



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO

STUDIJŲ PROGRAMOS *SOCIALINIS DARBAS*

(valstybinis kodas – 621L50003)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF SOCIAL WORK

MASTER STUDY PROGRAMME (STATE CODE - 621L50003)

LITHUANIAN UNIVERSITY OF EDUCATION SCIENCES

1. Prof. dr. Synnöve Karvinen-Niinikoski (team leader) *academic*,
2. Dr. Marju Medar, *academic*,
3. Ms. Ann Bens, *academic*,
4. Assoc. Prof. Dr. Rasa Naujanienė, *academic*,
5. Ms. Ingrida Čenkutė, *students' representative*.

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Socialinis darbas
Valstybinis kodas	621L50003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Socialinis darbas
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2);
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Meistras Socialinio darbo
Studijų programos įregistravimo data	04.07.2003

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>SOCIAL WORK</i>
State code	621L50003
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), part-time (3)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master in Social Work
Date of registration of the study programme	4 July 2003

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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.	Teachers' list who hold a degree in social work
2.	Directions of research
3.	A content of journal of LUES
4.	Information about a journal „Social work research and actualities“ which is

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

The study programme is being implemented in a higher education institution, i.e., in Lithuanian University of Educational Sciences, which has been functioning since 1935.

The study programme was registered following the Order of the Minister of Education and Science No. ISAK -986 of 4 July 2003 and launched in the Department of Social Pedagogy of the Faculty of Pedagogy and Psychology 1 July 2004. Now the efficiency of the Study Programme is ensured by Institute of Social Communication (ISC) of Lithuanian University of Educational Sciences, which has two departments (Social Education and Social Work) and three Centres (Centre for Research on Social Inclusion, Centre of Learning and Information and Centre of Social Pedagogical Innovations). Formally Master in Special Education Study Programme belongs to the Department of Social Work.

The self-Assessment team was formed to analyse the implementation of the programme and to prepare the self-evaluation report.

The present review has been carried out under the guidelines and procedures of SKVC. Conducting evaluation of the Study Programme, the External Evaluation Team (hereinafter 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) and the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

The initial stage included the preparation of a self-assessment report by the University. This was seen and commented on by the team of experts, following which the team visited the University on October 7, 2014. During the visit the evaluation team had the opportunity to discuss the programme with faculty administrators, teaching staff, students, graduates and employers. The evaluators visited the library, offices, teaching space and facilities associated with the programme.

After the visit, the expert group held a meeting in which the content of the evaluation was discussed and amended to represent the opinion of the whole group.

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 7th of October 2014.

1. Prof. Dr. Synnove Karvinen-Niirikoski (team leader), Professor of Social Work at University of Helsinki, Finland
2. Dr. Marju Medar, Director of the Institute of Social Work at Tallinn University, Estonia
3. Ms. Ann Bens, Head of International Office at University College Ghent, Belgium
4. Assoc. Prof. Dr. Rasa Naujaniene, Head of Social Work Department at Vytautas Magnus University, Lithuania

II. PROGRAMME ANALYSIS

2.1. Aims of the programme and the learning outcomes

The description of the programme submitted for the expert evaluation complies with the regulations of general and specific requirements for Master study programmes (e.g., the Law on Higher Education and Research, the Regulations of Studies in the Study Field of Social Work, the Descriptor of Qualification Requirements for Social Workers and Descriptor of Procedure of Professional Development of Specialists in Social Work, the Descriptor of General Requirements for Master Study Programmes, the Description of Full-time and Part-time Models of Studies etc.). The aim of the study programme is based on the changes in society and meets the needs of labor market (demand for highly qualified social workers). It is in compliance with the mission of Lithuanian University of Educational Sciences and the mission of Institute of Social Communication within which the administration of this master study program is implemented. During the visit the members of administration said that the place of Social work programme in the faculty described in University level, regarding University's mission: „Social work study program mission in Lithuanian Educational Science University is to enhance human well-being and to help meet the basic human needs of all people and social groups in Lithuania society, with particular attention to the needs and empowerment of people and special society groups who are vulnerable, oppressed, and living in poverty.“

The study programme is designed for the full-time studies (2 years) and for the part-time studies (3 years). The aims of the programme and the learning outcomes are reflected in the statement of the self- evaluation report. The programme is developed on competence and on the approach based on learning outcomes.

