



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Mykolo Romerio universiteto
STUDIJŲ PROGRAMOS
SOCIALINĖ PEDAGOGIKA (valstybinis kodas – 612X10013)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF SOCIAL PEDAGOGY (state code – 612X10013)
STUDY PROGRAMME
at Mykolas Romeris University

Expert team:

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3. **Dr Margaret O'Donnell,** *academic,*
4. **Prof. Dr Rudi Roose,** *academic,*
5. **Ms Daiva Burkauskienė,** *representative of social partners,*
6. **Mr Augustinas Rotomskis,** *student representative.*

Evaluation coordinator -

Ms Tautvile Tunaitiene

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinė pedagogika</i>
Valstybinis kodas	612X10013
Studijų sritis	socialiniai mokslai
Studijų kryptis	pedagogika
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3,5), iššęstinė (5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	pedagogikos bakalauras, pedagogas
Studijų programos įregistravimo data	2012 m. rugsėjo 1 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Pedagogy</i>
State code	612X10013
Study area	Social Sciences
Study field	Teachers' Training
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (3,5), part-time (5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor in Teachers' Training, Teacher
Date of registration of the study programme	1 September 2012

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	SELF-EVALUATION REPORT ADDITIONAL STATEMENTS

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

Mykolas Romeris University (MRU), a public institution, is an international university located in Lithuania. The university was established in 1990 by the Seimas of the Republic of Lithuania. It was registered on 22 December 1997. The autonomy and activity of the University is based on the Constitution of the Republic of Lithuania, the Law on Higher Education and Research of the Republic of Lithuania and on the University Statute.

This is the first cycle study of the Social Pedagogy Programme which is administered in the Faculty of Social Technologies. The Faculty at MRU provides education for future experts in the field of social services by offering study programmes of social sciences which, besides professional studies, comprise other related subject areas.

The Social Pedagogy Programme (hereafter referred to as the study programme) has been developed in accordance with the General Aims of Education, detailed in the Dublin Descriptors for the First Study Cycle and with the Description of the Competence of the Teachers' Profession, and levels defined by the European and National Qualifications Framework (Level 6). All aspects of the programme design and administration are in keeping with the law on Research and Studies of the Republic of Lithuania which outline the purpose of education as that of fostering general education, to provide the theoretical basis of a study field that will provide the professional skills necessary for independent work that supports and enhances efficient educational support provided for under Lithuanian Laws on Education.

The study programme commenced in 2012 and is currently in its first cycle of operation. It is offered on a full-time basis (3.5 years) or part-time basis (5 years). The qualification awarded is a Bachelor of Pedagogy, Teacher - valued at 210 credits. The study programme is offered in Lithuanian language only.

The main focus of the programme is to offer a professional qualification in accordance with the National Qualifications Framework guidelines in order to prepare students with the knowledge, skills and competencies to fulfil the role of a Social Pedagogy in various settings – schools and public and municipal management institutions. In addition, the programme aims to prepare students for further engagement with the lifelong learning process.

This evaluation represents the first review of this programme to date.

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 20 October 2015.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined, clear, consistent, measurable, attainable and easily accessible to all parties. In addition, they are in line with both national and international policy advice and academic requirements, with regard to furthering professional development, and in support of the social and employment needs to be addressed at national level in Lithuania. The programme aims and learning outcomes are clearly detailed and are closely aligned to the professional level of competency required to work in the field of social pedagogy. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

All aspects of the programme design and administration are in keeping with the law on Research and Studies of the Republic of Lithuania, which outline the purpose of education as that of fostering general education, so as to provide the theoretical basis for a field of study field that will provide the professional skills necessary for independent work, to support and enhance efficient educational support as prescribed under Lithuanian Laws on Education.

While the programme is clearly orientated towards the holistic development of social pedagogy competencies with a focus on findings solutions to the educational and social problems encountered by children with the aim of creating a positive sustainable environment, it is suggested that the concept of social pedagogy be further outlined together with a discussion on the relationship between social pedagogy and child protection. In this regard, the theory underpinning the programme outlined and supported by research and recent developments in the field, needs to be further explored by all staff collectively with a view to embedding it in the introduction to the programme aims and objectives. This would serve to provide a clear framework within which to develop a professional identify of social pedagogy for students. The professional skills outcomes for the programme are sufficiently broad to allow graduates to work in a wide and diverse fields ranging from schools to work in social services and local authorities. While this report represents the first evaluation of the programme, it would appear that even though the programme is in the early stages of development, decisions were made to include two new modular topics namely - Theory and Practice of Productive Learning and Modelling of the Behaviour of Alternative Education. The question of curriculum overload arises if, when if another societal issue is identified, another programme of study is added to the programme. While the experts understand that these additional module programmes resulted in a review and merger of other modular content, it is advised, that rather than adding additional modular content, the examination of the already existing generic skills necessary to work as an effective

social pedagogues be examined to explore if they already address the new issues emerging in society.

