



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kolpingo kolegijos
**STUDIJŲ PROGRAMOS "VAIKO GEROVĖ IR SOCIALINĖ
APSAUGA" (valstybinis kodas – 6531JX010)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF "CHILD WELFARE AND SOCIAL SECURITY"
(state code -6531JX010)
STUDY PROGRAMME
at Kolping college**

Review' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Vaiko gerovė ir socialinė apsauga</i>
Valstybinis kodas	6531JX010
Studijų sritis (studijų krypčių grupė)*	Socialiniai mokslai (<i>Socialiniai mokslai</i>)*
Studijų kryptis	Socialinis darbas
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3); iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinio darbo profesinis bakalauras, (socialinių mokslų profesinis bakalauras)*
Studijų programos įregistravimo data	2012-12-19

* skliaustuose nurodomi nauji duomenys, kurie pasikeitė nuo 2017 m. sausio 1 d. įsigaliojus Studijų krypčių ir krypčių grupių, pagal kurias vyksta studijos aukštosiose mokyklose sąrašui bei Kvalifikacinių laipsnių sąrangai.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Child welfare and Social security</i>
State code	6531JX010
Study area (Group of study field)*	Social sciences (<i>Social sciences</i>)*
Study field	Social work
Type of the study programme	College studies
Study cycle	First (Professional bachelor)
Study mode (length in years)	Full-time – 3 years; part-time – 4 years
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor of social work (Professional bachelor of social sciences)*,
Date of registration of the study programme	19-12-2012

* in brackets new data provided, valid from 1 January, 2017 after List of study fields and groups of study fields Framework of qualification degrees came into force.

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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

Public Establishment Kolping College is a Lithuanian non-governmental school of higher education providing higher education college studies. Kolping College is a non-profit limited liability public entity acting as a Public Establishment (PE). In addition to other ongoing programs at Kolping College, from 1 September 2013, Kolping College is also offering an undergraduate professional Bachelor Study Programme of Child Welfare and Social Security (hereafter CWSS) which is designed to develop students’ general knowledge, to convey theoretical background for the study field and to form professional skills necessary for

independent work. The CWSS Study Programme is focused on ensuring students' readiness for professional activities.

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.	List of Students Final Works + Students Final Works
2.	Minutes of meeting of College academic council (2014 – 10-17; No 11)
3.	Minutes of Study programme Committee meeting (2017-12-01; No 3)

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

The Self-Assessment team was formed to analyse the implementation of the Programme and to prepare the self-evaluation report (SER).

The present review has been carried out under the guidelines and procedures of SKVC. Conducting evaluation of the Study Programme, the External Evaluation Team has acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of December 20, 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 preparation of the self-assessment report by the College. This was read and commented on by a team of experts, after which the team visited the College on December 14th, 2017. During the visit, the evaluation team had opportunity to discuss the Programme with faculty administrators, teaching staff, students, alumni and employers. The evaluators visited the Library, offices, teaching spaces and facilities related to the Programme.

After the visit, the expert group held a meeting for discussing and amending the content of the evaluation report 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. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 14th of December 2017.

1. Prof. dr. Skaidrite Alma Gutmane (team leader), *Rector of Latvian Christian Academy, Latvia*
2. Dr Christian Stark, *Vice Dean for Internationalization and Reesearch, Head of Master Programme Social Work, Univerity of Applied Sciences Upper Austria.*
3. Doc. dr. Marju Medar, *Associate Professor at Tallinn College, Estonia.*
4. Mr Saulius Davainis, *Head of Social Activity Departament at the Republican Hospital of Kaunas, Lithuania.*
5. Ms Marija Grinaitė, *graduate of Vilnius College, Social Work study programme, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Study Programme was developed considering transformations of modern society and relevant tendencies of its development. The Ombudsman for Children's Rights of the Republic of Lithuania and various studies have shown that Lithuania needs competent Social Workers. They should be able to provide social assistance to children and their families in order to achieve their optimal social functioning in the changing society, esp. in regards to the deinstitutionalisation of children's homes and encouragement of the child foster care in both family and community. These specialists need good understanding of psychosocial problems of children and family, skills for proper administration of social services provided to them and to manage the process of social assistance as well as extensive expertise in social policy issues (SER p. 7).