Statements on evaluation of programme aims and the learning outcomes according to the following criteria:

- The aims of the programme and the learning outcomes are defined and publicly accessible;
- The aims of the programme and the learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market. This was demonstrated during the visit by members of teaching staff, alumni and employers.
- The name of the programme, content and the qualifications offered are generally compatible with each other, but the program is mainly focused on one direction. The program has three specializations, but the main specialization is management and other two specializations have rarely been used by students and graduates. This was confirmed in the meetings with students, teachers and alumni.
- The Master Study program stresses the development of research skills as well as analytical, critical and creative thinking. An important part of this Study Programme is the learning outcomes related to theoretical knowledge and practical skills of scientific research. Total amount of courses of methodology of Social Work, Writing of Master Paper and Professional Scientific Research Practice is 48ECTS and this has to ensure high quality of student research and it will be a guarantee for work as a reflective social worker for students in future. But the level of students' master's theses don't show it. The levels of students' master's theses are weak. It concerns research

competences and analyses of theoretical literature in master theses. Also, the use of foreign languages is narrow, or not existent, the used literature is insufficient or old.

- Learning outcomes C2 describes, that a student is able to fluently and suggestively express own thoughts in written and oral form, to communicate efficiently, to participate in discussions in professional environment and public space in Lithuanian and other languages. During the evaluation, only a few students and some of the teachers were able to communicate in English. The students did not name the international journals of social work that they use.
- The aim of study programme is quite high, including several big tasks for the implementation. Evaluation report describes that in future new places for the graduates from the Study programme will be created employing funds of EU according to the new European Framework Programme for research and Innovation called Horizon 2020. But the level of master theses is not supporting this task and is not enough for working as a researcher.

All these above mentioned facts ask for big revision of learning outcomes.

2.2. Curriculum design

At the end of each academic year the Study Programme is analyzed in the strategic plan meetings of Department. Conducting the Study Programme based on partnership with other departments and units of institute (Centre for research on Social Inclusion, Centre of Learning and Information and Centre of Social Pedagogical Innovations).

Curriculum development is based on the feedback of students, alumni, employers and teachers. Modification of the Study Programme is discussed in the Study Programme Committee and approved by resolutions of the Council of institute (ISC).

The Study Programme gives students opportunities for deepening their knowledge and acquisition of specific abilities in three specializations, in managerial, arts therapy and penitential activities. But the meetings with students, teachers and alumni revealed that the main specialization is management and other two specializations have rarely been used by students. Specialization of penitentiary work was stopped because of students' lack of interest.

During the site visit the experts' team discovered that the course descriptions and the content of courses to develop the necessary competences are not discussed together with the departments and staff. Due to that there is a great need for a common vision within the staff and for communication about the Study Programme and individual courses.

Names, goals and learning outcomes of some courses are not consistent (for example course of "Social and educational Policy" SD05 and "European Social Integration and Policy" SD06). Several courses are based on the Lithuanian readings and literature, there are no international professional and scientific journals on the list. (For example "Professional Scientific research Practice" SD11, "Writing of Master Paper I" SD12, "Writing of Master Paper: stylistics of Scientific text" SD13, and "Writing of Master Paper" SD14. In course description of course "Projecting and Management of Social Processes" SD15 are no readings about project management theories and funding strategies of EU.

Some courses in programs have similar learning outcomes or readings, for example "Management of Institutions and Improvement of Activities" SD17, "Projecting and Management of Social Processes" SD15 and "Management of Social Work Quality" SD16.

The same can be said about courses “Process of Arts Therapy” SD21 and “Methods of Arts Therapy” SD22.

During the study visit the evaluators got acquainted with the Master thesis and recognized that they did not demonstrate that the requirements and aims described for these studies in the Self-evaluation report would really have become realized. It concerns research competences and analyses of theoretical literature. Also, the use of foreign languages is narrow, or not existent, the used literature is insufficient or old in some thesis. Master’s theses do not show the same ambitiousness as presented learning outcomes needed in master level (described in qualification standards in level 7).

Goals and learning outcomes of the course “Professional Scientific research Practice” SD11 are not consistent and clear. In Master's level it is required to pay particularly close attention to the training of specialists, who can carry out their work using evidence-based approach and who can implement its actions through reflection. In this Study Programme this dimension is only mentioned in learning outcome D1 (table 2).

The goal of course “Professional Scientific research Practice” SD11 is to develop general and special professional competences of a social worker and to link theoretical knowledge of social work with practical activity, but learning outcomes are more focused on research skills, social and cooperative abilities. During the meeting with teaching staff it was mentioned, that practice is combined with teaching and learning outcomes are achieved through the analysis of case studies and real practice work in placements. It is not clear whether it is the practice of social work or research practice? Is there a significant emphasis on the conducting of research or on getting practical social skills and experiences in conducting professional scientific research practice? Based on students’ opinions the critical points for them need more practice and related practice teaching.

During the meetings with administration and teaching staff it was expressed that practice expertise in social work was carried out in several ways, by participating in the conferences and projects with the partners, one Erasmus module for teachers will be planned to do in cooperation with other school. In context of New Definition of Social Work and the Global Agenda teachers and students together with international partners (6 universities) had several debates about developing professions of social pedagogy and social work more together. These discussions were concentrated on professional identity, profession promotion, students and teachers participation in project work etc.