There was a strong rationale expressed in response to the question – *why study here* with respondents pointing to the existence of a strong team of internationally well-known lecturers that were part of the team, thus serving to increase and avail of opportunities for international exchanges offered both in and out of the university. Three of the current professors received excellence awards for their contribution to the Social Pedagogy programme. In addition, there is evidence of opportunities for students to engage in scientific study and research together with exchange programmes such as Erasmus.

The programme is well connected and supported by the stakeholders and committees are in place to ensure that their contributions, advice and voice can inform and help maintain the standards and objectives of the programme.

2.2. Curriculum design

The curriculum design is in compliance with the legislation with regard to the development and implementation of the study programme. The programme module aims are well connected to the learning outcomes and overall, there is evidence that they are in compliance with both national and international requirements for the learning outcomes in the Bachelor's Degree in Teacher Training. The programme content as outlined supports the achievement of the knowledge, skills and competencies detailed in the learning outcomes and is underpinned by up to date research information in the field. The programme scope is sufficiently wide to address the learning outcome outlined. The curriculum design and delivery represents a balance between direct teaching approaches and self-directed learning activities. There is clear evidence of the use of innovative approaches in the use of Moodle to provide a blended learning approach. It is advised that the use of Moodle be extended to record lectures so that students, could if necessary, revisit the lecture content to further consolidate and enhance their learning and engagement in the programme.

The manner of student engagement with the programme curriculum was discussed and it was reported that a shift had occurred to a more constructive approach with the emphasis on active learning engagement with the curriculum content and learning objectives.

Students are placed in various settings where they are worked under the direction of social pedagogic practitioner. These practitioners report, advice and support the individual students throughout their placements. These placements offer rich experience for students to apply their theoretical knowledge to practical situations. Students engage in periods of independent study and these are well described – there are opportunities for students to work

collaboratively with others, to engage in group projects, peer supported learning and reflection. In addition, extra supports are offered to individual students who are failing to achieve the required standards. These take the form of one to one discussions and meetings with tutors. Overall, there is a very close relationship between students and lectures, however, the team queried the sustainability of this support in the event of increased student numbers on the programme in the future.

2.3. Teaching staff

The qualifications of the staff is of a high standard and their knowledge, skills and competencies well match the legal requirements with regard to the aims and objectives of the programme. The number of teaching staff (39) is in line with the number of students enrolled on the programme and there is significant quality interaction and support between students and staff at all levels. The university creates conditions for professional development of staff in support of the programme implementation. This is evidenced by the significant engagement of the staff in conferences at home and abroad. In addition, there are ample opportunities for staff to engage in international research and engagement as evidenced by the number of research articles collaboratively written by staff and students alike.

Overall, the staff are committed and enthusiastic and they relate to the students in a professional and caring manner. This was further substantiated in conversation with the student body who related how and in what manner they received both individual and collective support from the teaching staff.

2.4. Facilities and learning resources

The Programme is provided with well-equipped lecture theatres, and additional rooms available for small study groups to study and collaborate with each other in the learning process. The library facilities are excellent with access to a wide range of support materials, course texts, electronic journals, databases, eBooks etc. which are frequently updated. Access to the library is provided over 24 hours weekly and many students avail of this opportunity especially during the examination period. There are ample books and reading materials available in support of the programme learning outcomes.

The building is accessible for students with disabilities and all the necessary equipment is installed for students with hearing and visual impairment. There are excellent facilities for students to access computers and laboratories all again offering small and group study areas. The lecture facilities are modern and well equipped and the university has a high standard of modern and well designed facilities. The use of Moodle is to be commended and students can access

lecture notes and handout materials as well as course content and procedures. The library provides support to ensure that students are aware of how to avoid Plagiarism and they are given guidance in how to correctly cite and reference the work of others.

