume of the Master study programme cannot exceed 120 credits and at least 60 credits have to be allocated to the study subjects in the study field. The study subjects established by the University (that prepare for doctoral studies) should not exceed 30 credits and at least 30 credits should be allocated to preparation and defense of the Master paper'. (SAR, p.13, para.2.2.2)

The self-assessment report of the study programme was prepared by academic staff, stakeholders and students comprising 32 members and was submitted for international assessment March 29, 2013. The Reviewers commended the SAR for its integrity, honesty and comprehensive coverage.

An on-site visit by the Reviewers took place on October 7th, 2013. Following the visit, the Reviewers finalised their report, detailing the findings and outcomes for the *Applied Ethics* Master Programme at the Lithuanian University of Educational Sciences.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim (goal) of the programme set out thus:

'The goal of the university second-cycle (Master) study programme of Applied Ethics is [to] systematically and consistently deepen the competence acquired in first cycle studies, and to develop a highly qualified Master in Applied Ethics, who is able to meet the needs of the society, has acquired contextual knowledge of applied ethics and is able to self-dependently, responsibly and innovatively implement, evaluate and improve [the] contents of applied ethics in general education, non-formal education and higher education schools on the basis of scientific research. The graduates of the Study Programme will acquire general competence in education, learning and professional development, as well as special competences of the construction, investigation, implementation, evaluation and improvement of the contents of applied ethics'. (SAR, p.7, para. 2.1.1)

is laudable in its inclusivity and macro-properties which variously relate to it. The aim is impressive in being encompassing, but would be further enhanced with some academic

localisation and underpinning, so that it is more readily directed to what the targets of overall academic and academically-applied knowledge amount to over the space of 2 years.

The latter part of the aim:

‘All the aforesaid competences will enable the graduates to successfully create, maintain and develop sustainable democracy based on the principles of ethics in educational surroundings and in society, and to further continue studies in doctoral studies in the study field of education science’ (SAR, p.7, para. 2.1.1)

without additional explication can be read as being a little over-reaching. How, more precisely, does the aim of the programme nurture the power of influence and indeed the transformational capacity to ‘create, maintain and develop sustainable democracy...?’ This statement could be more fully, yet briefly, explained and presented perhaps in more relative terms, maybe with a footnote in the SAR providing a short explication.

Notwithstanding the small critical commentary above, the programme aim, is however ‘generally’ clear and accessible, as published, together with the programme learning outcomes on the website of the Lithuanian University of Educational Sciences, Faculty of Educational Science. The aim and learning outcomes are also found on the website of the Advice and Guidance System (AIKOS) of the Ministry of Education and Science at www.aikos.smm.lt and announced during events of Study Fair and Open Days, as well as being stated in the brochure prepared and published by the Department Ethics Didactics and ‘distributed during meetings with 11th-12th formers all over the country’. (SAR, p.8, para.215)

The aim can indeed be wholly understood when read in relation to the practical philosophy of the department, outlined during the on-site interviews. The modernising of higher education since Lithuania declared its independence in 1990, has more generally led to a review of curricula and teaching and learning. The historical period of patriotic education has been followed by a new and more openly expressed inter-cultural attitude, which is now highly responsive to individuals, humanistic values and a range of lived-world and educational experiences, including those school pupils whose needs are ‘special’. The *Applied Ethics* programme, in responding to individual students and offering variety in content, maintains a developed culture of student-centred learning and a highly responsive profile to the requirements of schools and employers. All aims and intended learning outcomes are influenced by a collective sense of respect for the subject, a palpable inspirational atmosphere, and a ‘belief’ in the transformational capability of Ethics. Concomitantly, there is in open evidence, dedicated team work in the applied facets and potential of the Department’s work across the subject.

The 12 programme learning outcomes, which are relevantly and topically subdivided into Knowledge and Understanding, Cognitive Skills, Practical Skills, Transferable Skills and Attitudes, are strong in their conception. However, the SAR, p.8, para. 2.1.3, is unclear in the meaning of the statement: ‘*Despite the problem of assessment, the most important attitude that has to be acquired by an ethics educator is also included into the learning outcomes of the Master Study Programme of Applied Ethics*’. Otherwise, the learning outcomes are well-aggregated and targeted towards the higher learning required at Master level.

