



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIUS UNIVERSITETO  
**SOCIALINO DARBO** (*valstybinis kodas - 621L50001*)  
VERTINIMO IŠVADOS

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**EVALUATION REPORT**  
**OF SOCIAL WORK**(621L50001)  
**MASTER STUDY PROGRAMME**  
**STUDY PROGRAMME**  
**at VILNIUS UNIVERSITY**

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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	621L50001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Socialinis darbas
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Dieninės (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinio darbo magistras
Studijų programos įregistravimo data	1997.05.19 No. 565

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Master study programme, Social Work
State code	621L50001
Study area	Social Sciences
Study field	Social Work
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Social Work
Date of registration of the study programme	1997.05.19 No. 565

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The Centre for Quality Assessment in Higher Education

## CONTENTS

<b>I. INTRODUCTION.....</b>	<b>4</b>
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the Vilnius University Faculty of Philosophy Social Work Study field/Additional information.....	5
1.4. The Review Team .....	6
<b>II. PROGRAMME ANALYSIS .....</b>	<b>7</b>
2.1. Programme aims and learning outcomes.....	7
2.2. Curriculum design.....	9
2.3. Teaching staff.....	10
2.4. Facilities and learning resources .....	10
2.5. Study process and students' performance assessment .....	11
2.6. Programme management .....	13
<b>III. RECOMMENDATIONS.....</b>	<b>14</b>
<b>IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE).....</b>	<b>15</b>
<b>V. SUMMARY .....</b>	<b>15</b>
<b>VI. GENERAL ASSESSMENT.....</b>	<b>18</b>

## 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 Vilnius University 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
	see the SER

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

The Social Work department (further – Department) was established on September 1, 1996 and it is one of the departments in the faculty of Philosophy. In 1994 Social Work Master's programme has been started. In 1995 the full-time Social Work Bachelor programme and part-time Social Work Bachelor programme have been registered. In 1999 Social Work Master's programme was renewed substantially, because it had to respond to the needs of those students who had already Bachelor's degree in Social Work. Since 2009 the Social Work department has launched Master's programme in Social Policy, and since 2011 – Social Policy Bachelor programme.

Currently Social Work department implements four programmes: full time Social Work Bachelor and Master's programmes, and Social Policy Bachelor and Master's programmes.

Social Work department collaborates with other subdivisions of the Faculty and other Faculties; teachers from other Faculties deliver in our Programme general university subjects, optional subjects and some interdisciplinary subjects, whereas teachers of our Department have courses in other study programmes and Faculties.

There are no Social Work doctoral studies in Lithuania, but graduates of Social Work Master's programme can enter the doctoral studies of Sociology while choosing the social work thematic for their doctoral dissertation. The doctoral studies of such students are supervised by the professors in social sciences. These professors have developed the subject and programme of social work in VU and they are very devoted to the subject.

The SER reports that during the last 5 years there were 7 doctoral dissertations prepared and defended and 7 were still in the process of preparation. The evaluation group did not have nor ask for – because of the very tight visiting programme and the fact that this evaluation did not concern post graduate studies – to see any of these PhD theses even though it would have been interesting to learn how the social work research interests are addressed and approached in the PhD theses.

#### **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 9-10/10/2014.

1. Prof. dr. Synnöve Karvinen-Niinikoski (team leader) *academic, University of Helsinki, professor of social work, Finland.*
2. Dr. Marju Medar, *Institut of Social Work, director, Estonia.*
3. Ms. Ann Bens, *University College Ghent, Head of International Office, Belgium.*
4. Assoc. Prof. Dr. Rasa Naujanienė, *Vytautas Magnus University, Head of Social Work Department, Lithuania.*
5. Ms. Ingrida Čenkutė, *students' representative.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

According to the Self Evaluation Report (SER) the **aim of the Social Work Master's studies** is to prepare highly qualified specialists able to independently and innovatively act both in social work practice and academic field. It is stated that competences and learning outcomes of the program encompass both generic abilities as well as the ones that are specific for social work profession. Despite that in some cases generic and subject specific competences overlap, the main aim of the competence development according to the SER the base for all competences is *to educate specialists, able to think critically and analytically, lead processes of social help, organizations (and subdivisions), influence social help policy, perform expert evaluations of social problems, carry out scientific research*. These are relevant in reference to the name of the programme and the qualifications offered.