2.5. Study process and students' performance assessment

In the view of evaluation team, Mykolas Romeris University has sufficient and diverse resources and wide academic experience to effectively support, implement and improve the programme. The programme is well structured in support of the learning outcomes and students are actively engaged in research activities at home and abroad. The university has developed strong links with other international universities and these links are used to support unique and rich learning opportunity for students to participate in mobility programmes. These programmes are socially and financially supported by the university thus providing many students with opportunities to widen their experiences without having to consider the financial challenge of their engagement. The assessment procedures are informed by a high standard of academic ethics - they are explicit, open to public scrutiny and are suitably aligned to the programmes learning outcomes. Students have the opportunity to select their final thesis topics in consultation with their lectures whose area of scientific interest align with the student's selected topic of research. Staff are readily available to meet, discuss and support students throughout the research process with consultation hours available to students on a weekly basis. Individual support is provided to students who need additional academic support to achieve the standards required.

Students experience four internships where they work as assistants to Social Pedagogues learning and observing the practical application of the necessary knowledge, skills and competencies. In addition, apart from schools, students can work in different settings which results in a wider range of experiences for students. While students reported that the programme content was interesting and attractive, they reported excessive paperwork following placement

In discussion with the stakeholders it was stated that MRU students were marked out from other Social Pedagogy students *by their heightened awareness of the legislation*, thereby allowing them to make quick decisions with respect to children's' rights. In addition, they are reported *to be confident, unafraid to confront issues, work in camps and overall they have very good team skills*.

The stakeholders are active members of the Social Pedagogy Association and their deliberations focus on how the programme can be improved at school level and on ensuring that the programme is aligned with revised/new legislative requirements.

The issue of falling grades in one year was discussed and it was heartening to see that in response to this problem, and in recognition of the fact that entrants commence the programme

with varying levels of competencies, a Study Programme was put in place to help students to effectively make the transition from school and to adjust to the demands of college life.

Students were fulsome in their praise of staff support and expressed a view that their voice was always included in the decision making process - that the staff were there like colleagues to support, advise and guide them in all aspects of their studies. All requirements for admission are clearly detailed. To date the programme has no graduates.

The programme is well structured in that introductory lessons are organised in the first semester to help orientate the students to the programme aims and content. One of the strengths of the programme relates to the fact that many teachers are practitioners and researchers and consequently, they are in a position to connect students more closely to the role of the social pedagogue. Another strength relates to the fact that the administration team are highly responsive to students needs. It is also commendable to note the cultivation of a high level of internationalisation with regard to student engagement in other universities.

While the administration team reported that the programme was well supported by students and heads of faculty, the standing and status of social pedagogues in society is not highly regarded.

This view is in conflict with the increasing recognition of the need for more social pedagogies in society.

The question of the reduction in student numbers is regrettable given the fact that the programme is relatively new and much work has been done to ensure the development of a quality programme. While there are currently 18 students (full and part time) enrolled on the programme, a strong desire was expressed to expand the programme in the future. Issues related to the demographic reduction in the population, together with a shift in policy focus to develop other areas, in support of national policies was discussed. The importance of supporting vulnerable children in the early years was highlighted in all discussions.

2.6. Programme management

In discussions with the university administration team it was clear that they are committed to providing a programme of high standard – *to have a perfect world class programme that would allow their graduates to fit well into the schools and to offer children the supports necessary to grow and to learn.* The question of the reduction in student numbers is regrettable given the fact that the programme is relatively new and much work has been done to ensure the development of a quality programme. While there are currently 18 students (full and part time) enrolled on the programme, a strong desire was expressed to expand the programme in

the future. Issues related to a demographic reduction in the population, together with a shift in policy focus to develop other areas in support of national policies was discussed. The importance of supporting vulnerable children in the early years was highlighted in all discussions.

The review team concluded that the programme management team have clearly defined responsibilities for programme implementation, monitoring, and decision-making. The varying roles and responsibilities of the Study Programme Committee, the Institute, the Faculty and the University are clearly defined. There are frequent meetings held to monitor the implementation of the study programme and feedback from students, teachers and stakeholders on all aspects of the programme is collected and analysed on a regular basis.

In the recent internal evaluation process all representatives from all bodies were engaged in reviewing and identifying areas of strength and areas that need improvement. The internal evaluation review was carried out with meticulous attention to all aspects of the programme – the stakeholders generously gave of their time and commitment to gather and reflect on all aspects of the programme. Their internal evaluation together with this external report will serve to further enhance and support the quality teaching and learning that is evident throughout the programme's operations.