Evaluation report describes as a weakness that more attention should be allotted to newest achievements in technologies. But during the visit teaching staff could not answer to the questions on what they mean by the definition of technologies of social work. Social innovations are more defined related with project work or e-learning.

Generally the Study programme Statements on evaluation of curriculum design according to the following criteria:

- The curriculum design generally meets legal requirements;
- Study subjects and modules are spread evenly, their themes are not repetitive;
- The content of the subjects and study outcomes should be more clear and consistent with the level of the studies;

- Generally the content and methods of the study courses are appropriate for the achievement of the intended learning outcomes. Some specializations (penitentiary Activities and Arts Therapy) need discussion about sustainability;
- The scope of the programme is partly sufficient to ensure learning outcomes. Practice of students needs more critical discussions;
- The content of the programme partly reflects the latest achievements in science, art and technologies. More attention is needed to the international social work and directions of Global Agenda. The volume of the Master degree programme corresponds to the regulations.

2.3. Teaching staff

The teaching staff members from the assessed Study Programme generally meet the requirements provided by legal acts. 93% of all teachers have scientific degree (PhD). Most of the teachers are active and participate in national projects, part of them in international projects (Prof Dr. V. Vaicekauskiene; Prof Dr. V. Aleksiene; Assoc Prof Dr. A. Kaušyliene; Prof Dr G. Kvieskiene; Prof Dr. I. Zaleskiene).

The lecturer has three sides in the work, teaching, research and development and expert work / order. The criteria for teachers in elections are related with mentioned tasks. Teachers are elected for a period of 3 or 5 years.

Evaluation report mentions that the ratio between teachers and students is approximately one to three, which is a very good ratio and gives opportunity for teachers to deal with students individually.

The proportion of professors and associated professors in this Study Programme is high. But during meeting with administration it was confirmed that institute can manage and finance this program, with so high proportion of professors.

Risk is that the Study Programme is provided by a staff with very different individual competences. Teachers mostly have a PhD in Social Sciences, Humanities, Educational Sciences, Psychology and Applied Sociology, not a degree or qualification in Social Work. Only 4 teachers have social work background in bachelor or in master level. Unfortunately all the social work teachers (regardless maybe one who has some specific course) have their expertise from the very same university, LUES, and their international activities look meager. This can be one of the factors in the problematic learning outcomes in LUES.

Most of the teachers are active scientists who participate in research projects and make presentations in national, and some academics are also active at international level. A special paper which was sent to evaluation team after visit described the fields of Science of the departments of Social Work and Sociology at Faculty of Social Education. But this paper did not describe research strategies' connection with curriculum related specializations (management, penitential activities, arts therapy) and study process. Themes are okay, but not really contributing to the teaching and development of the curriculum. The clarification of publications and books was not possible because they seem to be in Lithuanian. The expertise in social work and social work education seems thus to be quite thin at LUES. In future it is needed to turn more attention on focusing on research specializations of institute and connect it with the study specializations and students research activities.

During THE visit the work load of teaching staff was specified. This Study Programme is bounded by the five teachers and two courses taught by a part-time teachers. The balance between teachers and students in this programme is one teacher per 25 students.

University and institute as the higher education institutions created conditions for the professional development of the teaching staff which is necessary for the provision of the programme. Employers are satisfied with their training opportunities. Based on teachers' opinions the equality and tolerance, compromise are the key words on this University.

However, there are also weaknesses in the work of the teaching staff.

It seems that there is high potential, based on a long tradition but it needs to be developed and provided in a new way. A common vision of Social Work needs to be developed and communicated within teaching staff. Also, international mobility of teachers is needed to develop, which can support common understanding of social work and language skills. A change into up-dated teaching methods and elaborated cooperation within staff could be attractive for academic career of young teaching staff.

Evaluation report in table 8 describes that during 2013 teachers' participation in conferences in foreign countries, and publication, also in sciences and arts popularisation was reduced and more attention was going to the project work. Annex 3.2 Data of Academic Staff described the teacher's research areas which is more related to their own profession and teaching experiences then gives opportunity to focus to the main directions of Programme. At the moment the institute does not have a specific development plan how to focus on own research and development directions.

During the visit the members of administration explain that at the moment new strategy for development of the Faculty of Social Education for 2020 year is under preparation. Previously the two faculties were merged and now these previous strategy plans are not valid.

Current research and development is primarily a person-centered and does not adequately support teaching, student's involvement in research and meeting of students learning outcomes. Thus, a small unit is unable to contribute equally in all directions, and therefore needs to focus on essential topics.

Staff of the institute has been a part of international organisational movements, as the International PhD network TISSA and carried out a number of national and international projects. For financing foreign professors Fullbright scholarships are used. The discussions during the visit showed that there is a great necessity for the staff to develop foreign languages skills.