Looking at the background information and the establishment of the social policy programmes there certainly is much overlapping or then divorcing factors between these two programmes. Especially reflected with discussions of students on both the BA and MA one is left to wonder how much competitive elements the structural arrangements are causing. However, it may be a very good decision for promoting the specific expertise and research area of social work.

Anyhow, the programme aims and learning outcomes can be considered to be well defined, clear and publicly accessible. Broadly it could be gathered that the programme aims and designed outcomes follow well Global Standards for Social Work Education and Training (<http://www.iassw-aiets.org/global-standards-for-social-work-education-and-training>). When regarding the programme aims and learning outcomes and whether they are based on the academic and/or professional requirements and making learning outcomes consistent with the type and level of studies and the level of qualifications offered – and certainly also meeting the public needs and the needs of the labour market it seems that all these criteria are met.

During the expert team visit it was discussed that the challenge in the master programme of social work is the double demand on both professional and academic competencies. Meeting the demand on practice-science continuum and integration in studies, research and field studies needs to be considered carefully in the programme aims and design with a formative interest as there is much to be gained on both the academic and professional fields. It is important that the

learning outcomes of students give both skills, theoretical understanding and interest for the development of social work as professional and organisational practice and research area.

The programme can be considered ambitious in the above mentioned senses but all the aims may be difficult to be gained because the position of social work as a research area is still weak among the other disciplines with long academic traditions of VU – or even with new ambitions like the newly established social policy programmes. The learning outcomes do not according to the discussions with students and assessment of the masters' theses fully meet the ideal of following the "latest achievements of science, art and technologies" as the use and knowledge about international social work research and discussions is quite meagre and the genre of social work research is still quite vague. This is a pity as today the international social work research is well developed and would be fruitful to be studied also in order to develop social work education in VU. This comment reflects also international activities and material resources as well as the curriculum design.

The programme is also meeting well the professional requirements but on the master's level the emphases is put on expertise on public policy level as well as on research and academic skills. This seems to cause confusion between the fields of social policy and social work and other disciplines and social work. The position of social work seems to be somehow vague which came visible in the meeting with students and alumni especially in their remarks and concerns about the new social policy programme. As the student flows seem to be varying it might be difficult to establish a kind of a clear identity and synergy in between the different study programmes and expertise. Looking for this balance will be important for all the four programmes in the department.

As it is stated in the SER this Master's programme seeks to implement a peculiar "split": to prepare and encourage graduates both for doctoral studies and for practice which requires high competence – and makes the programme work challenging. However, it is to be noted that there is a serious devotion in developing the social work programme since the previous evaluation and efforts in changing the programme to follow learning outcome orientation instead of teacher centred substantial approach. Thus the prospects seem quite good, indeed, especially when they are following the feedback given in the previous evaluation.



## ***2.2. Curriculum design***

It is quite evident that the curriculum design meets legal requirements and the study subjects and/or modules are spread evenly and that their themes are not repetitive as well as that the content of the subjects and/or modules is consistent with the type and level of the studies and that the scope of the programme is sufficient to ensure learning outcomes. There has also been plenty of effort in following the specific labour market and educational needs e.g. in the form of bridging studies. More concerns are raised when looking at whether the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes and whether the programme reflects the latest achievements in science, art and technologies.

After meeting with both teaching staff, students, social partners and assessing the masters' theses as the learning outcomes the expert team could agree that the curriculum design is meeting well the formal requirements. However a concern about the position of social work mentioned above may be reflected both in teaching and specifically in the learning outcomes. The course design and teaching methods are partly very progressive, partly traditional and not fully promoting the desired learning outcomes. There are e.g. courses on research skills and methods and reasonable amount of supervision provided for students to manage their theses writing. Surprisingly, however there seems to be a purely classic individual tradition of teaching and supervising the research work for the master's theses leaving each student alone with his or her research work as no seminars or other forums for collaborative learning and learning of collaborative research skills and culture are organised in this connection. Here the curriculum design might gain much of being re-thought on what kind of competencies really are needed in the field of social work and, of course, in inter- and multidisciplinary research today in the international research community of social work research.

