



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS  
STUDIJŲ PROGRAMOS *SOCIALINIS DARBAS (valstybinis kodas  
– 653L50007)*  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *SOCIAL WORK (state code -653L50007)*  
STUDY PROGRAMME  
at KLAIPEDA STATE COLLEGE

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4. Assoc. Prof. Dr. Violeta Ivanauskienė, *academic,*
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Išvados parengtos anglų kalba  
Report language – English

Vilnius  
2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	653L50007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Socialinis darbas
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	Socialinio darbo profesinis bakalauras ir socialinio darbuotojo profesinė kvalifikacija
Studijų programos įregistravimo data	<b>2001-08-31</b>

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Work</i>
State code	653L50007
Study area	Social sciences
Study field	Social work
Type 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 Social work and Social worker's professional qualification
Date of registration of the study programme	<b>2001-08-31</b>

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 The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

### 1.1. Background of the evaluation process

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

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

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

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

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

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

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

### 1.2. General

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

No.	Name of the document
1.	The Self Evaluation Report.
2.	Additional materials (presented after the visit).

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

This evaluation report is based on the self-evaluation report (SER) prepared by Acting Director of Klaipėda State College Gražina Markvaldienė and Jolanta Kasnauskienė, Head of Self-analysis Summary Report Preparation Team, together with the team. The object of self-analysis is a college study programme of Social Work, which is implemented at the Faculty of Health Sciences of Klaipėda State College. The study programme is supervised by the Department of Social Work. The on-site evaluation was performed by the entire evaluation team on November 12, 2014 according to the following schedule:

09.00 - 09.45	Meeting with faculty administration staff
09.45 - 10.30	Meeting with staff responsible for preparation of SER-report
10:30 – 10.50	Break
10.50– 11.50	Meeting with teaching staff
11.55 – 12.55	Meeting with students
13.00 – 14.00	Lunch
14.00 – 15.00	Visiting auditoriums, libraries, other facilities (teaching spaces)
15.00 - 15.30	Familiarizing with students' course and final papers (thesis)
15.30 – 16.00	Meeting with alumni
16.05 – 16:35	Meeting with employers and social partners
16.35 – 17.05	Experts private discussion
17.05 – 17.20	Introduction of general remarks of the visit.

This evaluation report represents the unanimous opinion of the entire Review Team. In November 2006 the study programme of Social Work was assessed by the international expert team. On 15 May 2007 the programme was fully accredited until the following external evaluation. In 2014, the experts found the SER to be informative and well written. The aims and learning outcomes are defined correctly in the SER, but it has been noted and discussed during the on-site visit that the quality of SER had some small deficiencies, mostly due to translation. Experts needed additional information, e.g. CV-s of new teachers, who started work in College after the SER was written: after visiting the College, experts got the additional information they needed.

#### **1.4. The Review Team**

The review team was completed according *Description of experts' recruitment*, approved by order No 1-55 of 19 March 2007 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 12/11/2014.

- 1. Prof. dr. Hans van Ewijk (team leader)** *University of Humanistics (Utrecht), Utrecht University of Applied Sciences, Emeritus Professor of Social Work; Tartu University, Visiting Professor of International Social Work Policy and Social Work, The Netherlands.*
- 2. Assoc. Prof. dr. Mare Leino**, *Tallinn University, Institute of Social Work, Associate professor, Estonia.*
- 3. Ms. Ann Bens**, *University College Ghent, Head of International Office, Belgium.*
- 4. Assoc. Prof. Dr. Violeta Ivanauskienė**, *Vytautas Magnus University, Faculty of Social Sciences, Vice-dean, Lithuania.*
- 5. Mr. Almantas Abromaitis**, *graduate of Vilnius University master study programme*

## **II. PROGRAMME ANALYSIS**

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

According to the SER, the study aims of this programme meet the requirements of the Bologna Process. Information on the study programme is made public on the website of the College. Students, graduates and employers in particular noted the (more than) adequate implementation of study aims in full-time and part-time studies. Klaipėda State College was the first in the region of Western Lithuania to introduce the training of the specialists of social work and to award the professional qualification of social worker. The Faculty of Health Sciences is one of the three faculties in the College. The faculty consists of five departments (Social Work, General Practice Nursing, Beauty Therapy, Kinesio-therapy and Oral Health).

The Review Team questioned, why social work is located in the faculty of health sciences. As experts were told in the meetings, the background of connecting health and social work is in the 15-years-tradition already; and with the fact, that social work is connected with human existence, close to recent definition of health. The answer was also connected with the field of caretaking with the new hospital of oncology as an innovative place for practice.