Statements on evaluation of teaching staff according to the following criteria:

- The Study Programme is provided by the staff meeting legal requirements;
- The qualifications of the teaching staff are not sufficient to ensure learning outcomes. Programme needs more teachers with social work qualification. Supervisors of practice in placements have to be qualified and trained for supervising of students;
- The number of the teaching staff is adequate to ensure learning outcomes;
- Teaching staff turnover is generally able to ensure an adequate provision of the programme. More attention to development of foreign language and training of teaching methods are needed;
- The teaching staff of the programme is involved in research (art) but this is more based on teacher's personal interests and not directly related to the Study Programme being reviewed.

2.4. Facilities and learning resources

For the implementation of the Master Study Programme in Social Work, mostly the infrastructure of the Lithuanian University of Educational Sciences is used. There are 8 newly renovated classrooms of the Institute of Social Communication and 7 classrooms of other LEU divisions. The classrooms are equipped with modern infrastructure and modern equipment like video projectors, computers, overhead projectors, as well as audio and video equipment, which help to provide services with good quality.

Students have access to the use of the Study and Information Centre, Laboratory of Psychology Training and classrooms which are equipped with computers with software programmes (SPSS, Kokybis etc), a printer, a scanner, a photo copier and other equipment. The Study and Information Centre offers students periodicals on social work in Lithuanian and in other languages (English, German and Russian).

During the visit it became clear that the students do not know the international social work journals. This shows that they are not using them or not using them correctly (taking the reference from somewhere).

The teachers' rooms and working area is provided with service laptops with the necessary software installed and wireless internet. Students have access to use six classrooms equipped with computers (total number of computers is 46).

All areas in the university have wireless coverage, accessible and free of charge for students enrolled at the University. Students have facilities to copy and print.

Students have free access to the funds of LEU Library. The University provides access to a number of subscribed and tested data bases of foreign countries (more than 30 data base), where students and teachers can both read articles and electronic books. The Library stocks are constantly renewed using LEU and ISC funds.

Academic Information System (AIS) and Moodle learning platform have been implemented at the University.

During the meeting with administration staff it was confirmed that the calculations have been made with regard to the sustainability of the program. It is financed by the state, and in addition to payments to be received from 10 students (It is financed by the state, and in addition to payments to be received from 10 students (tuition fee of one study term is 2992 Litas (867euros). The program pays off for a minimum of 8 students.

Institute has arranged students' practice on the base of contracts with agencies (NGO Confederation for Children, Lithuanian Welfare Society for Persons with Mental Disability "Viltis", etc) and municipalities (Administration Department of Vilnius District Municipality). Students can express their wishes in finding the practice field and place. Practice is carried out in collaboration with the three parties - the university supervisor of practice, practice tutor in placement and the student. During the visit it turned out those students need more practical experience, opportunities to practice in a different offices and variety of placements. Employers confirmed that students meet those expectations. Employers confirmed that more training in topic of supervising students is needed.

Evaluation report mentions, that one of the weaknesses is finding enough funds for academic literature. During the visit the evaluation team was looking through the teaching materials (textbooks, books, periodical publications, databases) and found that it was insufficient. A lot of studies have been carried out by using the Lithuanian literature, but this is not enough in a

master's level of education. Students were using little foreign literature, and can't name internationally important social work journals.

2.5. Study process and student's performance assessment

The admission to the Study Programme is implemented by the Department of Social Work, LEU and is organized in three stages according to the rules of second level studies of University. The criteria for the entrants to the Master Study Programme of Social Work are developed and approved by the Study Programme committee. Graduates of the university Bachelor studies in a different study field, have opportunities to enter to the Master Study Programme of Social Work through additional conditions.

Risk of this Study program is a small number of students. The number of students admitted in the past three years has reduced from 35 in 2011 to 20 in 2013. Competition for admission to this program is great, but the numbers of state-funded places is too small to satisfy the needs of applicants. Based on the opinions of program administrators and teaching staff, there are not enough students who can pay their own tuition fees for learning in the social work field, because it is a low-paying profession. But the number of state-funded places is not increasing in the coming years, rather this will be decreasing. The institute does not have part-time students from 2011.

In general, organization of the study process allows to achieve learning outcomes of the programme. However each student reaches individual level of competences according to one's efforts and level of satisfactory. The students have opportunities to use foreign scientific material for preparation of Final Master theses. Although they have a possibility to use data basis (EBSCO), but usually the material from there is not used. But after the review of students Final Master Theses the evaluation team assumes that there is a need to pay more attention to research methodology, analysis of the scientific sources in foreign languages. There is a lack of scientific discussion in the final Master thesis, weak English summaries.

Students express in discussions that they want to be more involved to teachers' scientific and research activities.