2.7. Examples of excellence

There is a clear commitment from staff in support of quality teaching and learning and there exists a close relationship between staff and students.

The library facilities and the use of Moodle facilities are to be commended.

III. RECOMMENDATIONS

1. Further develop the theoretical basis for the programme.
2. Identify the generic skills required to work in the field of Social Pedagogy.
3. Market the programme more intensively to increase student numbers.
4. Offer the programme in the English language also so as to attract more overseas students.

IV. SUMMARY

This is the first cycle study of the Social Pedagogy Programme commenced in 2012 in Mykolas Romeris University. The programme is in compliance with all regulations both national and international and meets the demands of the workforce. The programme modules aims are well connected to the learning outcomes and overall, there is evidence that they are well underpinned by up to date research and are in compliance with both national and international requirements. The programme content supports the achievement of the knowledge, skills and competencies detailed in the learning outcomes and is sufficiently broad and balanced with respect to teaching approaches and self-directed learning activities. There is clear evidence of the use of innovative approaches in the use of Moodle to provide a blended learning approach and in the high standard facilities on offer namely the up to date modern libraries and laboratories.

The staff has a high standard of both academic and research experience and they are enthusiastic and committed to providing quality teaching and learning to all students. The manner in which they relate and support students at all levels is commendable. The student assessment process is of a high standard and there is a good balance maintained between the practical and academic assignments. The programme management team has clearly divided responsibilities for programme implementation, monitoring, and decision-making and these activities all serve to support the quality of the programme delivery.

The recommendations point to areas that could be developed namely, the theoretical basis that underpins this field of study in Social Pedagogy and the need to outline the generic skills that are required to work in this area. It is also advised that the use of Moodle could be further enhanced which would provide increased learning and reflective engagement for students with the programme content. In support of increasing the student intake and attracting applicants from overseas, it is recommended that the programme be also made available in the English language.

V. GENERAL ASSESSMENT

The study programme *Social Pedagogy* (state code – 612X10013) at Mykolas Romeris University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	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 (J. P.) 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 – 612X10013) AT MYKOLAS ROMERIS UNIVERSITY 17TH DECEMBER 2015
EVALUATION REPORT NO. SV4-368**



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**MYKOLO ROMERIO UNIVERSITETO
STUDIJŲ PROGRAMOS
SOCIALINĖ PEDAGOGIKA (valstybinis kodas – 612X10013)
VERTINIMO IŠVADOS**

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OF *SOCIAL PEDAGOGY* (state code – 612X10013)
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at MYKOLAS ROMERIS UNIVERSITY**

- 7. Prof. Dr Hans (J. P.) van Ewijk (team leader), *academic,***
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Išvados parengtos anglų kalba

Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinė pedagogika</i>
Valstybinis kodas	612X10013
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Studijų kryptis	pedagogika
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Studijų programos įregistravimo data	2012 m. rugsėjo 1 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Pedagogy</i>
State code	612X10013
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Study field	Teachers' Training
Type of the study programme	University studies
Study cycle	First
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Degree and (or) professional qualifications awarded	Bachelor in Teachers' Training, Teacher
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The Centre for Quality Assessment in Higher Education

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VI. GENERAL ASSESSMENT

The study programme *Social Pedagogy* (state code – 612X10013) at Mykolas Romeris University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	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.

<...>

2.7. Examples of excellence

There is a clear commitment from staff in support of quality teaching and learning and there exists a close relationship between staff and students.

The library facilities and the use of Moodle facilities are to be commended.

<...>

IV. SUMMARY

This is the first cycle study of the Social Pedagogy Programme commenced in 2012 in Mykolas Romeris University. The programme is in compliance with all regulations both national and international and meets the demands of the workforce. The programme modules aims are well connected to the learning outcomes and overall, there is evidence that they are well underpinned by up to date research and are in compliance with both national and international requirements. The programme content supports the achievement of the knowledge, skills and competencies detailed in the learning outcomes and is sufficiently broad and balanced with respect to teaching approaches and self-directed learning activities. There is clear evidence of the

use of innovative approaches in the use of Moodle to provide a blended learning approach and in the high standard facilities on offer namely the up to date modern libraries and laboratories.