A pleasure is, however, to acknowledge that during the recent years the teaching is otherwise often organised as small students' groups study in the Master Programme (7-9 persons). This certainly creates opportunities for individualized relationship between a teacher and students as well as among students themselves as needed in social work. The studies are also in that sense effectively organised and assessed to meet the aims of professional studies in social work. The same concerns mainly also the professional social work practice (see also 2.4.).

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

There seems to be a very devoted, qualified and competent teacher community for social work. The individual teachers are actively participating both in research and publishing but the expert team was concerned about the real work-load allocation between teachers. The number of teachers participating social work programme is very big, but at the same time some key persons may become too burdened as the main core of the teachers are responsible only for single and select courses with a standpoint in their own background discipline. There are, however, good efforts of both integrated collaboration and on a truly research-based teaching.

However, when social work education is considered there also should be a clearer thinking and support in social work research strategy in order to really reach the high ambitions of the master study programme of social work. This is also an issue of resources and departmental design. Vilnius University provides excellent academic opportunities for a competent and devoted staff and studies but for a sustainable future of the programme and opportunities for retention of academically devoted and qualified social work staff the university would gain in making the social work profile clearer in the academic community. The subject of social work in Lithuania does not, however, recognised as separate field of science. As a branch of sociology social work does not hold the autonomy of a separate major and discipline and research area. This raises a concern for the academic leadership in developing social work education and the social work research area.

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

There are no complaints about the facilities and learning resources - even the access of physically disabled students and staff seem to be taken care of even though the buildings are old. There are also a modern and well-organised library and information services including opportunities for world-wide e-resources. The social work library was very well up-to date when it concerns textbooks and literature, but improvement should be done in seeing that the staff and students do really have access and practical opportunities to fully be able to follow the international journals and publications in social work.

There are also remarkably big efforts and many good practices in organising the practice teaching and field placements of the students, but according to the discussions with students, alumni and social partners there are clear developmental needs as well. The main concern is

about collaborative strategies in developing practice teaching and the practice-learning communities in the field to become more deeply integrated as a part of academic social work studies. The students, supervisors or mentors and the teachers and the whole curriculum would gain in creating a joined and research based and pedagogically grounded process of establishing an arena for collaborative professional practice learning and research. The present practices are experienced to be more in the scale of just organising the necessary placements with mentoring and a reflective weekly group meeting with the field supervisor. Also this makes good gains in formulating ideas and topics for the master's theses and for learning communication and reflection skills. Still there is a wish for joint ideas for organisational development, joint research and especially visions for developing professional and life-long learning. This wish can be interpreted as an idea to develop a joint learning and researching community as a bridge between practice and academia. This is, again, partly an issue of curriculum design, teaching and study processes and reflects even the international activities and international developments in this field of social work education.

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

There seems to be a peculiar system of allocating student admissions dependent to governmental and private grants and funding and indicating a concerns raising inequality for young people to enter e.g. social work studies. Social work as a low-paid profession is not as tempting as other degrees with bigger "market value" like commerce, or even social policy. This is a case indicating how important the high-school political strategies and policies are. For universities this imbalance is challenging as the system is causing unsteady student flows parallel to the need for long term planning and strengthening of the programmes. There is also a specific risk in the case of the in itself very a popular Vilnius University to face of kind of student gambling when choosing study places. In the meetings with students it was explained that entering Vilnius University is a must for many students even though they would not be able to get a study place in the most popular programmes/disciplines. In future it will be important to follow how many students of the intake really graduate from social work and even more important to learn how many of the graduated stay in this professional field.

Social work may also be given a peculiar place in the wider departmental policies in running the programmes and allocating the resources. As the funding of university departments and faculties are depending on the intake number of students the departments welcome social work programmes that are relatively popular due to the good – though low paid - labour market

position of social workers. At the same time social work is a concurrent as the amount of governmental grants is limited and there are strong traditions in how they are delivered. Thus the student flow is not steady for this reason either, which in turn weakens the opportunities for a conscious development of sustainability of the programme and the teaching and research in social work. What is needed is a clear faculty and departmental strategy. This also reflects the problems in really making the social work studies internationally oriented not only for producing competent social workers for the European market, but for educating truly devoted professionals and visionary academic experts in social work for the home country.