The students' participation in students' mobility programmes is not enough. During the visit it was revealed that students are not motivated to go abroad by Erasmus programme. Reason is that students have their own working places and they are going to work, also they do not speak foreign languages. To the question, how has the institution arranged students' mobility, staff members who were responsible for preparation of Self-Evaluation Report answered that sometimes institute was sending students abroad (for example MA degree students for PhD programme) but sometimes they didn't turn back. The teaching staff and administrators of the Study Programme seem to be making this idea of students exchange programme a priority for the future, but in reality it will be hard to achieve for students who are already working. During the conversation the students expressed willingness to get acquainted with social work experiences in other countries. Which means that the opportunities of students to go abroad need more promoting.

Students and teaching staff members mentioned that it would also be good to see more visiting lecturers in teaching of Social Work. The using of Erasmus mobility programme could increase students' and teachers' capability to use foreign languages.

The students may apply for and receive loans to cover their living costs and tuition fee. But the university was supporting the students who have financial difficulties giving them social, incentive scholarships and one-time benefit. Students from state-financed places, who demonstrate good academic results may get a scholarship from the funds of the Institute.

Academic support for students is provided in the form of consultations face to face and via e-mail. The students may register for consultations every third Saturday of the month. According to the graduates the students have one monthly meeting with the teacher while preparing the Master thesis. But if there is a need for more meetings then it could be organized.

Students' feedback on courses is collected regularly, also the feedback of graduates. Graduates and students were satisfied on the outcomes of Study Programme and appreciated their skills in labor market. During the visit the members of teaching staff expressed that professional preparation of graduates meets the programme providers' expectations.

Concerning career opportunities of the students it has to be noted that most of them are already employed as social work specialists and they perceive studies at social work Programme as an opportunity to occupy the position of a social worker based on studies. Based on students' remarks, the most attractive things in this programme are discussions about involvement theory and practice in context of social work, when they learn a lot. Students want to be involved into social work practice.

In conclusion we can say that the study process supports the achievement of the learning outcomes, but it shall have to be improved for getting a more efficient education.

2.6. Programme management

Study Programme is carried out at 4 levels: the Study Programme Committee, Department, Institute and University. Based on the evaluation report it can be concluded that the internal quality assurance measures exist, but question is about these effectiveness and efficiency.

University has a traditional contraction of quality management at 4 levels: the Study Programme Committee, Department, Institute and University. Evaluation report describes collection and analysis of information on implementation of Study Programme. The process is based on four different questionnaires and the responsibility for the collection of the survey data is distributed between separate persons. The program committee members receive feedback from the students. Students, employers and alumni provide comments and suggestions for better arrangement of students practice. Outcomes of internal and external evaluations of the programme were used for the improvement of the study programme.

Evaluation report mentions, that the Department of Social Work intensively collaborates with stakeholders and employers. During the visit it was mentioned by the employers that they have participated in the workshops and are the partners in joint projects. Along with employers and students who attended discussions at scientific conferences. In the opinion of employers and teachers the projects also require a qualification on master's degree level. Meeting with Employers and social partners gave information that this curriculum provides a good Manager Skills.

Employers are willing with programme, because it meets the needs of the labor market. Master's degree is required for employers. It is a complex social competence that the employers need today. Social organizers, the organizers are needed in local governments and regions. It is also more and more needed in the private sector. Labor market needs more social project managers that know how to get money for institutions. They can help people to make a start in services market.

Alumni are working in various positions in the fields of social work and social pedagogy, including specialists and leaders in local and county government levels in social welfare and

private sectors. University Alumni Club is working. Alumni are involved in the practice of coaching, supervising of master's theses, also in participating and preparing of conferences. This is alumni's voluntary contribution to the university. Alumni share their experiences in lectures. Alumni believe that master degree is needed in their work and gave the systematic understanding of the social and health sciences.

Evaluation report mentions, that it is necessary to strengthen measures of internal study programme quality assurance. During the visit this argument was approved.

Meeting with administration staff gave information that in June a special document of quality assurance had developed. Now in preparing different quality standards for study, for research, for personnel management etc and also will be planned to collect regularly feedback in different partners and levels of the study process.

Evaluation report mentions, that it would be necessary to intensify studies of foreign literature and information sources as well as to strengthen collaboration with the departments in the study field of social work from other universities. During the visit this argument was approved. It is important and needed to intend a better link between theory and practice in the process of teaching and field practice.

During the visit different members of Study Programme appreciated that offering of this Study Programme have enough financing, is sustainable and gives a master degree in high quality level. But during the assessment the evaluation team found a number of significant problems and improvements, which have to be taken into consideration before continuing teaching on based of Study Programme of Social Work.

III. RECOMMENDATIONS

For the further development of the programme it is necessary to strengthen the following aspects:

Aims and learning outcomes -

1. To analyze the aim and learning outcomes of the programme leaving for the implementation only those that are realistic, up to date, possible to reach;
2. To actualize the understanding of the concept "learning outcomes" between the staff.

