



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**MARIJAMPOLĖS KOLEGIJOS  
STUDIJŲ PROGRAMOS  
*IKIMOKYKLINIS UGDYMAS (653X11001)*  
VERTINIMO IŠVADOS**

---

**EVALUATION REPORT  
OF *PRE-SCHOOL EDUCATION*  
STUDY PROGRAMME (653X11001)  
AT MARIJAMPOLE COLLEGE**

Grupės vadovas:  
Team Leader:

Dr. Gillian Lesley Scott Hilton

Grupės nariai:  
Team members:

Prof. dr. Peadar Cremin

Kelly Van Driessche

Doc. dr. Tomas Butvilas

Sandra Kaleininkaitė

Išvados parengtos anglų kalba  
Report language - English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Ikimokyklinis ugdymas
Valstybinis kodas	653X11001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), Iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ikimokyklinio ugdymo pedagogikos profesinis bakalauras; Pedagogas
Studijų programos įregistravimo data	2009/08/31

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Pre-school Education
State code	653X11001
Study area	Social sciences
Study field	Pedagogy
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full time (3), Part time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Pedagogy of Preschool Education; Pedagogue
Date of registration of the study programme	31/08/2009

© Studijų kokybės vertinimo centras  
The Centre for Quality Assessment in Higher Education

# CONTENTS

CONTENTS .....	3
ACKNOWLEDGEMENT .....	4
I. INTRODUCTION .....	5
II. PROGRAMME ANALYSIS.....	5
1. Programme aims and learning outcomes .....	5
2. Curriculum design .....	7
3. Staff .....	9
4. Facilities and learning resources .....	10
5. Study process and student assessment .....	12
6. Programme management.....	14
III. RECOMMENDATIONS .....	17
IV. SUMMARY .....	18
V. GENERAL ASSESSMENT.....	19

## ACKNOWLEDGEMENT

This evaluation is conducted in accordance with the Law on Higher Education and Research of the Republic of Lithuania (30 April 2009 No XI-242) which established the “principles of quality assurance in higher education and research” and in accordance with the “Procedure for the External Evaluation and Accreditation of Study Programmes” approved by Order No ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania (*Official Gazette*, 2009, No 96-4083). It takes due cognisance of the Order of the Minister for Education and Science approving the general requirements of the first degree and integrated study programmes (9 April 2010 No V-501) pursuant to Articles 47.8, 48.3 and 48.7 of the Law on Research and Higher Education of the Republic of Lithuania (*Official Gazette*, 2009, No. 54-2140) and also takes due account of the Order of the Minister of Education and Science “Concerning Approval of the Pedagogues’ Training Regulations” No. V-54 of 8 January 2010 and subsequent amendments (12 December 2012 No. V-1742).

An External Evaluation Team (hereinafter EET) has conducted an Evaluation of the Pedagogy of Pre-school Education Study Programme (state code 653X11001) at Marijampole College. In conducting their evaluation of the Study Programme, the EET have acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education) as well as being guided by the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

The External Evaluation was conducted in the period August 2013 to October 2013 with in-country evaluation taking place during the period 14 September 2013 to 21 September 2013. The Evaluation included a one-day field visit to Marijampole College on Tuesday, 17 September 2013.

This report does not paraphrase or re-present the range of information presented in the Report of the Self-Assessment Group (hereinafter SAG). Instead, it focuses on issues raised in the Self-Assessment Report (hereinafter SER that is self-evaluation report) as well as raising some issues not addressed in the SAR but which came to the attention of the EET during the course of the Team’s time in Lithuania, and, specifically, during the course of the field visit.

In addition to its examination of the SER, the EET collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and other means:

- Meeting with administrative staff of Marijampole College
- Meeting with the staff responsible for the preparation of the Self-Assessment Report
- Meeting with teaching staff
- Meeting with students
- Meeting with graduates
- Meeting with employers of those who have graduated from the programme
- Visiting and observing various support services (classrooms, library, computer services, staff developments, laboratories, etc.)
- Examination and familiarization with students’ final works, examination material.

At the end of the field visit, the initial impressions of the team were conveyed to the teaching staff of the programme.

We would like to express our appreciation to the authorities of Marijampole College for the manner in which we were made welcome and for the manner in which our queries and our exploration of

various key issues were addressed in a professional and positive way by those with whom we came in contact at the College.

The EET would like to pay tribute to the Centre for Quality Assessment in Higher Education in Lithuania and most especially to Agnė Tamošiūnaitė for all of the support given to EET before and throughout the visit to Lithuania.

## I. INTRODUCTION

The Pre-School programme at Marijampole College (MC) are intended to serve the needs of the local area i.e. south-west Lithuania producing professional educators by both full and part-time routes. The college has two faculties: Education Studies and Social Work, and Business and Technologies. Each academic unit of the College has a library and a reading room. The College structure consists of six departments (Study, International Studies and Relations, Project Activities, Public Relations, Staff, Finance and Accounting), and five centres (Development Studies, Careers, Applied Research Activities, Distance Learning, Information Technologies), satisfying the needs of both academic departments. In 2011, the College underwent a restructuring process, including the appointment of a quality control specialist and an internal auditor. A further discussion on the structure of the College took place in March 2013 with subsequent changes to the management of the College. The new Director, who had come from Vytautas Magnus University in Kaunas, spoke about the changes in the institution and the dramatic shrinking of the student population by 8% per annum due both to the dropping birth rate and emigration, with many young families leaving. Because of this, they have been thinking about the best use of resources and are continuing to consider quality issues. The number of people employed in the administration has been shrunk. They have been concentrating on quality and MC has applied for certification ISO 9001 which they expect to be completed in October of 2013. EET congratulated MC on this pro-active approach to the changes they face.

The Pre-school Education programme (hereinafter - PE programme) belongs in the Education Studies and Social Work Faculty and is delivered by the Pedagogy and Psychology Department where the study programmes of Primary Education Pedagogy and Pedagogy of Informatics are also administered. The study programme committee is responsible for implementation of Pre-school Education programme and for its quality.

Self-assessment of the PE study programme was made by a self-assessment group established by order No. IV-46 issued by Director of the College, and the group's scope of work and responsibility was approved by the Dean's of the Faculty Order No. 1VE-14. The self-assessment group included eight ESWF teachers, 1 PE study programme student, one graduate student, one employer representative. The self-assessment was organised in stages and at the end of each stage the group met together to discuss progress and problems faced.