The SAR defines relevance to the needs of society labour market in terms of the ability ‘to apply the acquired competences in the wide context of different assignments’, and further claims that the ‘Master Study Programme of Applied Ethics develops competences essential to work in a wide spectrum of assignments’. (SAR, pp.11-12, para.2.1.9.) The SAR also informs that the social partners took an active role in establishment of the learning outcomes for the programme. Moreover, in 2012, the Lithuanian Association of Teachers of Ethics advised on the competences needed as ethics educators, and were asked which of these were most lacking. The outcome was

that together with subject-specific knowledge, 'Master students should acquire knowledge and skills in modern didactics, development of learners' motivation, efficient conflict resolution, project design and implementation [and] leadership competences'. (SAR, p.12, para.2.1.10)

Regarding the levelness of the learning outcomes, they are set appropriately at Level 7 of the European Qualifications Framework (EQF). The stated transferable skills are of strong dimension, although the category 'Attitudes' could be developed a little more. The name of the programme, content and qualifications are compatible with each other. Compatibility is better judged when analysing the study subjects in Annex 3.1. The subject descriptors are indeed impressive in themselves, that is to say in their academic orientation and incision, and are distilled from the more general programme aim and learning outcomes. Some subject aims (goals) and learning outcomes are insufficiently distinct from each other; but, however, the study subjects are well-conceived, well-composed and of universal importance to the contemporary world of Ethics in Education.

Interrelatedness is in evidence, but there are no distinct overlaps. The programme aim and objectives conform to the statements made by: *The Law on Higher Education and Research of RL* (30 April 2009, No. XI-242): Article 8, point No. 2 (1); *The Statute of Lithuanian University of Educational Sciences*, approved by the Resolution of the Seimas No. XI-1398 of 19 May 2011: point No. 135; *The List of Study Areas and Fields in Which Studies are Offered in Higher Education Institutions* (Resolution No 1749 of 23 December 2009 of the Government of the Republic of Lithuania); *The Description of General Requirements for Master Study Programmes*, approved by the Order of the Minister of Education and Science No. V-826 of 3 June 2010; *The Descriptors defining levels in the European Qualifications Framework (EQF)*. (2008) and *the Descriptor of the Lithuanian Qualification Framework (DLQF)*, approved by the Resolution of the Government No. 535 of 4 May 2010. The SAR also makes reference to the *Definition of the Qualification Degree of Second-Cycle Studies* presented in *the Dublin Descriptor* (2004) and to the *Description of Study Cycles*, approved by the Order of the Minister of Education and Science of LR No. V-2212 of 2 November 2011. (SAR, p.11, 2.1.6)

The substantiation of aims and learning outcomes for the Master Study Programme of Applied Ethics in the training of competently-equipped ethics educators across a range of levels and towards achieving the highest demands and meeting range of challenges, is grounded in the goals and objectives established in the General Ethics Curricular of Primary and Basic Education, approved by the Order of the Minister of Education and Science No. ISAK-2433 of 26 August 2008 and the General Ethics Curricular of Secondary Education, approved by the Order of the Minister of Education and Science No. V-269 of 21 February 2011. (SAR, p.11, para.2.1.8)

The SAR (p, 12, para.2.1.11) expresses confidence in acknowledging the constant improvement of the programme which follows the changes in Lithuanian strategic documents and is keenly influenced by European requirements for improving the quality of higher education, the demands of the labour market and progressive higher learning. The aims and study outcomes of the Study Programme are reviewed during the self-assessment of the Study Programme, which is every 6 years.

The Reviewers consider the programme aims and learning outcomes are generally clear and publicly accessible, based on academic and professional requirements, public needs and the needs of the labour market and are consistent with the type and level of studies and the level of the qualification offered.

The field illustrated in this section develops systematically and has distinctive features.

2. Curriculum design

The content of the subjects is consistent with the type and level of studies; the methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes; the scope of the programme is sufficient to ensure the learning outcomes, and the content of the programme in its breadth, depth and updatedness reflects the latest achievement in science, art and technologies, in so far as these definitions (science, art and technologies) can apply to *Applied Ethics* and its dimensions across the programme. The design of the curricula meets the legal requirements.

The study subjects are extensive and encompassing: Ethics of Social Education; Politics and Ethics of Lithuanian Education; Crisis of the Modern Civilization and Moral Choice of a Person; Situation Management in a Group and Community; Projects of Social Education; Ethics of Social Dynamics; Political Ethics; Globalization Ethics; Business Ethics; Educational Research Methodology and Master's Paper Project; Didactics of Higher Education; Post-Modern Ethics; Human Rights: ideas and problems; Ethics of the Media; Fundamentals of Special Needs Education; Formation of Image in Social Processes; Scientific Research Practice and Master's Paper. These study subjects garner and activate a very full-range of academic emphases at Bologna second-cycle Master level. The subjects are evenly spread without repetition and are appropriate to the learning outcomes and award. It is appropriately noted that the General Programmes for Secondary Education which relate to the 11th-12th years, permit students to choose one of the following: Philosophical Ethics, Family Ethics, Ethics and Film, and Professional Ethics. Therefore the Reviewers recognise that students following the Bachelor and Master Study Programmes may have acquired some grounding in these modules.