Curriculum and its design -

1. To think over the mandatory part of the programme strengthening the students practice in placements;
2. To decide about the directions of the studies – management, arts therapy or penitentiary activities;

Study process -

1. To analyze the quality of final thesis and to work out a strategy for the quality assurance of the master theses;
2. To have more practice from life at the institutions;
3. To pay significantly more attention to internal and external collaboration, internationalization of study process, the optimal use of ERASMUS possibilities;
3. To improve the quality system development of Social Work study programme evaluation and to organize it eventually;

4. To promote the development of foreign language skills of teachers and students;
5. To create a virtual learning environment for studies.

Staff -

1. To increase the proportion of teachers with social work qualification in offering this Study Programme;
1. To widen the understanding of the concept “learning outcomes”;
2. To raise the responsibility and quality of the staff of being consultants in the process of preparing Master thesis (quality assurance);

Management of the programme -

1. To work out the strategy of how to attract more students from Lithuania and maybe from other countries;
2. To evaluate students Erasmus mobility programme and support student’s opportunities to go abroad and invite foreign students to participate in LUES Study Programme;
3. To involve more students in the implementation of the programme-survey organization, quality analyses, interests of students;
4. To improve the quality system development of Social Work study programme evaluation and to organize it eventually.

IV. SUMMARY

Evaluation by areas and criteria

General feedback: It was an interesting Study Programme to be assessed and learned about. Evaluation team had a very full day with good conversations and rich materials, thank you for this. Meetings with students, alumni and social partners were very positive. The programme seems to be highly valued as useful and inspiring among these groups. The labor market value experienced to be high and collaborative relations good. However, the expert team is concerned on the fact that this is already a second chance given for LUES to develop the social work programme and education on the demand quality levels. There is a specific concern on whether LUES is really seriously investing on this important master’s degree programme to meet the labor market needs and the national social work education policies though there would be good possibilities in the profile of the LUES for that.

1. Programme aims and learning outcomes

The aim is relatively well defined and can be considered to be in many senses up to date. However when assessed in the learning outcomes given in the masters’ thesis one may pose the question on whether the aims are fully met and made to work in the curriculum and teaching. This concerns especially the understanding and visions of what is required in social work education e.g. in reference to the International Standards of Social Work Education by IASSW and more widely in the international research and education communities of social work internationally.

There seems to be a big emphases on the 18 credit management specialization opportunity among students, alumni and social partners and accordingly the interest in other specialist areas seems to be weaker (e.g. the cases of penitentiary and arts therapy approaches).

All in all the aims of giving a masters’ programme in social seem very creative and promising in the sense of meeting the new societal and working life needs e.g. according to the Horizon 2020 programme but at the same time the expert team is not convinced that the programme

meets the academic requirement of a social work MA /MSW programme (this can be seen especially in the learning outcomes).

2. Curriculum design

Curriculum design is in many senses clear and dynamic, but the profile still seems to be unclear. It can be considered to have stuck in between traditions and renewals and there certainly will be a lot of developmental work to be done for reaching such a creative design that the presented programme aims give reason to expect.

In the field of social work practice teaching here is understood as an collaborative and learning outcome oriented teaching activity of both parties, the practice placements and the teaching staff is to improve and integrate both professional skills and theoretical and research oriented understanding, knowledge and competencies, both in the practical and academic fields of social work education. On an academic Master's degree education there is a double demand on competencies to be both professionally and academically valid.

3. Teaching staff

There is a devoted and motivated teaching staff but it needs a more systematic and devoted approach joint efforts in a collaborative and systematic way to work towards further developing the curriculum ideas and improving the academic interests in social work education. The expert team could not become convinced on the international awareness of the teaching staff e.g. is there a real interest in following (the latest) international social work research and discourses (again we point to the learning outcomes assessed in the MA theses and wonder about the skills and interest to use foreign languages). The team was also concerned about the teacher/student ratio finding it difficult to assess how the real yearly workload of the teachers looks like.

4. Facilities and learning resources

The facilities and learning resources were presented to be decent, but in reference to some other universities they might as well be poor. Even though students report to use electronic data search methods for the assignments, they were not able to name almost a single international scientific journal and also in the masters theses the use and knowledge on international literature was almost nonexistent and poorly used for the argumentation and critical discussions.

5. Study process and students' performance assessment

Achievement of learning outcomes is questioned even though students gave very positive feedback on the teaching and feedback on their assignments.

6. Programme management

Programme management was not systematic enough but the expert team was satisfied that the new quality assurance programme had been established.

For the development and high quality of social work it is also necessary that the universities programme is following international social work research and research communities through up-to-date publications and international activities. This kind of insight was missing from the

main learning outcomes, the master's theses. There might as well be a need for following up with the international pedagogical developments and methods for social work education.