Another explanation from teachers about the strong medical background of social work was connected with the concept of team-work. Quite often social workers and medical workers are in one team.

According to the experts, exactly the emphasis on human existence asks for a broad orientation and a perception of social work as an independent field in-between health, education, work and other societal systems. For that, the Review Team emphasizes the importance of the identity of social work, according to the new international definition of Social Work.

In 2011 the teachers of the Department of Social Work carried out a survey. The intended learning outcomes have been formulated, taking the results of the survey on professional activity field into account. The intended learning outcomes are consistent with the aim of the study programme and meet the need of the labour market to train professionals capable of working on their own. Both alumni and social partners stressed the high quality (of graduates from this programme) as practitioners. According to the study programme of social work, different client groups (elderly, disabled people, individuals of risk groups, etc.) and their integration/reintegration processes in the community are taking into account.

According to the SER, the study programme of Social Work is implemented in 8 colleges in Lithuania. Students have an opportunity to change from a higher education institution and to continue the studies of social work in the afore-mentioned colleges. In the SER it is seen as full room of choice, for that the suggestion of experts is to develop a more pronounced profile, which could make the curriculum of social work in Klaipėda State Kollege even more attractive.

## **2.2. Curriculum design**

The curriculum, presented in the SER, meets the legal requirements. The distribution of classes in semesters is equal, except for the final, 6<sup>th</sup> semester, which includes the main practice and the final thesis. The studies end with the final project preparation and its defense. Professional practice has an important place in curriculum – all students, alumni and social partners emphasized the great role of practical work in fields. According to social partners – students from the college are better prepared for real social work practice as, for example, graduates from academic universities.

As is written in the SER, in order to maintain the competitiveness of the programme among other colleges in Lithuania, the duration of studies in the study programme was reduced from 3.5 to 3 years in full-time studies in the academic year of 2010–2011 by retaining 4 years in part-time studies. After concluding the branches of the study programme, the scope of the programme reduced from 140 to 120 national credits. In the SER there were some misunderstandings in context of subjects – as mentioned before - but experts got adequate answers to their questions.

- In the curriculum is a subject called *Christian social training*. Experts asked about the difference between Christian values, human values and social work values, which refers to the identity of social work. Obviously this could be defined clearer.
- The subject called *Applied Research Methodology and Analysis of Statistical Data* is located in the second semester, however, the writing of final thesis starts in the sixth's semester. Experts found out, that students from the 3. study-year don't remember the content of this very important subject. The suggestion of experts is to move the subject *Applied Research Methodology and Analysis of Statistical Data* nearer to the end of studies.



- Some study-material from teachers is available in the virtual teaching environment (in MOODLE). This supports (not replaces) the study in auditory.

\* According to the SER, some subjects could be taught in English:

Sociology; Law; Labour and social security law; Introduction to Social Work and Professional ethics; Social work methods I.

- Students, who are visiting Erasmus's partner schools abroad, are not always studying main social work issues. For example, according to one certificate from Kodolanyi University of Applied Sciences, copy of which was given to experts, social work subjects were not studied at all. The College should check the curriculum of partner-schools, and to make a clear agreement.
- The studies of social work end with the final thesis (9 credits). Final theses are mostly supervised by assistants and lecturers. There is a risk of too un-experienced supervisors.
- In final theses, who overall were of good quality, the research problem seems not to be presented clear enough (at least in most theses the Review Team managed to look at). There were the 'Topic of theses', but this is not a research problem. And often the research questions were not presented as well.
- Topics of final theses are adequate to social work. The average marks (appr. 8) of final theses are considered too high by the Review Team.

Experts want to stress positively the nice design of aims and learning outcomes of curriculum – the connection with Blooms taxonomy is quite impressive. In the future additional courses for alumni could make the implementation of this taxonomy even better.

### ***2.3. Teaching staff***

In the period under assessment the study program of Social Work was implemented by 23 teachers – 18 teachers of the department, 5 teachers from other faculties of the College and from

Klaipėda University. After preparing the SER report (and before experts visit), some changes in staff took place - experts noticed this during the visit of school. After visit, CV-s of new teachers were passed to experts.

According to teachers CV-s, the number of scientific publications should be higher. Since 2009 the journal “Applied Research in Health and Social Sciences: interface and interaction”, ISSN 1822-3338“ is published only in English.

Experts suggest to think about publishing more referee-articles outside Lithuania. According to experts opinion, the skills of English language of teachers could be better – it will help both in scientific writing and in context of Erasmus exchange which also should be more intensive.