The Master Study Programme is chosen by the teachers of Ethics 'who are willing to acquire new, or deepen the old, knowledge and skills, as well as acquire a higher qualification'. Equally, the Study Programme is 'chosen by teachers of other study subjects who have pedagogical education and are willing to teach ethics in the future'. The programme also caters for those whose careers are not education-related. (SAR, pp.4-5)

The Reviewers found that there was an even spread of subjects and distinct interconnections across the programme, but no particular overlaps were encountered. However, the Reviewers considered that there would be scope, in certain areas, for doubling up should the current programme experience severe recruitment difficulties, or should there be any other future necessity for a reduction in the staffing complement.

The Reviewers acknowledge that one of the most distinctive facets of the programme is the capacious coverage, which ensures maximum student opportunity for the gaining of theoretical and practical competencies in the field of *Applied Ethics* as a study programme, now increasing and deepening its existing relations with schools, business and industry. There are traditional philosophical subjects, and also modern areas of Ethics that tackle the media, business, family, film and a subject devoted to Lithuanian education. Equally, the list of defended Master papers, 2010 – 2012, is impressive, illustrating broad and demanding areas at Master level that have obviously been given sound academic counsel and supervision.

Furthermore, the subject descriptors and content illustrate an assured and thorough grounding in *Applied Ethics* which meet the criteria of the award at Master level. The subjects also identify a strong command of the programme in holistic terms, and pre-eminently serve as a model for the country's sole Master degree in *Applied Ethics*, substantially focused on education.

Current students working in non-education related areas, who attended the scheduled on-site interviews, included representatives from the fire service and a beauty salon. They offered enthusiastic reports on the relevance of Ethics to their chosen fields. Similarly, graduates working in the fields of choreography and telecommunications, spoke about the moral facets of dance and the importance of Ethics (where in the latter example there is an Ethics Commission) to customer and staff relations. Through the Lithuanian Association of Teachers of Ethics, of which there is a membership of over a 100, *inter-alia*, schools benefit from methodological support and the benefit of student research in schools. There are school competitions held in Ethics; and for these, tasks are assembled by Departmental students, under the supervision of lecturers from the Department. Winners attend the Lithuanian University of Educational Sciences to receive their awards and take part in the supporting conferences. The Department hosts the annual meeting of the Association, which in essence, functions as a professional body.

The subjects of *Applied Ethics* seeks to 'develop new ways of behaviour and thinking as well as by changing the cultural space of common being and interrelations'. (SAR, p.3) The programme's duration is 2 years and has a volume of 120 credits (3200 hrs.). Students in Semesters 1 to 3, study 5 study subjects and 2 subjects are taken in Semester 4, as illustrated in the SAR, Table 4. These arrangements are in accordance with the Description of General Requirements for Master Study Programmes approved by the Order of the Minister of Education and Science of RL No. V-826 of 3 June 2010. The volume of a semester is 30 credits, comprising 16 weeks of contact, independent work and 4 weeks dedicated to examinations. (SAR, p.13, para.2.2.1) The Reviewers agreed that the learning outcomes are closely and strongly linked to the study subjects. Summative examinations are applied to the taught programmes. (SAR, p.15, para. 2.2.9)

Research is organized carefully and systematically, resulting in a 30 credit allocation award for the Master Paper. In Semester 2, 6 credits are allocated to the subjects "Educational Research Methodology" and "Master's Paper Project", while in Semester 4, 24 credits are awarded for research work, its design, planning, undertaking and implementation. Empirical work is negotiated by the students who, at this stage, are equipped to build on the preparation achieved in Semester 2.

The Reviewers consider that the curriculum design meets legal requirements, that the study subjects and modules are spread evenly, that their themes are not repetitive and that the content of the subjects and modules is consistent with the type and level of studies.

The field illustrated in this section is exceptionally good.

3. Staff

The Master Study Programme of Applied Ethics is staffed by a small number of highly-qualified teachers, comprising 4 professors, 4 associate professors, 1 lecturer doctor and 2 lecturers, whose age ranges are: 3 teachers, 30-40 years old; 2 teachers, 41-50 years old; 2 teachers, 51-60 and 3 teachers 61-70 years old. There is 1 teacher who is older than 70. Concerning experience: 2 teachers exceed 30 years; 1 teacher is experienced to 30 years; 4 teachers are experienced between 11 to 20 years, while 3 teachers are experienced up to 10 years. All hold full-time posts at LUES, with exception of 1 colleague who is part-time. (SAR, p.20, para. 2.3.2)

The study programme is delivered by academic colleagues who meet the legal requirements in terms of qualifications; staff are more than adequate to ensure the learning outcomes, and are also sufficient in number to ensure the adequate provision of the programme. Moreover, as well as being professionally well-qualified, the academic staff are research-active, well-published and exhibit a high-level and wide-ranging writing across the dimensions of *Applied Ethics*.