The intended learning outcomes of the programme are consistent with the mission of university, its activity objectives and the strategy. Study programme based on the concept of sustainability and effectiveness and follows the Bologna process - Lifelong learning; Humanistic approach – human rights; Christian mentality – for social innovation in Europe – subject "Christian social speaking" (Meeting with administration and teaching staff).

Programme objectives and intended learning outcomes of the Study Programme described in the evaluation report have been formulated based on the contemporary understanding of social work and competencies of a social worker. The objective of the Child Welfare and Social Security study programme is to prepare a qualified social work professional in the fields

of child welfare and social security, with the necessary knowledge, general and professional skills required for professional activities. **Programme objectives and intended learning outcomes correspond to the type and cycle of studies and the level of qualification.** Intended learning outcomes of the study programme are consistent with requirements for the first cycle higher education college studies. Graduates of the study programme are granted the professional bachelor's qualification degree in social work (SER p. 7).

The Programme objective(s) and the intended learning outcomes are well defined, clear, complement each other and are publicly accessible. The Study programme covers the branch of child and family wellbeing of the social work study field. The Study programme prepares social workers for practice-oriented social work carried out in various institutions and communities providing social services which function in the field of child welfare and social security (SER p. 9). Child welfare and social security Study programme **corresponds to the mission, the operational objectives and to the strategy of the college and department -** Christian mentality, participation, volunteering, subsidiarity, value of person and personal change (Meetings with administration and teaching staff).

The title of the programme, the intended learning outcomes, the content of the programme and the qualification are described in the documentation of the university. Intended learning outcomes of the study programme are achieved through the subjects coherently taught within the programme study plan, the results of which are inseparable from the intended learning outcomes of the programme. Learning outcomes are mutually compatible and are taught consistently – after providing knowledge, special, social, personal skills and skills to carry out empirical research are developed. Intended learning outcomes of the study programme are complementary to each other and constitute the whole set of skills that it is necessary to gain (SER p. 8).

The monitoring of the programme is carried out regularly by the administration. The Kolping University of Applied Sciences has a strategic plan and this implementation is monitored by regular assessment. The learning outcomes are updated considering the proposals made in the directorate's meetings, the observations expressed in the meetings of the Social Welfare Centre and the Study Program Committee. The Evaluation of the study programme is organized horizontally (partners, students, teachers) and vertically (administration, study committee). The Study programme has a good communication in study committee level and each semester all stakeholders are giving feedback for study process and courses. The learning

outcomes are updated considering the proposals and comments provided by the subject attestation, including the defence of final theses and the course of final practice. Student and teacher surveys are carried out at the end of the semester (SER p. 10; Meetings with administration and teaching staff, students, alumni and social partners).

The aim and the intended learning outcomes of the Study Programme are announced publicly on official web sites of Kolping University of Applied Sciences and information on it is provided during ‘Open Door’ events, study fairs in Lithuania (Vilnius and Kaunas) and the KUAS presentations and seminars in various Lithuania’s vocational schools and gymnasiums. **The teachers together with the students of the Study Programme disseminate information on the Study Programme**, including its content, goal, and learning outcomes, to pupils from schools during the ‘Career Days’ organised by the Lithuanian schools and gymnasiums. Promotional articles are published on news portals (*15min.lt*), in the magazine *Kur stoti [Where to Study]* and on its website and on the KUAS *Facebook* profile. The information is announced in the meetings with the KUAS social partners during various seminars and conferences in Lithuania and abroad (SER p. 8; Meetings with administration and teaching staff, students, alumni and social partners).

The Programme aim and the intended learning outcomes comply with academic and professional requirements as well as with social and labour market demands. In the course of the studies, the students of the study programme acquire all the competences required for the major fields of the professional activity of social work, which are laid down in the Description of Professional Qualification Requirements for Social Workers and Social Worker Assistants (SER p. 10). The students of the study programme are trained to provide social services, manage the social assistance process and work in the fields of social security, education, health, law and order, etc., which include the positions of social workers in public, non-governmental and private sectors. **The Study programme is based on the needs of the Lithuanian society and labour market** (SER p. 9; Meetings with administration and teaching staff, alumni and social partners).