EET commends the Self-evaluation report team (SER) on their careful adherence to the template which aided EET in its endeavours and it is good to see both employers and students on the SER team.

## II. PROGRAMME ANALYSIS

### *2.1. Programme aims and learning outcomes*

2.1.1 The programme aims (SER point 10) are 'to prepare a specialist who is able to know and recognize the child's individuality, to model curriculum, to design their own professional career'. These could possibly be better expressed as a short list that can then be linked to the individual modules of the programme. It would be better if the early years element of the specialism were mentioned here to make it clear what kind of specialist is being produced; at present this is rather over-generalised e.g. the use of the term 'child'. Possibly, too, the concept of pre-school education to prepare the young child for further study should be mentioned, as should aiding the child's social as well as cognitive development. It is good that the College intends to prepare students for a life-

long career by including this in the aims. However, this aim does not appear to feature clearly in the individual modules or in the assessment processes.

The LOs (SER point 10.1) should really be expressed as Intended Learning Outcomes as not all LOs which are achieved are intended when the programme begins. The details of the programme are publicly accessible on the Marijampolė college website [www.marko.lt](http://www.marko.lt), in advertising leaflets and publications issued for those who are going to study. AIKOS database contains information about the study programme and the qualification obtained ([www.aikos.smm.lt](http://www.aikos.smm.lt)). First year students are introduced to the study aims, learning outcomes and assessment system, during the first meeting with the faculty administration and the group tutor. In order to attract motivated students, the PE programme aims and learning outcomes are presented during Career Days events (point 13). However, the SER is critical about how the aims and ILOs are made publicly available and gives suggestions for how this could be improved.

It is interesting to see the LOs expressed as for the individual (point 10.1 etc.) but it is essential that they are able to be measured and assessed at the end of the programme so the wording used needs to be more precise. There is a distinct emphasis on LOs linked to knowledge but it would be good to see more in the way of skills, cognitive ability (such as decision making, and critical evaluation) included, as well as skills which will be developed. Some of the expressed LOs are very specific and might be better used for a particular module. For example, it is expected now that all students will have ICT understanding and the ability to use ICT before they come to the college. It is most important that this is included in the choice of learning styles used in the planned PE curriculum for the child, i.e. the pedagogical application of ICT in the education of the pre-school child would be a good learning outcome and could be carried through into individual modules and assessed.

Part-time studies is seen by MC as being the same programme implemented over a longer time and designed for those who are already employed in pre-school education but lack qualifications. The aims and ILOs are the same as for the full-time programme.

2.1.2 The programme aims and LOs are based on the academic needs of the graduate and professional requirements, such as the need to cooperate with parents in the child's development. The lack of any linking of ILOs first to the modules and then to assessment processes means that it is impossible to see if this aim or any others are achieved. Much of this can only be assessed during practice, but assessment of the practice is generally based on reports of what the students have done, or not done, with the children, as opposed to serious reflection on children's needs and the student's own development and need for improvement. Outcomes have to be measurable. Point 10.8 and its reference to lifelong learning is not measurable in this instance. It could be better expressed i.e. to develop the understanding that all professionals need to be pro-active in self-development and committed to the continuation of learning (this could be assessed via students' performance in the work place and in their ability to self-study).

The need for this programme is underlined in the SER (point 20/21) by the use of government and locally collected data from 2008-2010 on the lack of specialist places for students of pre-school education and the national need for more specialists. In addition, the Lithuanian government is supporting the opening of at least 50 non-state run (i.e. private provision) institutions for nursery aged children by 2014 which is expected to increase the need for specialists in this field. The SER makes a clear case for the need for the programme in the area and is backed by statistics from the government. However, there was no evidence of a shortage of people working in kindergartens etc. at the time of the visit and EET has concerns that as yet this growth of employment in the area has not occurred. Students also told EET, and this information was repeated elsewhere, that the low pay given for this work does not encourage potential students to apply for the programme. At present, EET was informed that the programme is just financially viable for MC, but EET has serious concerns about the efficient use of staff e.g. visiting the placements daily, which is extraordinary when compared to other EU countries.

2.1.3. In general, the ILOs are consistent with the first level of study as per Bologna Level 6 but could in many cases be better expressed, bearing in mind the need for assessment of achievement. As this is a professional degree based on practice, much more attention should be given to the skills required in the work place. There is a clear understanding of the need to follow the Bologna guidelines, which is good, but improvements could be made by following the wording of the Dublin Descriptors when defining the programme. The use of ILOs for the programme needs to be less specific than those used in individual modules 'The qualification itself can also be described in broader learning outcomes that link to external reference points leading to better design. This results in qualifications that are fit for their now clearly stated purposes' (Adams, 2008).

[http://www.aef-europe.be/documents/Edinburgh\\_2.pdf](http://www.aef-europe.be/documents/Edinburgh_2.pdf)

At present, although the ILOs are designed to be at Level 6, EET is very concerned that what the programme provides and, in particular, its assessment, is not reaching the desired level and should really be set at Level 5. Much more cognitive challenge needs to be presented to students and the programme should have a stronger emphasis on critical analysis, reflection and above all on children's learning than is, at present, evident.

There is an attempt to follow through the ILOs into each module of the programme but these modular LOs appear to be labelled as 'study subject module results'. It would be better to clearly label these as modular ILOs and again ensure that these can be measured and applied to assessment tasks. It would be good, in future, to see these modular ILOs clearly linked to the assessment tasks so as to ensure that all areas are covered and that the balance of assessment of ILOs is equitable across a module. A diagram of which modular ILOs are linked to which assessment process would be very useful for the team.

2.1.4 The name of the programme, its ILOs and content provided for study are in general compatible and related to each other but EET would prefer the use of a more positive title such as "Early Years Education and Care" as "Pre-school education" gives a somewhat negative feeling. This however, EET accepts needs to be addressed at Ministry level. It is not clear how the individual modules can deliver the aspirations for the programmes, as they appear to be more a collection of modules that have existed for some time rather than being designed to focus on the child and learning through play which should be at its heart. It would be good to see clear progression in the difficulty of the material provided across the years, with an increase in the difficulty of that material and the assessment requirements. This is obvious in the teaching practice from semester to semester, but not so much in other areas where modules appear to stand alone. As mentioned above EET does not believe that the outcomes of the programme help students attain Level 6 in European terms. There is a need for a holistic approach when planning the programme, not just seeing that theory which will be needed on practice is dealt with at the right time.