The academic staff are active across a broad and impressive range of related disciplines which include: Lithuanian Identity, Lithuanian Philosophy, Technological Competence, Special Needs, Teacher Education, Social Stratification, Citizenship, Aesthetics, Semiotics, Political Philosophy, Education Reform, Research Methodology, Human Rights, Intercultural Education, Social Education, Competence Studies, Phenomenology, Didactics of Higher Education, Politics and Ethics of Lithuanian Higher Education, Ethics of Politics, Business, Media and Bioethics.

Regarding professional development, there is an attestation system for the staff development of teachers (regulated by the Resolution of the LUES Senate: “The Regulations for Assessment and Tenders for Occupying Positions of Teachers and Researchers of Vilnius Pedagogical University” 22 September 2010, No. 106)). This means that between 3-5 years of service, a teacher undergoes assessment and his/her professional life, pedagogical, research and educational activities. Classes are peer-reviewed and students’ opinion is surveyed. (SAR, p.25, para.2.3.7) The Department (also the University and Faculty) encourage and support teachers to participate in professional development and cover travelling or accommodation expenses where financially feasible.

While the SAR (pp.35, 2.6) illustrates a range of managerial layers, conveying, an image, albeit speculatively, of over management, the reality is that academic colleagues, as ‘image-makers’ enjoy empathetic relationships, and from administrative colleagues, receive as much support as can be given towards facilitating their teaching resources and funding possibilities for conferences and mobility. The average weekly teaching load is 16 hours, which is somewhat heavy for a researching scholar in today’s competitive climate.

Annually, there is very little turnover in the programme. 1 teacher has recently been recruited to teach the Social Project Design. This post was taken up in autumn, 2013.

Concerning professional development a perspective plan was approved on 18 March 2013 by the Faculty Council. This plan ‘provides for spheres, forms and methods and frequency of professional development’ and states that each teacher should participate in at least ‘one scientific conference, deliver at least one presentation and/or prepare and publish one research article’. (SAR, p.25, para.2.3.8) Overseas lecturers are invited to deliver interactive teaching. In March 2013, a colleague from J. Strossmayer University, Faculty of Pedagogy and Psychology, Osijek, Croatia, delivered a lecture for Master students on “Action Studies: Theory and Practice.” In the near future, the Faculty will be enriched by 4 new staff members, who will shortly defend their doctoral dissertations. (SAR, p.26, Table 7)

Apart from the impressive publications on teaching and methodological aids, the, most distinguished monographs include the fundamental monograph by Assoc. Prof. K. Stoškus “*Rezignacija, arba mirties filosofijos iššūkis modernybei*” (*Resignation, or the Challenge of Death Philosophy on Modernity*) Vilnius, VPU publishing house, 2011, p. 604; monograph of Professor J. Balčius “*Dorovinio lietuvių identiteto prigimtis ir prasmė*” (*Nature and Sense of the Moral Identity of Lithuanians*), Vilnius: KFMI, 2005, p. 351; monograph by L. Anilionytė “*Naujųjų amžių etikos profiliai*” (*Profiles of Ethics in the New Ages*), V.: LUES, 2011, p. 228.

The SAR (p.22, 2.3.5) illustrates an impressive list of international conference and international project participation by academic colleagues who, equally impressively in the interests of their country, also ‘organize International Days of Ethics and related scientific conferences, as well as Olympiads of Ethics for Lithuanian school students every year’. (SAR, p.23, para.2.3.5)

The Reviewers conclude that the study programme is provided by staff with a profile that exceeds the legal requirements, that the staff number and qualifications are more than adequate to ensure the learning outcomes and that the teaching staff turnover is able to ensure an adequate provision of the programme.

The field illustrated in this section is exceptionally good.

4. Facilities and learning resources

Given the relatively small numbers of students on this programme, the current premises, facilities and learning resources appear more than adequate, but these depend almost entirely on the quality of the dedicated space and very much on the wider use of premises, rooms and resources at any given point in time. Reviewers found the study facilities to be adequate, and from interviews with staff and students, it was found there were no space shortages, no overcrowding and no booking queues for the use of technology and equipment.

The SAR (p.26, 2.4) illustrates the capacity of 21 classrooms which were used to meet the needs of the study programme. 7 equipped rooms (from January 3013) have now been allocated to the Faculty of Education. All the teachers have acquired certificates for using smart boards and can also use portable computers. There are also excellent possibilities for students to engage in independent work in the four reading rooms: Theory of Education Study Room, Laboratory of Psychology Training, Education Laboratory and the Laboratory of Pre-School education. These facilities are open from 9 a.m. till 17 p.m. (SAR, pp.26-27, 2.4.)