VI. GENERAL ASSESSMENT

The Master Study Programme of Social Work (state code – 621L50003) at Lithuanian University of Educational Sciences is given **positive** evaluation.

THE REPORT AND RECOMMENDATION OBLIGE FOR INTENSIVE DEVELOPMENTAL WORK FOR IMPROVINING THE PROGRAMME!

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	3
	Total:	13

*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
	Assoc. Prof. Dr. Rasa Naujaniene
	Ms. Ingrida Čenkutė

LIETUVOS EDUKOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *SOCIALINIS DARBAS* (VALSTYBINIS KODAS – 621L50003) 2015-
02-13 EKSPERTINIO VERTINIMO IŠVADŲ
NR. SV4-34 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Socialinis darbas* (valstybinis kodas – 621L50003) vertinama **teigiamai**.

IŠVADOS IR REKOMENDACIJOS ĮPAREIGOJA INTENSYVIAI TOBULINTI PROGRAMĄ!

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	3
	Iš viso:	13

* 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

Įvertinimas pagal sritis ir kriterijus

Bendras grįžtamasis ryšys. Buvo įdomu vertinti šią studijų programą ir daugiau apie ją sužinoti. Ekspertų grupės diena buvo labai užimta: daug naudingų pokalbių, gausu medžiagos – ačiū už tai. Susitikimai su studentais, alumnais ir socialiniais partneriais paliko labai gerą įspūdį. Pasirodo, šios grupės programą, kaip naudingą ir įkvepiančią, jie vertina labai gerai. Vertė darbo rinkoje yra aukšta, bendradarbiavimo santykiai geri. Tačiau ekspertų grupei nerimą kelia tai, kad tai jau antras LEU duotas šansas tobulinti socialinio darbo programą ir švietimą siekiant aukštesnio kokybės lygio. Ypač neramina tai, ar LEU tikrai rimtai investuoja į šią svarbią magistrantūros studijų programą, siekdamas patenkinti darbo rinkos poreikius ir įgyvendinti šalies socialinio darbo švietimo politiką, kadangi LEU turi puikias galimybes tai padaryti veikdami savo profilyje.

1. Programos tikslai ir studijų rezultatai

Tikslas yra gana gerai apibrėžtas ir daugeliu aspektų gali būti laikomas šiuolaikiniu. Tačiau vertinant magistro baigiamuosiuose darbuose nurodytus studijų rezultatus gali kilti klausimas, ar tikslai visiškai pasiekti ir ar į juos atsižvelgta studijų turinyje ir numatant dėstymą. Tai itin susiję su supratimu ir vizijomis, ko reikia socialinio darbo švietimui, pvz., atsižvelgiant į Tarptautinės socialinio darbo mokyklų asociacijos (IASSW) socialinio darbo švietimo tarptautinius standartus ir plačiau pristatant tarptautinius mokslinius tyrimus bei socialinio darbo švietimo bendruomenės tarptautiniu mastu.

Atrodo, kad studentai, alumnai ir socialiniai partneriai daug dėmesio skiria 18-os kreditų vadybos specializacijos galimybei, todėl atitinkamai dėmesys kitoms sritims yra menkesnis (pvz., penitencinės veiklos ir meno terapijos metodams).

Apskritai magistrantūros socialinio darbo programos tikslai pasižymi kūrybiškumu ir yra daug žadantys, siekiant patenkinti naujus visuomenės ir darbo poreikius, pvz., pagal programą *Horizontas 2020*, tačiau tuo pat metu ekspertų grupė nėra įsitikinusi, ar programa atitinka socialinio darbo magistro laipsnio / socialinio darbo magistro programos akademinis reikalavimus (tai ypač parodo studijų rezultatai).

2. Programos sandara

Programos sandara įvairiais aspektais yra aiški ir dinamiška, tačiau aprašymas vis dar nėra aiškus. Galima teigti, kad ji įstrigo tarp tradicijų ir atnaujinimų ir neabejotinai reikalauja dar daug pastangų, norint sukurti tokią programos sandarą, kuri pagrįstai leistų manyti, kad programos tikslai bus pasiekti.

Socialinio darbo praktikos srityje vyrauja suvokimas, kad abi šalys – tiek profesinės praktikos atstovai, tiek dėstytojai – vykdo bendradarbiavimu pagrįstą ir į studijų rezultatus orientuotą mokymą ir siekia tobulinti bei sujungti profesinius įgūdžius su į teoriją ir mokslinius tyrimus orientuotu supratimu, žiniomis ir kompetencijomis socialinio darbo švietimo praktikos ir akademinėje srityje. Akademiniam magistro laipsniui keliamas dvigubas reikalavimas: įgyti profesines ir akademinės kompetencijas.