Kolping University of Applied Sciences has a good cooperation with community, social partners and alumni. Teachers and students of the programme are working together with community institutions (f. e. DI process- how to learn together), who provide the practice places for students. Teachers, students and community institutions are doing volunteer work together, having a seminars on the topics of parental care, conferences for and with community (children, specialists), etc. The Alumni of Study programme are working as SWs in different community

organisations (NGO-s, community institutions, institutions of the Lithuanian Kolping Society, etc.) and participate in students' practice and preparation of Final Thesis. The Alumni is asked to give questionnaire-based feedback by e-mail about their work (Meetings with administration and teaching staff, students, alumni and social partners).

The University has a good cooperation with Caritas organization in terms of practice of the students. The Students have also the opportunity to carry out field practice in the institutions of Kolping partners, based on Erasmus funds. The Study programme has a good opportunity to cooperate with the Kolping international society, including countries like Costa Rica, India, Colombia, also a foundation from Germany (Meetings with administration and teaching staff, students, alumni and social partners).

However the position of the Study programme is not enough clear at the state level, because child protection in Lithuania is not an area of social work. It needs to be discussed with social partners and clarified regarding Lithuanian Labour market needs. (Meetings with teachers, students and alumni)

The Study programme has no clear position at college and faculty level. During the meeting, the director said that in the centre of the Study programme there is *Social responsibility*, which is related with study programs on tourism and business, but all other meetings and the evaluation report did not support this approach (Meetings with administration and teaching staff, alumni and social partners).

The Study Programme aim is formulated in the beginning of SER, i.e., students are able to perform practice-orientated empirical research (SER p.7). This is not yet fulfilled. The SER mentions this weakness twice: "Lack of education of applied research competencies in the study process" (SER p. 12) and "The development of students' research competences is insufficient". (SER p.16).

2.2. Curriculum design

Subjects of the study programme are divided into two groups: subjects of general college studies and study field subjects, also 10 credits are given for electives chosen by students at the same or at another institution of higher education. During the period of studies, the students complete

four professional practices, which give 33 credits in total. The Students finish their studies with the final theses' writing and defence, which gives 9 credits. **The scope of the study programme is sufficient to achieve the intended learning outcomes of the programme. An adequately distributed number of credits allows students to successfully achieve the intended outcomes of the study subject.** This was evident in the students' final thesis during the peer-review visit. (SER 13; Annexes 1, 2; Meetings with teaching staff, students and alumni; Review of students' final thesis). However, some student's Final Thesis suffer from the lack of literature sources, also literature in foreign languages could be used more. More updated literature in English related to the Social Work studies is needed in the course programs.

The contents of subjects and study methods: Topics of the study programme subjects are consistent with the intended learning outcomes of this programme. Topics are arranged consistently according to the objectives of the study programme. Teaching (learning) methods, study duration and schedule are determined in the light of the students' safety and health requirements. In case of part-time studies, the duration is also determined in the light of possibilities for combining studies and other tasks of students.

To achieve the intended learning outcomes, activities are organised in various forms – lectures, practical workshops, seminars. Teachers are using active teaching methods, such as demonstrations, discussions, group work, case studies, reflection, individual work, etc., which help students to better absorb the information provided. Theoretical knowledge and skills acquired during the studies are consolidated during their professional practice. Supervising the preparation of students Final theses is at a good level (SER p. 14; Annexes 1, 2, 7; Meetings with teaching staff, students and alumni).

Curriculum design benefits the students and helps the staff to teach efficiently. During the first session of the study subject, teacher presents to the students the programme of the subject, which sets out the subject content, its volume, methods of study and criteria for assessment of study results, list of the necessary literature, methodological tools and methodical references, examples of independent tasks. Accumulative assessment is used and the examination timetable is published by the Studies Department not later than seven days before the beginning of the examination session (SER p. 14).

The goals are related to the learning process. It is possible to accomplish the goals during the study period. The Centre for Experiential Learning promoting a close link between science and practice also contributes to the achievement of the intended learning outcomes of the programme and the development of students' practical skills. Through cooperation, the teachers, students and practitioners of the study programme organise various seminars, biblio-therapy sessions, social campaigns; volunteering is encouraged among students (SER p. 14)

The writing, submission and defence of the final theses of the study programme are the responsibility of the Social Welfare Centre. The head of the Study Program Committee organises the writing of the final thesis and supervises the progress. The assessment of the learning outcomes of the study programme is a responsibility of Qualification Commission, which composed of at least 5 persons, including representative of social partners. The assessment of the learning outcomes is carried out during every academic year and all stakeholders are involved to giving the feedback (SER p. 15).