All the computers have the required software – *Microsoft Office (Microsoft Word, Microsoft Excel, Microsoft PowerPoint)*. Internet Explorer, Mozilla, Firefox, Acrobat Reader, Macromedia, Flash MX have been readily installed, and university premises are equipped with free access Wi-Fi, and the computers available at the computer rooms contain data-processing programmes SPSS, KOKYBIS to support students in conducting scientific research. Students have wide access to library resources – books (over 517777 copies of teaching resources, over 160074 copies of research and other sort of publications, 32763 copies of the titles in fiction). SAR, p.28, 2.4). There are national and international databases (around 40) which can be freely accessed both in the library and at home. The stacks' system of book loans works well and offers a good facility for students. It is a well-provisioned resource base containing monographs, textbooks and journals. The journal provision in the library is visibly attractive and well organised in terms of current and back copies. A new, capacious and impressive library is currently under construction and should be ready for occupancy within the next twelve months.

The library also subscribes to databases, which are accessed for the University computers, and some of them may be accessed from other computers with special passwords. The readers of the Library have access to more than 20000 full-text journals and other publications. The databases subscribed by LUES Library include: Academic Search Complete EBSCO Publishing, America: History & Life with Full Text EBSCO Publishing; Cambridge Journals Online; Education Research Complete EBSCO Publishing, ERIC EBSCO Publishing; Historical Abstracts with Full Text EBSCO Publishing; Archive of Lithuanian bibliographic database of periodicals and articles; Literary Reference Center EBSCO Publishing; MasterFILE Premier EBSCO Publishing; Oxford Music Online; Oxford Reference Online: The Premium Collection; Oxford University Press: Oxford Journals Online; PsycARTICLES EBSCO Publishing; Research Starters - Sociology EBSCO Publishing; SAGE Journals Online; ScienceDirect Electronic versions of Elsevier journals; SocINDEX with Full Text EBSCO Publishing; Teacher Reference Center EBSCO Publishing and others. (SAR, p.28, 2.4)

As particular strengths, the SAR (p.29, Table 9) states that the renewal of premises and modern equipment has produced sufficient facilities for the attainment of learning outcomes. The methodological resources – textbooks, books, periodicals and data-bases - the SAR also claims to be sufficient to meet the requirements for research in Ethics and Ethics education. Results from the Reviewers’ investigations support this view.

The Reviewers conclude that the premises for studies are adequate both in their size and quality, that the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality, that the institution has excellent arrangements for students and that the teaching materials (textbooks, books, periodical publications, data-bases) are adequate and accessible.

The field illustrated in this section is exceptionally good.

5. Study process and student assessment

The SAR (p.29, para. 2.5.1) states that applicants who have a university education in first-cycle studies in the field of Social Sciences (Education) may be admitted to Master programme of *Applied Ethics*. There are specific additional requirements for students holding a first-cycle degree in a subject other than social science, and also for applicants with limited teaching experience. Admission requirements are clear, well-grounded, publicly announced and in accordance with the regulations provided for in the Order of the Minister of Education and Science of RL. The general requirements for Master study programmes (and arrangements for the ‘types’ of Bachelor applicant for Master study) are in place, and the selection of applicants is in accordance with the competition score-criteria, drawn by ‘calculating the weighted average score of study subjects in the study field, final examination mark, or final mark for the Bachelor’s Paper’. (SAR, p.29, para. 2.5.1.)

The study process in academic support is well-developed. Information available is quite copious for students, who, in learning strategies, are actively encouraged in the reflexive process. Students are given an opportunity to enter ERASMUS exchange, though there is a lack of foreign universities providing a master programme of this type so, generally students can only be mobile in relation to philosophical programmes. On the other hand, students themselves admitted that mobility is an obvious problem for working people, and Master studies do not always prioritize mobility. The Department, nevertheless, remains ambitious in this area and is seeking some shorter-term mobility arrangements. Moreover, the Department has invited a foreign teacher who gives courses once in every 2 years. Students are satisfied with this arrangement. However, the Reviewers believe that the Department should explore every means possible to establish feasible forms of mobility.

Assessment policies and strategies are clear in the table set out in the SAR (p.31, Table 12) and in the subject studies, broader illustration and due academic diligence are clearly in evidence. Students present papers at the Young Scientists’ Conferences, and are encouraged to publish articles (in November, scientific journal “Man and the Word” will be released with the Special Edition containing papers featuring Student Research). To date, however, the number of student articles published is small. (SAR, p.33, Table 13)

Regarding the programme providers’ expectations, the survey of the representatives of employers (Compliance between Master Studies and Needs of the Labour Market 2006), stated that graduates of the Master study of programme of *Applied Ethics* [...] in the future ‘will make up 50% of all the newly recruited employees’ in the education sector. (SAR, p.5)

During on-site interviews, students reported that ‘everything was clear and precise, that the lecturers were ‘very good’, consistent in their comments on grades (grade-related criteria) and engage in a high-velocity turn around in same-day marking delivery return to students. Full-time students attend LUES for two weeks each month. Students referred to the high moral values integrated into the teaching, stated how USB flash drives and email support are made available, and referred also to the use of video, self-analysis and the possibilities for Skype conferencing.