## **2. Curriculum design**

2.2.1 The curriculum design has been closely aligned to the legal requirements of Lithuania and to EU directives e.g. the change to ECTS credits (point 27) and the introduction of teaching practice into Year One. The SER states (point 19) 'The programme is designed, coordinated and implemented by the requirements approved for college study in Lithuania (by order of the Lithuanian Minister of Education and Science "On the Approval of Study Cycles Description", 2011, 21 November, No. V-2212) the teacher Training Regulations of 2012 and the description of requirements for the European Higher Education Qualifications Framework for the first cycle studies'. However, it is clear that, despite this attempt, there is still some way to proceed if the spirit as well as the letter of the law is to be followed e.g. the importance given to the type and quality of the assessment of students on placement and the training of all staff involved in this exercise.

2.2.2 There is an attempt to balance the study subjects offered and a clear effort is made to ensure students on practice have addressed the theory they need to support each practice's aims. However, the Special Needs module comes very late in the study period which is a cause for concern.

Students will meet children with special educational needs very early in group and individual work they undertake. There needs to be more flexibility and a lack of repetition in the links to the programme ILOs – too much emphasis is placed on some and less on others e.g. career development, which is not really linked to a module's content but included in the ILOs where a clear case for its inclusion has not been made

It would be good to see a careful examination of all the modules to see where possible overlap is occurring e.g. Child Health, Human Safety and Special Needs. As well as this, mentions of recognising the sick child and the ministering of first aid are included in the pre-school and pre-primary education pedagogy module. Students agreed that there was some overlap here and EET is concerned about the somewhat medical model used in this area of study, as opposed to an approach based on learning and development. Basics of ethnic culture could be covered in other modules dealing with the Lithuanian heritage leaving more time for emphasis on preparation for literacy and numeracy by acquiring skills which will underpin these later in education e.g. fine motor skills and concepts required for mathematics such as understanding that the word 'two' means 'two things'.

**Part-time studies** follow the same curriculum design apart from some changes in the distribution of the modules as the study occurs over 8 semesters as opposed to 6 with 45 credits being gained each year. Practice does not occur until Semester 4 which could be questioned as these students already have some practical experience. However, the rationale for this appears to be to align the theoretical subject areas with each type of practice which is sensible. Students on this route have more time for self-study than their full-time colleagues and less contact hours. It is essential that this self-study for both groups is well organised and is linked to assessment processes.

2.2.3 There is an attempt to link subject content to the type of studies undertaken and there is a great emphasis on practical skills in the SER (not really emphasised in the ILOs) one of the strengths of college education, but it would be good to see more emphasis on the use of data and of research skills for the use of students who in their lifelong learning should proceed to further study. This is addressed in the SER as students may continue onto university study after gaining this qualification. It is good to see the outward looking nature of some of the study modules provided e.g. the module Education Systems where students are introduced to different philosophies used for educating pre-school children. e.g. Montessori, Reggio Emilia etc. Students visit establishments which are based on a variety of philosophies which is good, but play which is at the heart of so many of these alternative programmes is not mentioned and there is concern in EET about the level of expectation of student achievement in all the modules with regard to critical analysis, which is not compatible with Level 6.

2.2.4 Content and methods of teaching used in the subject modules could be appropriate for achieving some of the ILOs, but more work needs to be done to link and map the PE programme ILOs to the modular ILOs, the assessment tasks and the criteria for those assessments. The PE programme would be improved by the inclusion of much more pedagogical use of ICT, teaching students how to use cameras, robotic toys, computers and videos/films and even phones to enhance children's learning. The ICT module is dated, as so many students are already familiar with the use of ICT and if not support could be provided in the college by ICT support staff, with less need for tutor input to all entrants to the programme. There is an attempt to include the needs of children with Special Educational Needs in the programme content but this needs further emphasis and should be based on the concept of inclusive learning.

2.2.5 In its outline, the scope of the programmes appears to be sufficient to achieve the learning outcomes but as a result of the problems highlighted above but much more attention need to be given to various aspects, in particular the practice experiences in order to enhance learning.



2.2.6 The programme aims at reflecting the latest achievements in science, art and technologies but the EET is concerned about the apparent lack of the use of modern methods that are now prevalent in the education of pre-school children, namely the use of far more ICT in the areas of art, maths and language learning and in the understanding of technology itself. Much of the craft and art work is dated in that it is based on techniques used for years. It would be good to see the use of more software here and the exploration of the use of cameras to excite children's imagination. Concerns over children's health across Europe could be emphasised in the physical education module and linked to healthy eating and cooking. Students told EET that the basis of this module was too theoretical.

### **3. Staff**

2.3.1 The staff of the study programme meet legal requirements. Staff recruitment is carried out in accordance with external and internal documents regulating the activities of the College: The Law of Higher Education and Research (30/04/2009), The Labour Code of the Republic of Lithuania (04/06/2002), College Statute (18/07/2012), The Description of General Requirements for the Degree-awarding first Cycle and Integrated Study Programmes (09/04/2010), Teacher Training Regulations (15/05/2012). Permanent teachers are employed for a term of 5 years after public competition.

2.3.2 The qualifications of the teaching staff are generally adequate to ensure learning outcomes are covered but EET is concerned about the lack of specialists in the education of young children on the team.

At present 21 teachers participate in the delivery of the programme 19 of whom have MC as their main place of employment. Some visiting teachers are employed to help in the tutoring and assessment of the final thesis. Staff provision is as follows:- 2 professors (9.5 per cent), 2 docents (9.5 per cent), 16 lecturers (76 per cent), 1 assistant (5 per cent). 3 teachers have Doctoral qualifications and all others have Master's degrees or the equivalent. All teachers on the programme have at least 3 years experience of teaching. However, EET has great concerns over the lack of teachers who have actually taught in pre-schools and/or have qualifications as pre-school teachers, or have completed research in the area. In our meeting with staff, it was clear that the majority of those teaching on the programme are not early years specialists, nor do they have experience of working in an early years environment. It is clear that due to low recruitment it is essential for students on pedagogy programmes to be taught together, but this seriously affects concentration on the early development of children.

Teachers produce books and run seminars for school staff but it is not clear if these are all related to pre-school work. The programme teachers joined a number of projects co-funded by the European Union Structural Funds and national projects. 6 teachers working in the study programme participated in the project "The Development of National Vocational Education Standards System" (No. BPD2004-ESF-2.4.0-01-04/0156), and in their working groups developed professional education standards in specific areas. 6 programme teachers actively participated in the project "The development of Pre-school and Pre-primary Education" (SFMIS No. VP1-2.3-ŠMM-03-V-01-002).