As was written in the SER, one of the weaknesses of the College is the non-systematic cooperation with the European schools of social work in comparing, improving and approaching the study programme to the general qualification of social worker in the European area.

In the period under analysis 72% of the teachers of the department participated in international and national projects. The Department of Social Work took part in 3 international projects: in 2008–2010 Lifelong Learning Programme Erasmus Intensive Program IP: “Well, Man? Men’s Wellbeing and Health in a European perspective”; in 2009–2011 project “Transfer of Innovation Ability not Disability in Work Place (AnDiW)”; and in 2011–2013 Erasmus Multidisciplinary European Program AGEING. Students liked co-operation with teachers in projects. All students, alumni and social partners are pleased with the attitude of teachers: supportive, friendly and competent staff makes the study and general atmosphere of school enjoyable. According to teachers’ opinion – they have a good contact with a signed agreement with University of Klaipėda.

#### ***2.4. Facilities and learning resources***

The Department of Social Work has sufficient facilities and learning resources for implementation of the study programme. According to the SER, students use two study buildings, equipped with 5 classrooms for stream lectures. In 2012 a lift was equipped for persons with physical disability. In 2013, 26 additional workplaces were installed in the reading room, of them 14 computer-assisted workplaces and a special computer-assisted workplace for

students with vision impairment. There are well equipped rooms at school for practice therapies, in particular for music, art and drama therapy, and for consultation.

The library is rather small, but students can use international databases in the library and from home. An electronic book order system installed in the library makes the search for books easier. The library subscribes for periodicals taking into account the funds allocated for that matter. Experts also noticed, that some books in library were not registered officially, because the stamp of the library was missing.

According to students' opinion a new computer class would be nice. But during last 3 years the situation has been improved already.

**Example of excellence:** the experts had an opportunity to visit the new clinic (of oncology), which is a great place of practice for students. At College a room for therapies is equipped very much like in clinic – students can get a good practice before real practice, so – they are very well prepared already when they will enter into the field.

### ***2.5. Study process and students' performance assessment***

The number of entrants increases every year but the drop-out of students does not increase and even shows a decreasing trend. The main causes of dropping out are personal decision to terminate the studies of social work; poor performance is the second most popular cause. Students like practice-oriented education, which fits to the local labour market. Most of students have made voluntary work already. Students stressed the flexibility of program, the experiences of team-work, and the friendly attitude of staff in department.

According to the SER, 59.7% of graduates are in total found placement. Of them, 83.1% work in their professional field. Placement indicators show a good training of specialists and their demand on the labour market.

The average assessment of final theses in 2012 was 8.89 and 8.38 in 2013. The analysis of final theses shows their 90% applicability. According to experts, marks of final theses generally speaking are too high, as was written before.

Some students complained about the study plan: there are (sometimes) empty hours during the day.

According to the SER: in the period under assessment the same requirements for the admission to studies apply to students of part-time studies as to students of full-time studies. The conditions of admission are announced on the website of the College. Admission to non-state-funded study places is additionally announced after the main admission. In the academic year of 2012/2013 students to part-time study programme of Social Work were admitted to non-state-funded places only. The number of entrants to part-time studies, as well as the average competitive score, shows a decreasing trend.

According to experts' evaluation both the international mobility of students and teacher; and also the participation in research projects should be more active. Hopefully next time we can discuss about it deeply in English already.

## ***2.6. Programme management***

According to the SER, in context of the implementation of the study programme and its quality assurance, the department cooperates with other structural units as well as management and self-government bodies of the College. Experts got the impression that the information and data on implementation of the programme are regularly collected and analysed. All decisions are taken jointly at the College: the updating of the study programme is carried out with regard to the self-analysis data; the certification of subjects is performed at the department; the selection of teachers and the initial qualification assessment as well as certification of teacher's activities are carried out by the decision of the department; the planning of the demand of material supply of studies; the updating of the library funds; the organisation and performance of applied research meeting the needs of the study programme.

Following the Procedure for the Preparation of Study Subject Description – 5-8 hours per credit are intended for theoretical and practical hours. For students of part-time studies, the study plan is prepared following the same logic of subject arrangement as for full-time studies. The same requirements are applied to students of part-time studies when preparing and assessing the final thesis as to students of full-time studies. Even though the share of contact hours (lectures,

practices and consultations) is the same in both full-time and part-time studies – 49.42%, the distribution of time in part-time studies is different.

Experts do hope, that all outcomes of internal and external evaluations are used for improvement. And one suggests that stakeholders should be involved in improvement process also.