However, one of the intended learning outcomes (SAR p.7, para. 2.1.2) refers to the students’ ability to apply the main conceptions of modern ethics to the specialist and non-specialist audiences. In this, not all the students were satisfied with the practical aspects of studies. In the SAR (p.12, para. 2.1.12) some students declared that studies should be more practice-oriented and more closely related to everyday reality. Again in the SAR (p.18, 2.2.16), 3 students state that there is a necessity to match the theory with reality.

The *Applied Ethics* programme involves methods which engage with a range of activities, including problem-based teaching, case studies, self-assessment, peer review, modelling of practical problem-solving, role-play and analysis of visual material, which are applied in the study field geared towards students’ competences in leadership in education, learning and professional development. In addition to further problem-based teaching methods, the programme contains modelling of solutions to Ethics and educational issues, reflexive strategies, individual and group creative assignments, meta-cognitive kinesthetic research and analysis of visual material. There are engagements with problem-based teaching, peer review of research work, research projects, group learning and the analysis of internet data-bases, used in the study subjects, which address research on Ethics education. (SAR, p.17, 2.2.15)

When studies commence, students are familiarized with the intended learning outcomes of the study subject, evaluation criteria, cumulative assessment, formative procedures and the technical assessment methodologies, such as the weighted coefficients of each part and how aggregation is achieved. Similarly, the processes for written feedback are explained. These are provided in a form of email, or through a review of a student’s work. (SAR, pp.32, 2.5.5) Student completion rates are generally high.

The Reviewers found that academic support was quite freely available to students, and of particular importance to the engagement with research, though general study support was also available. Teachers on the programme were found to be generous with their time and advice. Students as individuals benefit from consultation with teachers, administrative staff of the Department and the Faculty, and also from a range of specialists representing both study and research divisions of the University. Group consultations are also aspects of the support process, and there are also consultation possibilities via email. Career advice is often provided during lectures, seminars and through individual consultations, as part of the student experience. Information concerning career vacancies is made available on the website of the University, and since the establishment of the Career Centre in 2009, professional advice has been available to all students. The Statute of LUES provides for the possibility of studying through bespoke or individual study programme arrangements; however, no student undertaking the Master Study Programme of *Applied Ethics* has ever expressed such a request. Psychological support is available, and LUES offers a range of social support and activities. (SAR, pp.32-33, 2.5.5)

A range of scholarships are available from the University Scholarship Fund, although these are not granted to students who fail to fulfil the programme during a semester, who are on academic leave, or who pay full tuition fees for studies. Scholarship support is also unavailable to unclassified students, and to students, who repeat studies. Students in financial hardship, may

qualify for a reduction in tuition fees, up to by 20 % at the discretion of the Dean of the Faculty, provided the student does not carry academic debt.

The Reviewers consider that the admission requirements are clear and well explained, that students are encouraged to participate in research and applied research activities, though mobility needs greater effort and strategy. LUES ensures an adequate level of academic and social support and the assessment of students' performance is clear, adequate and publicly available. The professional activities of graduates meet the programme providers' expectations.

The field illustrated in this section develops systematically and has distinctive features.

6. Programme management

The administration and quality assurance of the Study Programme are conducted in accordance with: the Statute of LUES (approved by the Seimas of the Republic of Lithuania, Resolution No. XI-1398 of 19 May 2011); the Regulations of the Centre of Academic Quality of LUES (approved by the Senate of LUES, Resolution No. 93, 17 April 2012); the Study Regulations of LUES (approved by the Resolution of the Senate No. 23 of 14 December 2005, supplemented by the Resolution of the Senate No. 90 of 31 May 2006, the Resolution of the Senate No. 49 of 28 January 2008, the Resolution No1-209 of 20 January 2010); the Procedure for External Assessment and Accreditation of Study Programmes and the *European Standards and Guidelines for the External Quality Assurance in the Higher Education Area*. (SAR, p.34, 2.6)

A number of layers of management are in operation – University, Faculty, Department and Programme. Rather than being an overweighted bureaucracy, the Reviewers found these to be competent mechanisms for the oversight of day-to-day affairs and conducive to the effective running of the *Applied Ethics* programme, without being overly intrusive and burdensome. The ESG Guidelines (*European Standards and Guidelines for Quality Assurance in the European Higher Education Area*) are mentioned as governing procedures in terms of quality assurance, though nothing is mentioned as to their specific operation.