3. Dėstytojai

Dėstytojai dirba atsidadę ir yra motyvuoti, tačiau jiems reikia sistemingesnio ir didesnį atsidadimą darbui rodančio požiūrio, bendrų pastangų bendradarbiauti ir sistemingai siekti bei toliau plėtoti studijų programos idėjas, tobulinti socialinio darbo švietimo akademinis interesus. Ekspertų grupė negalėjo įsitikinti dėstytojų tarptautiškumo supratimu, pavyzdžiui, ar jie realiai domisi ir seka (naujausius) tarptautinius mokslinius tyrimus ir pranešimus socialinio darbo srityje (mes vėl norime atkreipti dėmesį į magistro baigiamųjų darbų studijų rezultatus ir nesame tikri dėl užsienio kalbų įgūdžių ir susidomėjimo jomis). Ekspertams susirūpinimą kelia ir dėstytojų / studentų santykis, nes sunku įvertinti, koks realiai yra metinis dėstytojų darbo krūvis.

4. Materialieji ištekliai

Pristatyta materialioji bazė ir metodiniai ištekliai yra tinkami, tačiau, palyginti su kai kuriais kitais universitetais, gali būti ir menki. Nors studentai ir teigė taikantys elektroninius duomenų paieškos metodus užduotims vykdyti, tačiau jie negalėjo įvardyti beveik nė vieno tarptautinio mokslo žurnalo, o magistro baigiamuosiuose darbuose iš esmės nėra naudojama tarptautinė literatūra, tarptautinės žinios taip pat mažai pasitelkiamos argumentuojant ir svarbiausiose diskusijose.

5. Studijų eiga ir studentų pasiekimų vertinimas

Studijų rezultatų pasiekimas yra abejotinas, nors studentai labai teigiamai atsiliepė apie dėstymą ir užduotis.

6. Programos vadyba

Programos vadyba nėra pakankamai sisteminga, tačiau ekspertų grupei džiugu matyti, kad įdiegta nauja kokybės užtikrinimo programa.

Gerinant socialinį darbą ir siekiant aukštos jo kokybės būtina, kad universiteto programa remtųsi tarptautiniais socialinio darbo moksliniais tyrimais ir mokslinių tyrimų bendruomenių naujausiais leidiniais bei tarptautine veikla. Būtent šios rūšies įžvalgos trūksta pagrindiniuose studijų rezultatuose ir magistro baigiamuosiuose darbuose. Taip pat reikėtų domėtis tarptautine pedagogine veikla ir socialinio darbo švietimo metodais.

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III. REKOMENDACIJOS

Toliau tobulinant programą būtina stiprinti šiuos aspektus:

Tikslai ir studijų rezultatai -

1. Išanalizuoti programos tikslą ir studijų rezultatus ir įgyvendinti palikti tik tuos, kurie yra šiuolaikiniai ir kuriuos realiai galima pasiekti;
2. Aktualizuoti dėstytojų sąvokos „studijų rezultatai“ suvokimą.

Programos sandara -

1. Apsvarstyti programos privalomąją dalį, siekiant pagerinti studentų atliekamą profesinę praktiką;
2. Apsispręsti dėl studijų krypties: vadyba, meno terapija ar penitencinė veikla.

Studijų eiga -

1. Išanalizuoti baigiamųjų darbų kokybę ir parengti magistro darbo kokybės užtikrinimo strategiją;
2. Į institucijas įtraukti daugiau gyvenimiškos praktikos;
3. Gerokai daugiau dėmesio skirti vidaus ir išorės bendradarbiavimui, studijų eigos tarptautiškumui ir *Erasmus* galimybių optimaliam panaudojimui;
3. Pagerinti studijų programos *Socialinis darbas* vertinimo kokybės sistemos kūrimą ir galutinai ją įgyvendinti;
4. Skatinti dėstytojus ir studentus tobulinti užsienio kalbų įgūdžius;
5. Sukurti studijų virtualiąją mokymosi aplinką.

Personalas -

1. Įgyvendinant šią studijų programą didinti socialinio darbo kvalifikaciją turinčių dėstytojų santykį;
1. Išplėsti sąvokos „studijų rezultatai“ suvokimą;
2. Didinti dėstytojų, kaip konsultantų rengiant magistro baigiamuosius darbus, atsakomybę ir kokybę (kokybės užtikrinimas).

Programos vadyba -

1. Sukurti strategiją, kaip pritraukti studentus iš Lietuvos ir galbūt iš kitų šalių;
2. Įvertinti studentų *Erasmus* judumo programą ir skatinti studentų galimybes išvykti į užsienį bei kviestis užsienio studentus studijuoti LEU studijų programą;

3. Įtraukti daugiau studentų į programos apklausos organizavimą ir įgyvendinimą, kokybės analizę, studentų interesų realizavimą;
4. Gerinti studijų programos *Socialinis darbas* vertinimo kokybės sistemos kūrimą ir galutinai ją įgyvendinti.

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