Anyhow, the admission requirements are well-founded. Also the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes and students are encouraged to participate in research, artistic and applied research activities. However, when it concerns students' opportunities to participate in student mobility programmes, the situation does not look that good. The students feedback was that they are wishing for better opportunities and would be willing to participate in the exchange and mobility programmes, but are facing especially funding and timing programmes. However, there might also be opportunities in taking better use of the visiting teachers and provision of "international studies" at the home university and by increasing both studies in improving skills in communicating and using in foreign languages in e.g. scientific writing and reading. Also the visible domination on English and prevailing gains in the German languages might be wise to be widened to other strong languages – like e.g. French and Russian, as social work as a professional and scientific area is getting strong even within these language areas.

Vilnius University is very popular among students especially due to its good reputation and position as the main university in Lithuania. However, especially after the establishment of the new social policy programme the master level studies in social work in Vilnius University seems not to be the self-evident option after the bachelor degree in social work. The trends in young students' preferences are, of course, quickly altering, but there were severe tunes in the discussions the expert group had with various stake holders telling that the academic profile of the social work programme on master's level was regarded as less ambitious, less challenging and less promising compared with many other programmes both in Vilnius and other universities. The student and alumni feedback was, however, mainly very positive and the relationships between staff and students is seemingly good and the students reported also deep devotion to their studies in social work.

According to the students' opinions and the reported practices the assessment system of students' performance seem to be well and correctly organised and functioning. The SER report is very careful and clear about the study process and students' performance assessment and no further concerns about them are raised by the expert group.

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

The monitoring and quality assurance measure seem to be well planned and adequate and one can say that the Self-Evaluation-Report (SER) report gives in it-self an excellent example of a devoted follow-up and improvement work and that the outcomes of internal and external evaluations of the programme are used for the improvement of the programme. There is also careful description of the decision making and quality assurance processes and the respective responsibilities though at the departmental level this might cause some overlapping work.

The evaluation and improvement processes involve the central stakeholders in the evaluation and improvement processes. There are no complaints or concerns on this, but especially when it concerns managing the tension between practice and academia and the double aim in producing both professional and academic skills efforts in establishing the joint learning and research community and the development of social work research area a strong support and devotion is also needed from the management.

### III. RECOMMENDATIONS

1. The challenge of social work programme is the double demand on both professional and academic competencies and therefore it would be wise to work for a stronger academic profile for social work as a research area and study field. This aim could also be supported by continuing the collaborative strategies for developing practice teaching and the practice-learning communities as a part of academic social work studies. Creating a joined and research based and pedagogically grounded arena for collaborative professional practice learning and research would be strengthening the both, professional studies and academic research with new kinds of practice relationships and societal and professional relevance.
2. Also a more collaborative form of working with masters' theses, e.g. research seminars, would encourage the identification of social work as an academic research area and the students' academic ambitions. The scientific writing skills in foreign languages could also be promoted.
3. An effort in intensifying active use and following of international social work research and opening it also for the students. There is also a need to improve both the students' and the staff's access to both international activities and international scientific journals. International benchmarking might give innovative ideas for both teaching and research.
4. For really developing social work as an equal major in the faculty would need a full professor in this subject.
5. The student flow should be made less dependent on the private funding of studies in order to improve planning for programme sustainability and student retention.
6. Students would need better opportunities to participate in exchange and mobility programmes as they are facing funding and timing problems that inhibit their participation. There are opportunities for "internal" international studies at the home university that could be promoted by better integration of the lectures and teaching of visiting scholars and teachers.

#### **IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)\***

There has been excellent work done in developing the curriculum and pedagogical method suitable for learning outcomes oriented teaching and the parallel development of the teacher community that is also seemingly trying to include students in the academic community. There is an excellent attitude in the efforts for integrating the social work master programme in the faculty. Also self-evaluation report is excellent and showing the devotion for developing social work as an academic and research area with the production of professional qualifications. The material resources including library and information services are excellent though more use of the international information and channels would be desired.