The structural changes that have been implemented since 2011 now include a senior specialist for the quality of studies and 'whose main function is to analyze national, EHEA and EU legal acts regulating the quality of studies and apply them in the University'. This also means that the work of quality assurance is far more centralized. (SAR, p.35, 2.6)

Students' opinion surveys are undertaken following each semester and social partners' opinions (at programme level) are sought once each year. Students have their say in their reactions *vis-à-vis* the conducting of assignments and a range of concomitant teaching and learning matters. Questions can be raised during individual student consultations, and students can make individual requests and state their opinions through questionnaire surveys. Through these means, students' participation in the improvement of the quality of the study programme is ensured. For example, by request, students recommended the discontinuance of the subject 'Child Protection' since the teaching methods proved to be superficial, offering no deep insights into this area of social education. Such recommendations were listened to and followed up by decisive action to remove the subject from the curricula.

At programme level, The Committee of the Study Programme is responsible for the implementation of the programme, the preparation of the self-assessment documents and their compliance with the requirements of the Ministry of Education and Science. This process works well to the benefit of all participants. Notwithstanding these matters, together with support from the Faculty and University, future action should include the widest debate possible on recruitment. This means developing new national and international marketing strategies to secure

the future of the Department and its work. This is a recognized concern for the whole Department whose responses during on-site interviews included phrases containing the words 'save' and 'survive', which intimated their recognition of the need to work hard at preserving the future of *Applied Ethics*.

The internal procedures are effective and efficient and dedicated to the improvement of the programme towards the evaluation of any changes, minor modifications, revision of the action plan and any envisaged changes to teachers' research activity and professional development. Reviewers found that quality-assurance feedback and evaluation impacts on learning facilities and the programme infrastructure.

Throughout the on-site interviews, on more than one occasion, the Head of Department received the commendation of her colleagues for skills in endeavour, adaptability and day-to-day management.

Reviewers consider that the responsibilities for decisions and monitoring of the implementation of the programme are well allocated, that information and data on the implementation of the programme are regularly collected and analysed, that the outcomes of internal and external evaluations of the programme are used in general for the improvement of the programme, that the evaluation and improvement processes involve stakeholders and that the internal quality-assurance measures are effective and efficient. Reviewers also found excellent leadership and management at Departmental level.

The field illustrated in this section is exceptionally good.

III. RECOMMENDATIONS

- Make every effort possible to develop short-term partnerships for student mobility/exchange.
- Mount vigorous and robust national/international marketing strategies, showcasing the attractiveness of ethics and the curricula on offer.
- Develop more practical packages for teachers and professionals to take into schools and the workplace.
- Tackle the problem of translation (Lithuanian) in terms of texts and online resources.
- Develop EU interest in Ethics and Education and seek funding, where possible, from all EC/EU sources.
- Consider one house-style referencing system for Master thesis, and revisit policy on research outcomes, as to whether an economical or discursive method/practice is preferable.
- Maintain and increase the levels of excellence clearly in evidence.

IV. SUMMARY

There is in evidence a powerful culture of Ethics in the department, high motivation and influence and the dissemination of this to schools and the workplace. There are very good staff-student relationships and a facilitative well-constructed curricula, revealing excellence in the overall offering available to students. The curricular components are attractive, carefully considered, up-to-date, coherent and have practical interventionist possibilities. Within the Department there is excellent belief in the power of Ethics as a transformative subject. There are excellent relations with schools gained through (but not exclusively) the Lithuanian Association of Teachers of Ethics. There is a highly-responsive assessment practice, with academic colleagues discharging same-day return of marked essays and assignments.

The programme offers a mature pedagogical experience, coupled with excellent professional opportunity in schools and in other contexts. Internally, study facilities appear to be excellent as do library and software provision. Students are given the opportunity to seek representation on various committees and to make contributions to the quality assurance process. There is evidence of strong student-support services, careers and progression into the world of work.

Evidence of bespoke arrangements for students with particular needs, such as timetabling, complement the many excellent features of this programme, and graduates, stakeholders and other interested parties enjoy excellent relations with the Department. Inspirational attitudes are palpable and the Department strives to increase the range of ethical applications. Commendations given to the Head of Department (declared on more than one occasion during on-site interviews) came freely, entirely without prompt or leading questions from the Reviewers.

Sustainability and mobility remain challenges for the future and it is hoped that the support for this programme, and the high regard in which it is held, will continue to provide a profitable future, though, new, creative and robust strategies will be called for in the current testing economic times for higher education experienced by many countries. The SER was well conceived and presented.

Overall, the Reviewers gained a very positive impression of *Applied Ethics*. They commend its structure and delivery and wish the Department continued high-level success in the future. The high points awarded, at 22 from a maximum of 24 are very well-deserved.