2.3.3 No staff student ratios are given so it is difficult for EET to judge whether staffing is sufficient. It is essential that in the SER the college makes clear what the actual ratio of staff to students taught is for each year and to show which modules are taught only to the students of this programme. There is a serious question of financial viability hanging over this programme and, in addition, EET is concerned about the lack of challenge and innovation in groups of students where such small numbers are involved.

As a result of the very small numbers of students in relation to staff, use of staff time gives EET serious cause for concern. Members of staff visit the practice placement centres daily to see a group of students (about three hours in total). Methodology staff also visit occasionally. This is despite the

college believing in the ability of school staff and giving them responsibilities in the assessment of students. This is not an efficient use of staff time and not helpful for students who, it appears, are being too supported and guided, rather than being expected to use their own initiative and ideas. Students can then consult staff and ask for help after their working day is completed. This over-supportive atmosphere is not what is expected for Level 6 students. It is good that the staff (student and alumni reports) are readily available and supportive with good communication links, but at the level provided here it is not conducive to the maturation and independence of students and EET suspects it is a way of occupying staff for whom there is not really sufficient employment.

2.3.4 The teaching staff have a wide variety of teaching experience in HE but very few have actual qualifications or experience in working in institutions where young children are taught. Staff turnover is low which hampers the recruitment of people with more practical experience in the work place.

2.3.5 The college takes seriously the need to provide continuous CPD programme opportunities for its staff (point 66) but it would be good to see more of the teaching team studying for a Doctorate. 18% of a teacher's workload is allocated to the pursuit of research or improving organisational performance through, for example, the pursuit of qualifications. Staff are obliged to report back each year on what CPD they have undertaken, including the participation in in-college and external training events, such as courses, seminars, projects and conferences. Better monitoring by the college of the CPD undertaken and how it links to the programme being taught would be useful. Staff in the schools are used to help in the assessment of practice and EET is concerned to find that the only qualifications required are experience. It is essential that all staff, who mentor students in the work place are trained, to ensure that the quality of assessment is consistent and closely related to module learning outcomes and criteria for assessment. Possibly the problem here is again that the programme is task oriented rather than cognitively oriented.

2.3.6 Many members of staff are actively involved in writing and preparing study materials, providing training for teachers (point 68) and are engaged in research and in projects. However, the relevance of this research to young children is in question. More publications in internationally refereed journals would be good and this would be assisted by the provision of foreign language learning. The lack of this is holding back staff improvement, which the college recognises. It also tends to limit the use of foreign language sources by students, as such sources are not recommended by their tutors on reading lists.

MC acknowledges, in the SER, that there is a lack of international mobility and a lack of tutors coming into the college using Erasmus funding (point 70.2). MC is actively seeking ways of tackling this problem, including searching for funds to allow staff mobility (point 71.1) and also considering how to improve staff language skills (point 71.2).

Part-time students are taught by exactly the same staff as the full-timers.

#### ***4. Facilities and learning resources***

2.4.1 Facilities and the need to improve them are considered every year by the college management (point 72). The PE programme has a wide variety of rooms, both specialist and general, to use for the programme delivery. These include classrooms, lecture rooms and learning centres. These rooms meet health and safety requirements and are adequate in size for the cohort. The SER (point 73) reports no problems with the adequacy of provision in this area, which is unsurprising due to the dropping numbers of students

2.4.2 Room sizes are adequate for the needs of the students and adequate hardware is available (paragraph 73). However it would be good to see the provision of more interactive whiteboards and

more software related to EY pedagogy. The library has been updated and databases have been provided. Computers with internet access are available for student use in the library and reading rooms. Teachers and students have access to portable computers and multimedia, video playback equipment, video camera, camera, voice recorder, scanner, multifunction copiers, printers, interactive whiteboard. Recently new computers have been purchased to aid student and staff learning. Internet access is provided in the student accommodation. Moodle is used for distance learning and for the dissemination of information to students (point 79) and internet access is fast. Databases are available but EET is concerned that these are little used by students when preparing assessment papers. Neither are they cited by staff in module booklists.

2.4.3 Point 81 and the meeting with employers demonstrates to EET that MC has a good relationship with its partners who provide practice placements for students. These are selected in accordance with the principles issued in 2012 and pointed out in Teacher Training Regulations. A tripartite agreement is signed between the College, the practice institution and the student for performing student practices. Seven such agreements were signed in 2012. A network of base institutions is used for early practice and students visit a variety of schools in their first practice to see different approaches to the education and care of young children. For the last practice, students may select an institution of their choice. However, students on a flexible programme are allowed to choose their base institutions for early practice and this, to some extent, gives EET cause for concern that their needs may not always be met as regards variety and quality of experience. As previously mentioned EET has grave concerns about school staff being expected to assess student achievement without adequate training. The meetings with staff and employers and examination of practice work produced by students worried EET, as assessment was at a very low level, focussed on reports of activities with the children with little or no analysis or true reflection. This is not Level 6 work.

Part-time students can choose the place in which to undertake practice which could result in a lack of experience of different types of pre-school provision and no experience of differing cultures in pre-school establishments

2.4.4 Teaching materials prepared by staff and related to module content have been made available to students via the provision of CDs. Some of these are directly related to work in the classroom. These publications include practical tasks for the students to work on to enhance their learning. They are also available in the library for students to consult and a great deal of the programme related material is available from the college library via the website and Moodle. In addition, students on the PE programme are provided with methodological guides to help in the preparation of practical work for use in schools.

There is however a lack of material in the library in foreign languages, limiting student experience, in particular, in exploring international ideas. This is linked to the lack of foreign material on booklists supplied with modules. Although databases are available, little reference is made to them or to possible internet sites on individual module guides.

The College staff are also concerned about the lack of space provided for group work as many of the modules include this in their learning strategies and provision needs to be made.

Point 84 of the SER says 'Students use a variety of literature sources which can contribute to understanding of pre-school education issues'. This claim is not borne out by the work examined by EET in that there is an almost total lack of any foreign references in the dissertations and other written work. Almost all material used is published in Lithuania with no reference being made to the material available on research databases. This is not acceptable. The SER (point 87) points out the problem of the lack of library funds which hampers the provision of printed material. This is even more evidence as to the need for the use of database material by students which is claimed in the SER (point 88) although there is little evidence in students' written material to support this.