Subject topics correspond to Programme's learning outcomes. The topics of the subjects are in harmony with the learning outcomes and allow students to become aware of the main aspects that are required for social workers' knowledge, skills and values. During the peer-review visit, the alumni and the social partners were convinced that they have a good job in the social work area and good opportunities to continue their MA studies in different universities. Students were satisfied with studies (Meetings with students, alumni and social partners).

The content of the Programme corresponds to the latest academic, artistic or technological achievements. Study subjects are taught in a consistent manner, subjects or topics are not repeated. But the Study Programme should be improved by latest European Social Agenda development and recommendations for the role of the European Social Work and Supervision guidelines. Evaluators noted lack of knowledge in legal and administrative requirements regarding integration policies and welfare systems. Also, more updated literature in English related to Social Work studies is needed in the course Programmes (Meeting with students and alumni).

The scope of the Programme should be updated with: a) European Social Agenda in regards to Social Work development in Europe, b) key categories of European Social Agenda for promotion of deeper understanding of the role of Social Work in the process of integration and

inclusion, c) the “Europe-2020” strategies evidently show that Social Workers have certain role in how to enhance employment groups at risk, empowering and strengthening vulnerable groups and promoting their chances in the labor market. There are two main approaches in this regard: actions and measures can be preventive (avoiding employee’s becoming less employable, disabled or ill etc.), or curative (strengthening the situation of people, precarious jobs, promoting employment of vulnerable, unemployed or inactive groups). In this regard students need special knowledge in integration and inclusion of vulnerable groups in the EU labor market. The Programme scope should be stretched in this direction. Also new challenges in promoting Health and Safety at Work need to be provided. Holistic approach to Social Work identity and the role of Social Work in the development of the European integration should be promoted; d) more courses on Legislation related to different client groups; e) Conflict management, more theoretical and practical themes related to Individual and Group supervision should be presented. Development and deliverance of the Youth Guarantee schemes in EU require strong cooperation between social partners and key stakeholders (public authorities, employment services, career guidance providers, education institutions, youth support services, trade unions etc.). Social Workers must have knowledge on how to develop own national Youth Guarantee Implementation plan, and Social Workers can play a great role in how to do those activities.

SER mentioned that professional knowledge is based on the latest discoveries. It is not described how teachers get knowledge about and teach the latest discoveries to students. On the contrary, the fact that applied research is not directly related to the Programme is mentioned as weakness in SER (p.12; p.20). This need more attention. Also need more attention the development of students’ research competences.

The content of the Programme: During the visit to the College the Evaluation team received complaint from students that they need more practical studies and more elective subjects in the Study Programme. Also more attention should be paid to the integrity of the course modules. Learning and teaching through modules could be a strenght for the Curricula and would support better achievement of the learning outcomes (Meetings with students, alumni and social partners).

2.3. Teaching staff

The Programme teachers’ qualifications are sufficient to achieve the aim and learning outcomes of the Programme. Teachers of the Study Programme meet

requirements set out in the Description of the Study Field of Social Work. Teaching staff turnover is able to ensure an adequate provision of the Programme. There are 16 teachers involved in the Study Programme (5 of them teach general subjects and 11 teach the study field subjects), however, only 3 teachers are employed by the College as the primary workplace (from 0,5 to 1 workload) and 13 teachers are employed at the College as the secondary workplace. Teachers with a Doctoral degree teach 23% of the study courses in this Study Programme and other teachers have a Master degree or equivalent higher education qualification. **Teachers of the Programme have extensive practical work experience in the field of the subject taught.** 87% of the teachers in the Study Programme have more than 5 years of practical work experience in the field of the subject being taught. The average age of the academic staff is around 45 years (SER p. 16; Annex 3, 4).

Teachers' participation in scientific research complies with their scientific research areas. Teachers' qualification corresponds to the requirements of law acts and ensures successful implementation of the Programme. The Programme teachers are actively involved in applied research, projects and other scientific activities. The teaching and research experience of the academic staff is sufficient for attainment of learning outcomes. Teachers of the Study Programme take active part in scientific activities both in Lithuania and abroad. Teachers work in 3 research directions – Social Work, legal regulations for child and family, and welfare policy. Over the last four years, 9 teachers conducted applied research in the field of their teaching subject; 27 articles in Lithuanian and foreign journals were published on that basis. In 2013, Kolping University of Applied Sciences became the member of European Research Institute for Social Work (ERIS). The teachers of the study programme are involved in various research and development projects where they share their expertise with Lithuanian and foreign partners (SER p. 19; Annex 8,).