#### **V. SUMMARY**

The learning aims and outcomes are relevant in reference to the programme and the qualifications offered. The establishment of the new social policy programme at masters' level may cause some overlapping and competitive elements. However the expertise and research area of social work are getting stronger and purposefully developed. The challenge of social work programme is the double demand on both professional and academic competencies. Meeting the demand on practice-science continuum and integration in studies, research and field studies needs to be considered with a formative interest. The learning outcomes do not fully meet the ideal of following the latest achievements of science, art and technologies. There is much to be gained by active use and following of international social work research and opening it also for the students. There is thus need to increase access to both international activities and international scientific journals. There seems to be a very devoted, qualified and competent teacher community for social work. The individual teachers are actively participating both in research and publishing but the expert team was concerned about the real and sustainable workload allocation between teachers. There are also remarkably big efforts and many good practices in organising the practice teaching and field placements of the students, but there are clear developmental needs as well. The main concern is about collaborative strategies in developing practice teaching and the practice-learning communities in the field to become more deeply integrated as a part of academic social work studies. There is a need for creating a joined and research based and pedagogically grounded arena for collaborative professional practice learning and research.

The student flows in social work seem to be varying and it might be difficult to establish a kind of a clear identity and synergy in between the different study programmes and expertise. Because of the prospect in the educational and professional markets of young academic students the master level studies in social work in Vilnius University seem not to be the self-evident option after the bachelor degree in social work. It was experienced that the academic profile of the social work programme on master's level was regarded as less ambitious, less challenging and less promising compared with some other programmes (e.g. social policy) in Vilnius and other universities. It is noted, however, that there is a serious and true devotion in developing the social work programme and teaching since the previous evaluation. Thus the prospects seem quite good and there are good efforts of developing integrated collaboration both within the department and in interdisciplinary community. Vilnius University provides excellent academic opportunities for a competent and devoted staff and studies, but for a sustainable future of the programme, the safeguarding of the retention of academically devoted and qualified social work staff and keen and academically ambitious students there is a need for making the social work profile clearer in the academic community. A full professor in social work would be needed. The student and alumni feedback was, however, mainly very positive and the relationships between staff and students is seemingly good and the students and alumni reported also deep devotion to their studies in social work giving them a high value.

There seems to be a peculiar system of allocating student admissions dependent to governmental and private grants and funding raising concerns about inequality for young people to enter e.g. social work studies. Social work as a low-paid profession may not be as tempting as other degrees with bigger "market value" like commerce, or even social policy. This is a case indicating how important the high-school political strategies and policies are. For universities this imbalance is challenging as the system is causing unsteady student flows parallel to the need for long term planning and strengthening of the programmes, for social work it is an issue of recruiting best possible students. The admission requirements are, however, well-founded. Also the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Still, when it concerns students' opportunities to participate in student mobility programmes, the situation does not look that good. The students are wishing for better opportunities to participate in exchange and mobility programmes, but are facing funding and timing problems. There might be opportunities for a provision of "international studies" at the home university by making better use of the teaching of visiting teachers/researchers and by increasing both studies and skills in communicating and using



foreign languages in e.g. scientific writing and reading that is also needed for improving the learning outcomes e.g. seen in the master's theses.

## VI. GENERAL ASSESSMENT

The study programme Social Work (state code – 621L50001) at Vilnius University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>19</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. Synnöve Karvinen-Niinikoski
Grupės nariai: Team members:	Dr. Marju Medar
	Ms. Ann Bens
	Asoc. Prof. Dr. Rasa Naujanienė
	Ms. Ingrida Čenkutė

VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS  
*SOCIALINIS DARBAS* (VALSTYBINIS KODAS – 621L50001) 2014-12-30  
EKSPERTINIO VERTINIMO IŠVADŲ  
NR. SV4-631 IŠRAŠAS

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus universiteto studijų programa *Socialinis darbas* (valstybinis kodas – 621L50001) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>19</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**