Part-time students use the same resources as the full-timers.

## **5. Study process and student assessment**

2.5.1 Admission requirements follow the law and the requirements for entry to HEIs (colleges) and are based on competition related to performance in secondary school. The level of applications appears to be high and of reasonable quality but the intake is very small and coupled with drop outs (especially in year 1) puts this programme at severe risk. The introduction of the motivation test did produce some increase in student scores in 2010 (point 100). There has been an obvious effect of the year on year decline of state funded study places, which appears to have affected recruitment to the programme. This is despite the claims that these graduates are needed in the country. However, it appears that a high proportion of the PE programme graduates do not go on to work in the field in which they trained, which is a waste of resources. Some go on to further study at university but the small numbers give rise to questions about the viability and sustainability of this programme.

Prospective students take the national motivation test but it is not closely linked to pedagogy for very young children and is, a result, somewhat over-general in its questions and students told EET that they can guess at the correct answers.

2.5.2 Study hours are long in comparison with those in other countries (24 teaching hours per week, and self-study work - 16 academic hours per week). Possibly more effort could be made to shorten contact hours and put more time into self-study, possibly by combining modules where there is overlap. The SER notes that those entering with high grades from schools had the highest achievement on the programme. It would be good for MC to consider how those entering with lower grades could be helped to achieve at a higher level. One measure of a good HEI is what value it adds to students while they study.

Studies are organised on a semester basis with a balance of modules and credits between the semesters. It is good to see that those students who may have had to drop out for whatever reason can be welcomed back onto the programme at a later date, but with the low numbers, it is a serious concern that such a large proportion of students do not graduate after three years. The SER clearly demonstrates this in the period taken into analysis, the ratio in the number of students admitted to the programme and those who successfully completed the studies ranged from 66.7 to 93.3 per cent (point 104). The lowest percentage is for 2012 which gives cause for concern as to the viability of the intake. It is clear that MC takes the problem of student drop out seriously, but starting from such low numbers gives rise to real concern that the successful graduation percentage is reducing.

Students can choose options on the third, fourth and fifth semesters, firstly from the list of general subjects, then from the professional subjects and lastly from any other College programme. Erasmus-based programmes can be used in lieu of these.

Great detail is provided in the SER in relation to the study hours devoted to theoretical studies, but not so in relation to practice, though information on this was collected during the visit. This is of concern to the EET as it could imply that practice is not a high priority on the programme, although the SER claims it is a very important part of the programme and to the students it is of the highest importance.

Part-time students' study is organised in four-week sessions in each semester. At other times students study independently and have access to consultations with tutors. Part-time students' scores and their choice of programme have varied a little over the last years increasing slightly in 2012-13. Funded places have reduced but there has been a small rise in unfunded part-time places. However, there was no intake of full-time students this academic year. There has been considerable drop out of recruited students, with the largest contingent being due to academic failure which is a cause for concern for EET as it appears that it is students themselves who depart, not staff who tell them to leave because their work is not of a satisfactory standard. This is a common problem in Lithuania. Students do not fail, as hard work and high motivation are seen as a reason for success by staff. This causes great concern to EET, as despite these claims, across the EU it is the norm to fail students for lack of academic ability or suitability for teaching as a result of failure on practice. Again, the measuring of standards here in comparison to Europe is not it appears equitable. First

years seem to be the most vulnerable which suggests the need for interviews or, at least, a better motivation test. Despite the increased part-time numbers, the whole cohort is very small and looks in danger of being unsustainable if numbers decrease further. This is a scenario which has occurred over all the years under review, apart from the last. The financial viability of the programme gives EET serious cause for concern. The graduation levels for part-timers, as for the full-time programme participants are not good.

2.5.3 Students are encouraged to participate in research, artistic and applied research activities in MC (point 113) by the organizing of public debates on issues of study quality, preparing students for scientific, practical and project work and organizing informal joint activities with students. Students are regularly provided with information on the possibility to write scientific articles, reports and participate in conferences. Research skills are encouraged in the writing of term papers and by research based in the practice placements, but it would be good to see more emphasis on research methods in the modules and especially on the ethics of conducting research. Critical analysis too is lacking in the written work examined and, without this, project and research work is of little value to the student.

In 2011-2012, PE students prepared and presented 5 papers (point 114) in scientific-practical conferences "Student Applied Research: Experience and Insights", "The Pupil in Modern World of Technology: the Role of the Teacher", which were held at the college. Their articles were published in the Conference publications. According to the SER, by participating in scientific-practical conferences, the students become familiar with the latest scientific achievements in pedagogy, though this does not seem to have spilled over into the programme itself.

The concerns of EET about the quality of the programme and the excessively high marking are epitomised by the theses seen on the site visit. Despite several previous visiting groups giving advice on this little progress has been made. High numbers of students receive a perfect mark of 10 when the work presented has serious flaws. A research dissertation should have:

- a word count as opposed to a page requirement
- a comprehensive literature search referencing literature from other countries
- methods section which includes justification of the methods of data collection suggested using research texts to support the findings
- use a variety of methods to aid triangulation of findings not rely so heavily on the use of questionnaires
- a section on the way ethics of research practice have been considered and adhered to
- a comprehensive discussion of the research findings in relation to the literature reviewed in part one

Creativity is encouraged in the programme through the art, craft and music modules with students encouraged to expand their skills in these areas beyond the programme content.

Part-time students are encouraged to take part in college-based student conferences.

2.5.4 MC tries to encourage students to participate in exchange studies and the Study Regulations state that if students go abroad to study under an exchange programme, study and practice periods are credited using the ECTS credit transfer system. However, during the period under assessment only one student from PE programme attended an Erasmus intensive programme Teachwise 3 from 08/10/2011 up to 24/09 2011, in Portugal. No incoming students participated in the PE MC programme. This lack of overseas experience is regrettable, especially as funding is available. The move to part-time entry only will also affect student ability to travel.

2.5.5 MC students are regularly given information about the support that can be offered. The programme structure and ILOs etc. are discussed in the 'Introduction to Study' module. Information about financing, programme changes, assessment, etc. is given to the students by staff and posted

on the college website and faculty and departmental boards. In addition, the local paper and TV channel broadcast information.

The teachers are available during teaching hours for individual and group consultations, both face-to-face and online. Some modules can be studied by distance learning. Self-study consultations are arranged to allow for students work and other commitments.