The College supports professional development of teachers with good working conditions and teachers' involvement. Teaching staff participates in conferences, seminars, courses, internships and mobility programmes, research traineeships and trainings. Teachers participate actively in national and international scientific-practical conferences and seminars. During the four years period, 8 teachers prepared 53 papers. Teachers are members of various foreign and Lithuanian associations, e.g., the Advisory Committee of the Office of Ombudsman for Academic Ethics, etc. (SER p. 19; Annex 8, 9). The College has a strategy for improving teachers' qualifications and supports it with seminars on the topic of learning outcomes, teaching methods, etc. Teachers do applied research and College supports them in improving their research skills through conferences, cooperation with social partners, and by

teaching and learning together. The College offers financial support for the teachers' training (Meetings with administration).

Teachers of the Study Programme are actively involved in mobility activities. Every year they participate in the Erasmus teaching mobility Programme and the number of teachers wishing to participate in mobility activities is constantly increasing. During 2013–2017, 5 teachers left for teaching or learning mobility visits to Germany, Poland, Slovakia, Latvia, the Czech Republic under the Erasmus exchange programme and 15 teachers visited Kolping College of Applied Sciences (SER p. 20; Meetings with administration and teaching staff).

The cohort of the academic staff is sufficient. The ratio between the academic staff and students is enough, which supports the reaching of learning outcomes. The number of students in an academic group ranges from 25 to 58. The number of students per teacher varies ranging on average from 2-4 depending on the year of study (SER p. 17). During the peer-review visit, the teachers and students convinced reviewers that students have an opportunity to learn teamwork skills, and teachers are using different active learning methods to individualize their work with students. Teachers use different teaching methods: case analyses, group works, supervision, SW practice with reflections (Meetings with teaching staff, students and alumni).

Qualifications of the academic staff of the Programme are ensured by applying the College system of competition and assessment.

The principles for the selection of teachers for the subjects of the study programme are defined and listed in the *Regulation on the Qualification Requirements for Candidates to the Positions of Lecturers and Associate Professors* of Kolping University of Applied Sciences. In establishing the qualification requirements for teacher positions, university takes into account the following: compliance of formal education with the teaching of the subject and practical work experience in the field of the subject; knowledge of foreign languages and the experience of teaching foreign students; the textbooks and methodological aids published by them; applied research, the dissemination of its results at the national and international level; experimental development and commissioned work; consulting public authorities and economic entities; experience in developing projects and participating in project activities (SER p. 18; Annex 4; Meetings with administration and teaching staff).

However, during the meeting with teachers it seemed that they need more attention and support from administration. Although it was stated as a weakness already in the SER, teachers several times testified to the *evident* need for more support (Meeting with teachers).

The College has no research funding from Lithuanian Science Council and this is a big problem for the development of research. The College should cooperate with other State universities and collaborate in bigger research teams/platforms. There is a lack of teachers applied research directly related to the content of the Programme. Measures must be implemented to enhance research corresponding to the aim, learning outcome and subjects of the Programme, which is lacking. At least 4 commissioned researches are directly related to the Child Welfare and Social Security Study Programme (SER, Annex 8, Table 2).

There is no adequate measure in the College for research productivity such as H-index, number of citations, impact factor of journals could be used in evaluation. More motivation for the performance on publications is needed. Also the applied research competencies need to be strengthened through organising research activities and collaboration with other Lithuanian and foreign universities (Meeting with teachers, students; reviewing Final Thesis).

2.4. Facilities and learning resources

Teachers and students have a good facilities and equipment that is appropriate for the attainment of the learning outcomes of the Programme. Students have good learning conditions, suitable classrooms, laboratories, practice places. 17 classrooms are used for studies, 2 of them are computer rooms. The classrooms have from 18 to 145 workplaces. The number of workplaces in the classrooms is sufficient for lectures and practical sessions. For independent tasks, students have access to the workstations at the library reading room and other classrooms when they are not occupied. All classrooms are equipped with stationary multimedia equipment; there are computers and Internet access. The premises used for studies comply with all occupational safety and hygiene requirements. Computers are equipped with the up-to-date software (SER p. 21; Visiting classrooms, lecture halls, libraries, other facilities)

The possibilities of students and teachers with disabilities to move around the campus receives support from the College. The new building of KUAS is equipped with an elevator for people with reduced mobility. Upon arrival to lectures by their own car, they can park it in the College yard.