### **III. RECOMMENDATIONS**

1. The identity of social work should fit with the international definitions. The localisation in the faculty of health is well argued, however strengthening social work as a broad concept and own core perspective is strongly needed.
2. Significant further improvement of the quality of the study program might be reached by strengthen the existing international teacher and student exchange program and by finding relatively similar partner-programs in this study area. Only some teachers and students spoke English – hopefully next time everybody in College is ready to communicate with experts in English.
3. Teachers could write more scientific articles, especially for referee-journals outside Lithuania.

### **IV. EXAMPLE OF EXCELLENCE**

The experts had an opportunity to visit the new clinic (of oncology), which is a great place of practice for students. At College a room for therapies is equipped very much like in clinic – students can get a good practice before real practice, so – they are very well prepared already when they will enter into the field.

### **V. SUMMARY**

The quality of the SER is adequate and very well written. The quality assurance program is based on regular meetings including teachers, students, graduates and employers.

This study program of social work is very important for the city: social problems, ageing, financial crisis et. al. are main themes of social workers every day activities. The College is strongly practice oriented, which helps to cope with all those social problems right after graduation the school. The staff has high professional competences both in social work and in educational field.

The program aims and expected learning outcomes are sufficiently focused on the requirements of a professional BA in social work. The quality of final theses is good but need some improvement in focusing on clear problem setting and adequate research question. The teachers efficiently support individual students if necessary.

Experts got a positive impression from this visit – all people they met were enthusiastic, full of ideas, and ready to improve the program if needed.

## VI. GENERAL ASSESSMENT

The study programme Social Work (state code – 653L50007) at Klaipeda State College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>18</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:	Prof. Dr. Hans van Ewijk
Grupės nariai: Team members:	Assoc. Prof. Dr. Mare Leino
	Ms. Ann Bens
	Assoc. Prof. Dr. Violeta Ivanauskienė
	Mr. Almantas Abromaitis

**KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *SOCIALINIS DARBAS* (VALSTYBINIS KODAS – 653L50007) 2015-01-23  
EKSPERTINIO VERTINIMO IŠVADŲ  
NR. SV4-17 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Klaipėdos valstybinės kolegijos studijų programa *Socialinis darbas* (valstybinis kodas – 653L50007) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>18</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)

5. <...>

**IV. SANTRAUKA**

Savianalizė suvestinė parašyta labai gerai, jos kokybė tinkama. Kokybės užtikrinimo programa grindžiama nuolatiniais posėdžiais, kuriuose dalyvauja dėstytojai, studentai, absolventai ir darbdaviai.



Ši *Socialinio darbo* studijų programa yra labai svarbi miestui: socialinės problemos, senėjimas, finansų krizė ir t. t. yra pagrindinės temos, su kuriomis susiduria socialiniai darbuotojai kasdienėje veikloje. Kolegija yra tvirtai orientuota į praktiką, tai padeda spręsti visas socialines problemas iš karto baigus Kolegiją. Personalas pasižymi aukšta profesine kompetencija tiek socialinio darbo, tiek ugdymo srityse.

Programos tikslai ir numatomi studijų rezultatai yra pakankamai orientuoti į socialinio darbo profesinio bakalauro reikalavimus. Baigiamųjų darbų kokybė gera, tačiau juos reikėtų dar šiek tiek pagerinti, sukoncentravus į aiškios problemos ir tinkamų mokslinių tyrimų nustatymą. Jei reikia, dėstytojai noriai padeda individualiems studentams.

Apsilankę Kolegijoje ekspertai susidarė įspūdį, kad visi, su kuriais susitiko, buvo entuziastingi, pilni idėjų ir prireikus pasirengę pagerinti programą.

6. <...>

### **III. REKOMENDACIJOS**

1. Socialinio darbo identitetas turi atitikti tarptautinius apibrėžimus. Programos vykdymas Sveikatos fakultete yra tinkamas, tačiau ypač reikia stiprinti bendrą socialinio darbo supratimą ir jo pagrindinę perspektyvą.

2. Būtų galima dar labiau pagerinti studijų programos kokybę sustiprinus esamą tarptautinę dėstytojų ir studentų mainų programą ir radus panašių programų-partnerių šioje studijų srityje. Tik kai kurie dėstytojai ir studentai kalbėjo angliškai, tačiau tikimasi, kad apsilankius kolegijoje kitą kartą, visi bus pasirengę bendrauti su ekspertais anglų kalba.

3. Dėstytojai galėtų rengti daugiau mokslinių straipsnių, ypač recenzuojamuose žurnaluose už Lietuvos ribų.

<...>