Students who are eligible for finance from the state receive grants according to state regulations. MC also awards incentive grants to high performing students. The group responsible for these awards includes two student representatives. In addition to the incentive grants, one-off awards can also be given for participation in student association events, good performance as a student monitor and event organisers. On average about 20% of Faculty students receive an incentive grant. Hardship funds are also available for events such as a childbirth and bereavement. High performing students may also receive small grants from charities. Disabled students are provided with these financial assistance measures: for meeting special needs - 50% of the state social insurance basic pension size target allowance every month; every semester for partially covering study expenses - 3.2 Minimum Standard of Living (MGL) set by the Lithuanian Government. According to the Lithuanian State Science and Studies Foundation announced competition, loans to pay the tuition and living expenses are organized. Students may change study programmes and for those with family or work commitments, flexible study arrangement can be made. Students can pay their tuition fees in instalments. Hostel accommodation is available to all students.

Part-time students are only eligible for targeted grants of 400 Lts. and they can contact teachers for academic support.

2.5.6 Assessment systems and criteria are set out for students and a variety of forms of assessment is used, including formative as well as summative processes. Student involvement in seminars and projects is included. An ethics code covers student behaviour as regards honesty and plagiarism is covered by use of the Lithuanian electronic system.

EET have concerns over the assessment of teaching practices and the use of school reporting as well as the involvement of MC staff. This is a vital part of training and teachers and mentors need specific training and should work with college staff to arrive at assessment decisions. Presentations of work done by students, even if reflective, are not as accurate as continuous monitoring and observations of students in the classroom. EET suggests MC urgently examine the way in which teaching practice assessment processes are organised to make them more focussed on student performance, relationships with children and above all on their ability to reflect and critically analyse their own performances. At present, there is virtually no evidence in written work of reflection; these areas in reports are more a list of what was done or not done. MC needs urgently to train staff, school staff and students on how to critically reflect and on the values of being able to do so.

Part-time students have the same regulations to follow as full-timers.

2.5.7 The employment of MC graduates of the PE programme in their area of specialisation appears to be falling (SER figures 2008 - 50.0%, in 2009 - 42.8%, in 2010 - 28.5%, in 2012 - 33.3% of the graduates.) which is disappointing, especially as nationally figures show an increased need for pre-school teachers. This includes the rise of private schools and an ageing work force in schools. Some do progress to higher study but this lack of employment opportunity and the use of their study for a career is of concern to EET.

Part-timers' employment rates after graduation are far higher than for the full time graduates, presumably due to many of them already being employed in the sector. A small number go onto further study and again some are employed outside of the profession.

## **6. Programme management**

2.6.1 MC follows national and EU guidelines for the quality assurance of the programme. The PE programme is implemented in the Faculty of Education and Social Work. The Faculty decision-making body is the Faculty Board, the executive – Faculty Dean and his administration. Faculty Administration, in addition to the Dean, consists of the Vice-dean who is responsible for the organisation for the study processes in the Faculty. The PE programme is under the control of the Pedagogy and Psychology and Department whose Head is responsible for coordination of activities of committees of all study programmes supervised by the department. Department meetings are arranged for discussing and approving descriptions of the subjects, tasks for subject exams, topics for term papers, final theses, tasks for final exams, learning outcomes are discussed, decisions made what to improved and adjustments made to subjects. From 2011, a subject study committee has become the body responsible for quality assurance of the programme . The committee works under the 25 Statutes of the College, Study Regulations and other legislation regulating the studies College Study Programme Committee Regulations. The Pre-school education programme committee composition, by the provision of the Department Head, was approved by the order of the Faculty Dean on December 19, 2011, No 1VE - 16 provided in the SER (Table 2.1.6.1.1). This committee includes both a student and employers/social partners.as well as college staff who have had comprehensive experience in working in nurseries/kindergarten. The SER makes it clear that all involved, from students to management and cooperating institutions that provide practice places, are a partnership which is designed to ensure programme quality. Suggestions for improvement of the PE programme are welcomed from any of the groups involved and acted upon.

However, even though all this apparent quality control is in place EET have serious concerns about the quality of the programme being delivered which must therefore ask questions about its management. In the points below the a variety of issues on the management of the programme are raised.

Despite the attempts to carefully manage the programme, recruitment is a serious problem and EET consider that the programme is at present not financially viable or sustainable unless there are greater numbers of incoming and continuing students despite the assurances received during the visit. Management must address this situation without delay.

2.6.2 MC takes the collection of information about the PE programme quality seriously and this is done in a variety of ways. Scheduled meetings are run by the Department twice a year for staff to discuss the programme and to analyse student results. Descriptions of the programme are then updated.

The students' experience on practice is discussed with students, teachers and practice leaders. Students' and graduates' opinions are sought and analysed and cooperation is sought with other HEIs delivering similar programmes to ensure best practice. This outward looking tendency is a strength of the programme. Library provision is also discussed. At least once a year programme quality is discussed and also at the end of each practice period. EET feels that MC is making a serious effort to improve quality and to serve student and employer needs. However, the use of staff time in visiting students is not a good exemplar of efficient management and needs to be re-assessed

2.6.3 Data is collected yearly from all agencies concerned with the programme experience and delivery and this is used in discussions and activities in MC in order to attempt to improve the programme. Subsequently, an action plan for improvement is developed. It is clear that MC is collecting and attempting to use data (last five years of the programme) in order to bring about improvements. EET applauds this.

2.6.4 The stakeholders and social partners of the college are closely involved in discussions about the programme and how it fits the needs of employers. Suggestions for changes in the practical

training are made and results of the programme are shared. There is obviously close cooperation with stakeholders whose views are taken seriously.

However, EET are highly concerned about the excessive level of support given to students during practice from the MC staff. In addition, the College does not train mentors to help with student assessment, relying on 'the long experience of the teachers' in the kindergartens. This is not the way to ensure quality, as experience does not mean that a teacher has the knowledge or ability to assess students. Proper training needs to be given to ensure consistency of assessment processes and an equitable standard of quality across the schools used for practice placements. In addition, the excessively high marking of written work is not consistent with European standards.

2.6.5 MC take very seriously the reviews of its programmes and follows advice given by visiting teams e.g. improvement in staff ICT skills, distance learning provision improvement and inclusive education has been added to the programme. Students also are encouraged to reflect on and improve their own performances. However, reflection is not a strong point, as demonstrated by the written work seen by EET. Staff training on critical reflection on their own work and how to instil this ability in students needs to be seriously undertaken

There are constant efforts to update and improve the programme based on changes to the law e.g. change to the ECTS credit system and as a result of internal QA discussions. Student feedback is taken seriously and acted upon, as is that of the stakeholders. There were various examples given to EET of changes that had been made as a result of student or stakeholder comments.