College has a suitable base for practice placements. Students carry out their practice across the whole Lithuania, usually in the day centres (for children, disabled), care homes (for children deprived of parental care or disabled children and youth), family centres located in their native city, town or village, local government offices, city or district social service centres as well as other organizations providing social services and the organizations of the social partners. University has the Centre for Experiential Learning, where the students of the study programme work hand in hand with the teachers and practitioners. The students of the study programme have an opportunity to accomplish their practice abroad under the Erasmus+ mobility programme. Students have supervision from university and practice places (SER p. 22; Meetings with administration and teaching staff, students, alumni and social partners).

However, during the peer-visit students said that the professional practice should be related more to learning outcomes and professional development (meetings with administration and teaching staff, students, alumni and social partners).

Students' support system at the College. Social support for the first year students is provided by group tutors (a teacher and a student). Academic support comprises introductory events for students, consulting on the issues of studies, consulting on professional career issues and support for studying under the individual study schedule. Administrator of library supports teachers and students when using different databases. Students are encouraged to participate in various events. They have an opportunity to present products and achievements of their hobbies.

University is supported financially by the stakeholders from Germany, also different scholarships are developed. Consultations and financial assistance are provided to students with disabilities; information is provided concerning debts supported by the State; the Founder's scholarship is provided to students demonstrating excellent academic performance (see Table 16; the Founder's scholarship is provided to cover the tuition fee).

The Library is equipped according to the required standard. The quantity, quality and relevance of reading materials matches the needs of students. The Library is available to all College students, teachers and the administrative staff. The Library ensures good working conditions. Computers are equipped with Internet connection; wireless Internet access is provided at the Library as well as in the whole campus. Students, teachers and the administrative staff can use the Library's printer.

The Library is a member of the Lithuanian Research Library Consortium (LMBA), and students and teachers can have access to databases subscribed by LMBA for Lithuania. College uses the central Lithuanian Academic e-Library portal (<http://elaba.lvb.lt>). Every year the number of publications at the Library increases by around 20–25%. The Library has to offer such publications (19 publications) (SER p. 21; Visiting Library).

But during the peer-review visit students expressed need for language skills, such as Russian language or German language, more support for using of electronic data bases and more literature in English. German language is taught currently only at the basic level and is not used afterwards. Consequently, their ability to use academic support from electronic data bases decrease. During the peer-reviewed visit it was noted that students use free electronic databases insufficiently and their final Theses often suffer from old and (only) Lithuanian language sources rather than references in English. Activities encouraging the use of literature in English are needed, including creating conditions for using electronic databases. (Meeting with students; Reviewing Final Thesis).

2.5. Study process and students' performance assessment

Entrance requirements are well founded, consistent and transparent. In the admission of students, the College takes into account their secondary education achievements and motivation of the prospective students. No special requirements apply for the admission to this Programme. College uses entrance grades for students and transfers them from one institution to another. The admission requirements are well-founded and applied transparently. During the first week of studies, the admitted students have introductory lectures – Introduction Day, during which they are familiarised with the College, the Study Programme, its requirements, teachers, the administration. *A Brief Guide* containing the most relevant information is published (SER p. 24; Meeting with administration and students).

Organization of the study process ensures proper implementation of the Programme and achievement of the intended learning outcomes. Time allocated for lectures, practical classes and individual work meets the requirements of the legal acts – scope of the contact work is 21%, for practice and other practical training there is 34% and time allocated for individual work is 65%. The College is equipped with the remote learning system (Moodle and Moodle courses for students). Students are also consulted individually. Students have the opportunity to select subjects following their needs.

Students are provided with opportunity to launch complaints and appeals following clear, public and transparent procedures. Motivated students showing considerable improvement in their academic performance during the study process are selected to the programme. University has requirements for field practice and defence of final thesis. All information is available for students (SER p. 25; Meetings with administration and teaching staff, students and alumni).