V. GENERAL ASSESSMENT

The study programme *Applied Ethics* (state code – 621X20012) at Lithuanian University of Educational Sciences is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Staff	4
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	22

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

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

3 (good) - the field develops systematically, has distinctive features;

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

Grupės vadovas:
Team leader:

Dr. Terence Clifford-Amos

Grupės nariai:
Team members:

Prof. dr. Jesus Maria Angélica Fernandes Sousa

Ilze Vitola

Prof. dr. Tomas Kačerauskas

Ariadna Čiurlionytė

Meda Keleckaitė

Santraukos vertimas iš anglų kalbos

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Taikomoji etika* (valstybinis kodas – 621X20012) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	22

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Katedroje akivaizdžiai egzistuoja tvirta etikos kultūra, didelė motyvacija ir įtaka bei šių idėjų sklaida mokyklose ir darbo vietose. Sukurti labai geri personalo ir studentų santykiai, gerai parengtas naudingas studijų turinys, atskleidžiantis kompetenciją bendrame pasiūlyme studentams. Studijų turinio komponentai yra patrauklūs, kruopščiai apsvarstyti, atnaujinti, nuoseklūs ir turintys praktinių pritaikymo/intervencinių galimybių. Katedroje tvirtai tikima etikos, kaip transformacijos dalyku, galia. Užmegzti puikūs santykiai su mokyklomis, kurie sukurti (tačiau ne tik) Lietuvos etikos mokytojų asociacijos dėka. Sukurta labai imli vertinimo praktika, kuomet studentams tą pačią dieną gražinami įvertinti esė ir užduotys.

Programa siūlo įgyti brandžią pedagoginę patirtį kartu su puikiais profesinėmis galimybėmis mokyklose ir kitur. Vidinė studijų materialioji bazė atrodo puikiai: tiek biblioteka, tiek aprūpinimas programine įranga. Studentams suteikiama galimybė siekti atstovavimo įvairiuose komitetuose ir prisidėti prie kokybės užtikrinimo proceso. Akivaizdu, kad sukurtos stiprios studentų rėmimo paslaugos, karjeros galimybės ir įsiliejimas į darbo rinką.

Akivaizdu, kad yra suderinti susitarimai su specialiųjų poreikių turinčiais studentais, kaip antai, tvarkaraščiai, kurie papildo puikią programą, o absolventai, socialiniai partneriai ir kitos suinteresuotosios šalys gali džiaugtis puikiais santykiais su katedra. Įkvepiantis požiūris yra apčiuopiamas, o katedra siekia išplėsti etikos taikymo spektrą. Pagyrimai katedros vedėjai (daugiau kaip vieną kartą interviu metu) buvo išsakyti laisvai, be jokių tikslų arba tikslingų ekspertų pateikiamų klausimų.

Tvarumas ir mobilumas ir toliau išlieka ateities iššūkiais. Tikimasi, kad parama šiai programai ir jos labai aukštas vertinimas toliau užtikrins naudingą ateitį, nors yra poreikis kurti naujas, kūrybingas ir tvirtas strategijas, norint išlikti šiais išbandymų pilnais ekonominiais laikais

aukštojo mokslo srityje, su kuriais susiduria daugelis šalių. Savianalizės suvestinė buvo gerai apgalvota ir pristatyta.

Apskritai, ekspertai susidarė labai teigiamą įspūdį apie „Taikomąją etiką“. Jie gyrė programos struktūrą ir vykdymą ir katedrai linki sėkmės ateityje. Aukšti įvertinimo balai - 22 iš didžiausio 24 balų skaičiaus - yra labai didelis nuopelnas.

III. REKOMENDACIJOS

- Visomis išgalėmis siekti sukurti trumpalaikes studentų mobilumo ir (arba) mainų partnerystes.
- Parengti veiksmingas ir sėkmingas nacionalines ir (arba) tarptautines rinkodaros strategijas, atskleidžiančias etikos patrauklumą ir siūlomą studijų turinį.
- Sukurti daugiau į praktiką orientuotus paketus dėstytojams ir specialistams, kuriuos būtų galima pritaikyti mokyklose ir kitose darbo vietose.
- Spręsti tekstų ir internete prieinamų išteklių vertimo (lietuvių kalba) problemą.
- Europos Sąjungą (ES) sudominti etika ir ugdymo klausimais ir ieškoti finansavimo, jei įmanoma, iš visų EK/ES šaltinių.
- Apsvarstyti vieną įstaigos viduje naudojamą magistro baigiamojo darbo nuorodų sistemą ir peržiūrėti mokslinių tyrimų rezultatų politiką, kas yra tinkamesnis: ekonominis ar diskursyvus metodas ir (arba) praktika.
- Akivaizdžiai išlaikyti ir didinti kompetencijos lygius.

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