It is interesting to note that the College is concerned about staff ability to implement QA systems as little training has been provided. Possibly it is time that MC took responsibility for this training on itself not leaving the initiative to others. There is a need here for action by the Ministry including advice on how to implement requirements of international standards. ETT approve of the initiative "Marijampolė College Study System Efficiency Improvement"(No VP1-2.1-ŠMM-04-K-02-017) by which it is intended to create a computerized system of quality management of activities and the model of internal study quality system.



### III. RECOMMENDATIONS

1.  
MC needs to re-examine the programme and to place learning and play at its heart. Learning outcomes need to be followed through into each module and linked to assessments. Aims need to reflect the early years focus of the programme.
2.  
More staff need a background in teaching and researching into the learning and development of young children
3.  
Assessment process need to be re-examined to ensure higher standards and must, for practice, include substantial amounts of critical reflection. A serious review of marking standards needs to be undertaken by the staff team with clearer and more demanding criteria produced for modules. Students should be expected to be more self-sufficient and practice assessment must be based on how students teach not on how they write about it.
4.  
School staff need specific training on how to mentor and assess students and should be involved in a discussion of final grading of practice to ensure that marking is equitable. Practice should be at the forefront of the programme
5.  
The final thesis and the pedagogical thesis should be more clearly separated and much more attention given to critical reflection, research ethics and discussion. The pedagogical thesis needs to be renamed as a teaching portfolio and used to aid student improvement and clearly show evidence for their strengths and also areas of weakness which need to be developed in their first employment

#### IV. SUMMARY

Main positive and negative quality aspects of each programme evaluation area and recommendations for the improving of quality of the study programme.

The Self Evaluation Document is well organised and attempts to adhere to the given template which is of great use to EET.

The College is making efforts to use ILOs but these need further work to link these more specifically into modules and then into assessment criteria.

MC is working hard to improve quality and has faced up to difficult financial problems and dropping numbers in a positive way, changing staff structures and the college administration.

MC is working towards the gaining of a recognised quality mark.

The programme of practice is progressive.

The visits to a variety of workplaces in the first practice, is a good idea to show how different approaches to working with young children exist. It would be good to see that all students have a wide variety of placements in practices.

Special needs can be chosen as an option as well as being included in a compulsory module but the emphasis seems to be rather medical as opposed to educational.

ILOs for the programme are often over specific and rather knowledge based.

Recruitment of students onto the programme is a problem. There are no full-time students this year.

Staffing of the programme needs to be more oriented to those with qualifications in pre-school work, or those who have worked in pre-school and research should be more focussed on young children and their needs or of the needs of staff in pre-schools.

Lack of travel outside of the area and Lithuania in general hampers students' wider understanding of the field. This is adversely affected by the lack of language skills. More staff from abroad need to be brought in on exchange.

Students are too well supported on practice by college staff who constantly visit. This can lead to a dependency culture. More attention should be paid to the training of mentors who assess the students in practice. It is not sufficient to be experienced in the role of a pre-school teacher; training how to assess student achievement against criteria based on ILOs is essential to ensure the same standard of quality for all.

The assessment of practice is problematic as so much weight is given to the student's report and presentation. Practice must be assessed by seeing what students do. The standard of work in the report and in the pedagogical thesis is very low and lacks any real ability to be reflective and analytical. It would be advisable to change this pedagogical thesis to a teaching portfolio as suggested above with critical reflection on the student's strengths and weaknesses.

The final thesis is seriously lacking in analysis of the student's findings in relation to the literature used. There is a serious lack of use of foreign research material, most references are from Lithuania.

Teaching about research ethics must be carefully considered and students cover this in their thesis methodology section, showing their awareness of the concerns that have to be considered when researching with young children. Confidentiality is essential and no harm must come to anyone involved in the research. Staff need to look at the titles of theses as they are too broad and, in some cases, grandiose. This is a small piece of work and the scope should be kept simple. It is expected that a variety of data collection methods should be used to ensure triangulation. There is too much reliance on questionnaires, which tell us little about feelings and attitudes, too many wasted pages of bar and pie charts and, in many cases, too few words.

Grades awarded are far too high for the work produced and there is a very worrying lack of failures. This tells EET that standards are not sufficiently high, as in most EU countries students are told to leave due to academic failure or an inability to cope with the challenges of practice.

Students want more practical examples in PE classes which are too theoretical and more applied methods to use in classrooms in other modules.

Special needs is too late in the programme.

ICT needs a more pedagogical focus; how to use technology with children to aid their learning.

## V. GENERAL ASSESSMENT

The study programme *Preschool education* (state code – 653X11001) at Marijampole College 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	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	<b>Total:</b>	<b>12</b>

\*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. Gillian Lesley Scott Hilton

Grupės nariai:  
Team members:

Prof. dr. Peadar Cremin

Kelly Van Driessche

Doc. dr. Tomas Butvilas

Sandra Kaleininkaitė

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Marijampolės kolegijos studijų programa *Ikimokyklinis ugdymas* (valstybinis kodas – 653X11001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>12</b>

\* 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**

Pagrindiniai teigiami ir neigiami kiekvienos programos vertinimo srities kokybės aspektai ir rekomendacijos, kaip gerinti studijų programos kokybę.

Savianalizės dokumentas yra gerai organizuotas, stengtasi laikytis duoto šablono, visa tai labai palengvino ekspertų grupės (EG) darbą.

Kolegija stengiasi naudoti numatomus studijų rezultatus (NSR), tačiau juos reikia konkrečiau integruoti į modulius, o po to – į vertinimo kriterijus.

MK labai stengiasi gerinti kokybę ir pozityviu būdu įveikti sudėtingas finansines bei mažėjančio studentų skaičiaus problemas keisdama personalo struktūras ir kolegijos administraciją.

MK stengiasi gauti pripažintą kokybės ženklą.

Taikoma progresyvi praktikos programa.

Apsilankymai įvairiose praktikos vietose pirmosios praktikos metu yra gera idėja norint parodyti, kokie gali būti skirtingi darbo su mažais vaikais principai. Būtų gerai, kad visi studentai turėtų didelę praktikos vietų įvairovę praktikų metu..