The staff has a high standard of both academic and research experience and they are enthusiastic and committed to providing quality teaching and learning to all students. The manner in which they relate and support students at all levels is commendable. The student assessment process is of a high standard and there is a good balance maintained between the practical and academic assignments. The programme management team has clearly divided responsibilities for programme implementation, monitoring, and decision-making and these activities all serve to support the quality of the programme delivery.

The recommendations point to areas that could be developed namely, the theoretical basis that underpins this field of study in Social Pedagogy and the need to outline the generic skills that are required to work in this area. It is also advised that the use of Moodle could be further enhanced which would provide increased learning and reflective engagement for students with the programme content. In support of increasing the student intake and attracting applicants from overseas, it is recommended that the programme be also made available in the English language.

<...>

III. RECOMMENDATIONS

5. Further develop the theoretical basis for the programme.
6. Identify the generic skills required to work in the field of Social Pedagogy.
7. Market the programme more intensively to increase student numbers.
8. Offer the programme in the English language also so as to attract more overseas students.

<...>

**MYKOLO ROMERIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *SOCIALINĖ PEDAGOGIKA* (VALSTYBINIS KODAS – 612X10013) 2015-
12-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-368 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Mykolo Romerio universiteto studijų programa *Socialinė pedagogika* (valstybinis kodas – 612X10013) 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

Darbuotojai aiškiai įsipareigoję palaikyti kokybišką dėstymą ir studijas, tarp darbuotojų ir studentų užsimezgę glaudūs ryšiai.

Teigiamai vertinamos bibliotekos patalpos ir naudojimasis sistema *Moodle*.

<...>

IV. SANTRAUKA

Šis 2012 m. Mykolo Romerio universitete pradėtos dėstyti studijų programos *Socialinė pedagogika* ciklas – pirmasis. Studijų programa atitinka visus šalies ir tarptautinius reikalavimus, darbo rinkos poreikius. Studijų programos modulių tikslai gerai susieti su studijų rezultatais, o šie, apskritai vertinant, tinkamai grindžiami naujausiais moksliniais tyrimais ir dera su nacionaliniais bei tarptautiniais reikalavimais. Studijų programos turinys užtikrina žinių, įgūdžių ir kompetencijų, aprašytų studijų rezultatuose, siekimą, yra pakankamai platus ir subalansuotas

dėstytojų ir savarankiško mokymosi požiūriu. Įrodymai aiškiai byloja, kad naudojamasi inovatyviais metodais, kaip antai sistema *Moodle*, kuri suteikia įvairių mokymosi galimybių, ir aukštos kokybės patalpomis, būtent – itin šiuolaikiškomis bibliotekomis ir laboratorijomis.

Dėstytojai turi puikios akademinės ir mokslinių tyrimų patirties, yra entuziastingi ir įsipareigoję kokybiškai dėstyti ir padėti mokytis visiems studentams. Tai, kaip jie bendrauja su studentais ir jiems padeda, visais požiūriais vertinama teigiamai. Studentų vertinimo procesui keliami aukšti reikalavimai, išlaikoma pusiausvyra tarp praktinių ir akademinų užduočių. Studijų programos vadybos komitetas yra aiškiai pasiskirstęs atsakomybę už studijų programos įgyvendinimą, stebėseną ir sprendimų priėmimą. Visos šios funkcijos padeda palaikyti studijų programos dėstytojų kokybę.

Rekomenduojama patobulinti kai kurias sritis, būtent – teorinį pagrindą, kuriuo grindžiama socialinės pedagogikos studijų sritis, ir aiškiai įvardyti bendruosius įgūdžius, kurių reikia norint dirbti šioje srityje. Taip pat rekomenduojama toliau skatinti naudojimąsi *Moodle*, nes tai pagerintų mokymąsi, o studentai labiau apmąstytų studijų programos turinį. Siekiant padidinti studentų skaičių ir pritraukti stojančiųjų iš užsienio, rekomenduojama studijų programą dėstyti ir anglų kalba.

<...>

III. REKOMENDACIJOS

1. Toliau tobulinti teorinį programos pagrindą.
2. Įvardyti bendruosius įgūdžius, reikalingus norint dirbti socialinės pedagogikos srityje.
3. Aktyviau reklamuoti studijų programą, kad būtų pritraukiama daugiau studentų.
4. Siūlyti studijų programą anglų kalba, nes tai leistų pritraukti ir daugiau studentų iš užsienio.

<...>

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)