Studijų tikslai ir rezultatai yra tinkami programai ir siūlomoms kvalifikacijoms įgyvendinti. Naujosios magistro lygio socialinės politikos programos įsteigimas gali lemti kai kurių dalykų persidengimą ir konkurencingumą. Tačiau socialinio darbo patirtis ir mokslinių

tyrimų sritis vis stiprėja ir kryptingai plėtojama. Socialinio darbo programos uždavinys reikalauja tiek profesinių, tiek akademinų kompetencijų. Siekiant užtikrinti praktikos ir mokslo santykį ir integraciją į studijas, mokslinių tyrimų ir profesinės praktikos studijų poreikis turi lemiamą svarbą. Studijų rezultatai ne visiškai atitinka šį naujausių mokslo, meno ir technologijų pasiekimų idealą. Dar yra daug galimybių aktyviai išnaudoti ir domėtis tarptautiniais socialinio darbo tyrimais ir apie juos informuoti studentus. Todėl reikia gerinti prieigą prie tarptautinės veiklos ir tarptautinių mokslo žurnalų. Dėstytojų bendruomenė yra labai atsidavusi socialiniam darbui, kvalifikuota ir kompetentinga. Atskiri dėstytojai aktyviai dalyvauja moksliniuose tyrimuose ir publikuoja straipsnius, bet ekspertų grupei susirūpinimą kelia realaus ir subalansuoto darbo krūvio paskirstymas dėstytojams. Akivaizdu, kad dedama daug pastangų ir yra daug geros praktikos pavyzdžių organizuojant pačią praktiką ir užtikrinant profesinės praktikos vietas studentams, tačiau šią sritį dar reikia tobulinti. Didžiausią susirūpinimą kelia bendradarbiavimo strategijos, vystant praktinį mokymą ir bestudijuojančią praktiką bendruomenę, kuri turėtų būti labiau integruota, siekiant stiprinti akademinę studijų dalį. Taip pat reikia kurti jungtinę ir moksliniais tyrimais bei pedagogiškai pagrįstą aplinką, kurioje būtų užtikrintas profesinės praktikos studijavimo ir mokslinių tyrimų sujungimas.

Studentų srautai socialinio darbo programoje, atrodo, kinta ir gali būti sunku nustatyti aiškų skirtingų studijų programų ir patirties identitetą ir sinergiją. Dėl jaunų akademinės studijas baigusiu studentų perspektyvos švietimo ir profesinėje rinkoje socialinio darbo magistro studijos Vilniaus universitete, atrodo, nėra iš karto pasirenkamos įgijus socialinio darbo bakalauro laipsnį. Nustatyta, kad akademinės socialinio darbo magistro lygio programos studijos yra mažiau ambicingos, teikia mažiau iššūkių, yra ne tokios perspektyvios, palyginti su kai kuriomis kitomis programomis (pvz., socialinės politikos) Vilniuje ir kituose universitetuose. Vis dėlto pastebėta, kad nuo ankstesnio vertinimo yra rimtai ir su atsidavimu kuriama ir dėstoma socialinio darbo programa. Perspektyvos, atrodo, yra gana geros ir matomos pastangos kurti integruotą bendradarbiavimą tiek katedros, tiek tarpdalykinėje bendruomenėje. Vilniaus universitetas suteikia puikias akademinės galimybes kompetentingam ir atsidavusiam personalui ir studijoms, tačiau norint užtikrinti tvarią programos ateitį, siekiant išlaikyti akademiškai atsidavusį ir kvalifikuotą socialinio darbo personalą bei entuziastingus ir akademiškai ambicingus studentus, reikia aiškiau parengti socialinio darbo profilį akademinėje bendruomenėje. Reikia visu etatu dirbančio profesoriaus socialinio darbo srityje. Studentų ir alumnų grįžtamasis ryšys dažniausiai buvo labai teigiamas, personalo ir studentų santykiai akivaizdžiai geri, studentai ir alumnai taip pat patvirtino didelį savo atsidavimą socialinio darbo studijoms, o tai garantuoja didelę jų vertę.