Specialieji poreikiai gali būti pasirenkami kaip pasirenkamasis dalykas, taip pat yra įtraukti ir į privalomąjį modulį, tačiau akcentas šiame dalyke yra labiau medicininis nei pedagoginis.

Programos NSR dažnai yra per daug specifiški, o ne paremti žiniomis.

Studentų pritraukimas į studijų programą kelia problemų. Šiais metais nėra nuolatinių studijų studentų.

Į programą derėtų įtraukti daugiau personalo, turinčio ikimokyklinio ugdymo darbo kvalifikacijos, arba tų, kurie dirbo ikimokyklinio ugdymo įstaigose, o mokslinius tyrimus derėtų labiau sieti su mažais vaikais ir jų poreikiais arba su ikimokyklinio ugdymo įstaigose dirbančio personalo poreikiais.

Studentai neišvyksta į kitus regionus ar už Lietuvos ribų, o tai trukdo jiems plačiau suvokti studijų sritį. Tam neigiamą įtaką daro nepakankamas kalbų mokėjimas. Mainų programomis vertėtų pritraukti daugiau personalo iš užsienio.

Studentams praktikos metu per daug padeda kolegijos personalas, kuris nuolat lankosi studentų praktikos vietose. Tai gali sąlygoti nesavarankišką požiūrį. Daugiau dėmesio reikėtų skirti mentorių, kurie praktikos metu vertina studentus, mokymui. Nepakanka būti patyrusiu ikimokyklinio ugdymo mokytoju, būtina mokyti juos, kaip vertinti studento pasiekimus vadovaujantis kriterijais, paremtais NSR, kad būtų užtikrintas tokių pat kokybės standartų taikymas visiems.

Praktikos vertinimas yra probleminis, kadangi labai didelį svorį turi studento ataskaita ir pristatymas. Praktiką reikėtų vertinti pagal tai, ką studentai daro. Ataskaitų ir pedagoginio baigiamojo rašto darbo standartai yra labai žemi, juose neatskleidžiami jokie reflektavimo ir analitiniai gebėjimai. Patartina keisti šį baigiamąjį pedagoginį darbą į mokymo aplanką (*portfolio*), kaip siūlyta anksčiau, kuriame atsispindėtų studentų stiprybių ir silpnybių kritinė refleksija.

Baigiamuosiuose darbuose labai trūksta studentų gautų duomenų analizės, siejant juos su naudota literatūra. Labai mažai naudojama užsienio mokslinių tyrimų medžiaga, dauguma nuorodų yra į lietuvišką medžiagą. Reiktų išsamiai apsvarstyti mokslinių tyrimų etikos mokymą, o studentai turėtų tai aprašyti savo baigiamojo darbo metodikos skyriuje, taip parodydami, kad supranta klausimus, kuriuos reiktų apgalvoti prieš atliekant mokslinius tyrimus su mažais vaikais. Būtina laikytis konfidencialumo principų, kad niekam nebūtų padaryta žalos tokių mokslinių tyrimų metu. Personalas turėtų atsižvelgti į darbų pavadinimus, nes jie yra per platūs ir kai kuriais atvejais – grandioziniai. Tai nedidelės apimties darbai ir jų užmojis turėtų išlikti paprastas. Pageidautina, kad trianguliacijai užtikrinti būtų naudojami įvairūs duomenų rinkimo metodai. Per daug pasikliaujama

anketomis, kurios atskleidžia per mažai informacijos apie jausmus ir požiūrius, per daug nereikalingų puslapių su schemomis ir diagramomis ir daugeliu atveju – per mažai žodžių.

Už atliktą darbą skiriami pažymiai yra per aukšti ir susirūpinimą itin kelia tai, jog nėra nepatenkinamų rezultatų. Tai EG parodo, kad standartai nėra pakankamai aukšti, nes daugelyje ES šalių studentai, dėl akademinė nesėkmių arba nesugebėję susidoroti su praktikos iššūkiais, iš mokymo institucijos būna išmetami.

IU paskaitų metu, kurios yra per daug grindžiamos teorija, studentai pageidauja gauti daugiau praktinių pavyzdžių, taip pat ir kituose moduluose reikėtų daugiau taikomųjų metodų, kuriuos būtų galima naudoti pamokose.

Specialieji poreikiai į programą įvedami per vėlai.

Informacinės komunikacinės technologijos (IKT) turėtų būti labiau susietos su pedagogika: kaip naudoti technologijas su vaikais, kad jos padėtų jiems mokytis.

### III. REKOMENDACIJOS

1. MK turėtų peržiūrėti programą ir atkreipti daugiausiai dėmesio į mokymąsi ir žaidimą. Kiekviename modulyje turėtų būti laikomasi studijų rezultatų ir jie turėtų būti susieti su vertinimais. Tikslai turėtų atspindėti programos fokusą į ankstyvuosius metus.
2. Didesnei daliai personalo reiktų kompetencijų, susijusių su mokymu ir mokslinių tyrimų atlikimu mažų vaikų mokymo ir ugdymo srityse.
3. Reiktų peržiūrėti vertinimo procesą, kad būtų užtikrinti aukšti standartai, o į praktikos vertinimą turėtų būti įtrauktą pakankama dalis kritinės refleksijos. Personalo grupė turėtų rimtai peržiūrėti pažymių skyrimo standartus, sukurdamą moduliui aiškesnius ir reiklesnius kriterijus. Iš studentų reiktų tikėtis daugiau savarankiškumo, o praktikos vertinimas turėtų būti paremtas tuo, kaip studentai moko, o ne tuo, kaip apie tai rašo.
4. Mokyklos personalą reiktų mokyti, kaip atlikti mentoriaus vaidmenį ir vertinti studentus. Jis turėtų dalyvauti galutinio praktikos vertinimo aptarimo metu, kad būtų užtikrintas vienodas vertinimas. Praktika turėtų užimti pagrindinę vietą programoje.
5. Baigiamasis darbas ir pedagoginis baigiamasis darbas turėtų būti aiškiau atskirti ir daugiau dėmesio turėtų būti skiriama kritinei refleksijai, mokslinių tyrimų etikai ir diskusijai. Pedagoginį rašto darbą reiktų pervadinti į mokymo aplanką (angl. *portfolio*) ir jis turėtų padėti studentams tobulėti bei aiškiai parodyti, kur jų stiprybės ir silpnosios vietos, kurias derėtų tobulinti jų pirmojo darbo metu.

<...>