Atrodo, kad egzistuoja savotiška studentų priėmimo paskirstymo sistema, priklausanti nuo valstybės ir privačių grantų ir finansavimo, o tai kelia susirūpinimą dėl nelygybės jaunimui patekti į, pavyzdžiui, socialinio darbo studijas. Socialinis darbas, kaip mažai apmokama profesija, gali būti ne toks viliojantis, kaip kitos rinkoje labiau vertinamos profesijos, kaip antai, prekybos ar net socialinės politikos. Tai rodo, kokia svarbi yra aukštosios mokyklos politinė strategija ir politika. Universitetams toks disbalansas yra sudėtingas, kai sistema neužtikrina pastovaus studentų srauto, kuris būtinas ilgalaikiam planavimui ir programų bei socialinio darbo stiprinimui, ir šis klausimas susijęs su geriausių galimų studentų pasirinkimu. Priėmimo reikalavimai yra pagrįsti. Studijų eigos organizavimas užtikrina tinkamą programos vykdymą ir studijų rezultatų pasiekimą. Vis dėlto, kalbant apie studentų galimybes dalyvauti studentų judumo programose, situacija nėra tokia gera. Studentai nori geresnių galimybių dalyvauti mainų ir judumo programose, tačiau susiduria su finansavimo ir laiko stokos problemomis. Yra galimybės vykdyti „tarptautines studijas“ savo universitete, geriau išnaudojus kviestinius dėstytojus ir (arba) tyrėjus, padidinus studijų užsienio kalba skaičių ir pagerinus įgūdžius bendraujant ir naudojant užsienio kalbas, pavyzdžiui, mokslinis rašymas ir skaitymas, kurio taip pat reikia norint pagerinti studijų rezultatus, pvz., magistro baigiamuosius darbus.

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### **III. REKOMENDACIJOS**

1. Socialinio darbo programa reikalauja dvigubų kompetencijų: akademinę ir profesinę, tačiau patartina stiprinti socialinio darbo akademinę studijų dalį, kaip mokslinių tyrimų sritį ir studijų kryptį. Šį tikslą taip pat galėtų sustiprinti tęstinės bendradarbiavimo strategijos, vystant praktinį mokymą ir bestudijuojančią praktiką bendruomenę, kaip socialinio darbo akademinę studijų dalį. Jungtinės ir moksliniais tyrimais bei pedagogiškai pagrįstos aplinkos, kur būtų užtikrintas praktikų ir tyrėjų bendradarbiavimas, sukūrimas leistų sustiprinti tiek sprofesines studijas, tiek mokslinius tyrimus, įdiegus naujas praktikos rūšis, kurios būtų aktualios visuomenei ir profesinei sričiai.
2. Labiau bendradarbiavimu pagrįsta magistro baigiamojo darbo rengimo forma, pavyzdžiui, mokslinių tyrimų seminarai, leistų sustiprinti socialinį darbą, kaip akademinę tyrimų sritį, ir studentų akademinę ambicijas. Reikėtų gerinti mokslinio rašymo įgūdžius užsienio kalba.

3. Stengtis aktyviau domėtis tarptautiniais socialinio darbo moksliniais tyrimais, jais naudotis ir informuoti studentus. Taip pat reikia gerinti studentų ir dėstytojų prieigą prie tarptautinės veiklos ir tarptautinių mokslo žurnalų. Tarptautinis palyginimas gali suteikti naujų minčių dėstyto ir mokslinių tyrimų srityse.
4. Norint socialinį darbą išvystyti kaip lygiavertę kryptį kitoms esančioms kryptims fakultete, reikėtų visu etatu dirbančio šios srities profesoriaus.
5. Siekiant pagerinti programos tvarumo planavimą ir išlaikyti studentus, studentų srautas turėtų mažiau priklausyti nuo privataus studijų finansavimo.
6. Studentams reikėtų užtikrinti geresnes galimybes dalyvauti mainų ir judumo programose, nes jie susiduria su finansinėmis ir laiko planavimo problemomis, kurios apsunkina jų dalyvavimą. Reikėtų skatinti „vidaus“ tarptautinių studijų galimybes Universitete geriau integruojant kviestinių tyrėjų ir dėstytojų paskaitas ir dėstymą.

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