Students are encouraged to take part in scientific, artistic or applied activities. Students are encouraged to participate in applied research and in various projects (*Development of Social Rehabilitation Services for the Disabled in the Community, etc.*). About 17% of the students prepare articles and other papers for both national and international conferences organised by College and other institutions of higher education. Conferences presenting students' final practice are held every year, where students share their research results and project activities, the academic experience acquired in Lithuania or under the Lifelong Learning/ Erasmus+ Exchange Programme. The conference improves students' capabilities related to application of their theoretical knowledge and practical skills (article writing, public speaking, English, etc.) through analysis of various topics. The number of students of the Study Programme involved in applied research is growing each year. An international cooperation in both study and research issues is carried out with the Kolping net partners. Topics of research are: children and youth; DI process in community; social support services for families, prisoners, disabled children, etc. (SER p. 25; Annex 11, 13; Meetings with administration and teaching staff, students and alumni.)

Students can get individual consultations and methodological aids prepared by teachers. Teachers consult students regarding their self-studies, preparation of term papers and Final Thesis according to the schedule approved by the Department. Requirements for Final Thesis and its defense are very clearly elaborated. Only the minimum number of pages is missing (Meetings with teachers and students).

Students have the possibility to take part in mobility programmes. Every academic year the College provides an opportunity for 4–5 students to go to an institution of higher education in another country under the Erasmus+ Exchange Programme with the purpose of studying or practice. Students of the Study Programme may depart to foreign institutions of higher education under the Erasmus+ programme for one semester studies. The College has entered into student mobility agreements with different universities across Europe (SER p. 26; Meetings with teaching staff, alumni and students).

The higher education institution ensures proper academic and social support. The College ensures adequate academic (provision of information and consulting), social and financial support to students and also contributes to the quality implementation of the intended learning outcomes of the Study Programme. Also social, psychological and cultural support is provided at the College.

The College offers financial support to students, including disabled students. The College ensures financial support to students, for example, information on the loans granted by the State (payback terms, handling of documents, etc.), consultations and financial assistance are provided to students with disabilities, etc. The Founder's scholarship (to cover the tuition fee) and thank-you letters are provided to students demonstrating excellent / very good academic performance or are actively involved in social, cultural, sport and student public activities representing the College (SER p. 27; Meetings with administration and students).

The system of assessing students' achievements and learning outcomes is clear, made public and appropriate. In the beginning of each semester the teacher informs students about the assessment procedures, outlining detailed course Programme, its goals, expected outcomes, a specific assessment framework of the study results of the subject being taught, assessment criteria and requirements. To ensure active work of the students throughout the semester, the ability to apply theoretical knowledge in practice, objective evaluation of study results, and to avoid plagiarism cases, cumulative assessment is applied at the university (SER p. 27; Meeting with teaching staff).

It should be noted that students participate in the Social Worker Professional Excellence Competition every year. In the competition held in March 2017, the students of the CWSS Study Programme took the first place and were recognised as the best among all 8 Lithuanian universities of applied sciences who provide training to Social Work specialists. Students are made familiar with the Code of academic ethics.

Professional activities of the majority of the Programme graduates correspond to the expectations of the Programme managers and employers. Students have different working opportunities after graduation from the College: Day centres, Foster centres, Addiction centres, etc. The College gets feedback from alumni on their work after graduating by asking them to fill in a questionnaire. Graduates from the CWSS Study Programme are integrated into the

labour market in a relatively short time. A survey from April 2017 showed that 6 out of 7 graduates are employed, and 4 out of 6 of those who are employed work in their professional field; 1 graduate is on a maternity leave (see Table 20).

The Programme corresponds to the future economic, social and cultural development needs of the State. The graduates of the Study Programme are integrated into the labour market in a rather short period-of-time. The majority of them (67%) are employed in their professional field. Good cooperation with social partners during students practice supports the employability of students (SER p. 30; Meetings with administration, alumni and social partners).

Fair learning environment for students is ensured. Students have good learning conditions – classrooms with computers, Library and other facilities as Cafeteria and lift for disabled students (Visiting classrooms, lecture rooms, Library, and other facilities). On a joint meeting of the Student Union and the Academic Council it was decided that when examinations are taken by large student groups, the teacher supervising an examination can invite members from the Student Union who could assist them in supervising the exam.

Following the mission of the College, teachers are guided by the Christian morality and principles of fairness which refer to in developing personalities of students. The central idea of academic fairness is that students must not only be fair to others, but they must also remain fair to themselves.

But qualification of personnel and teachers' need to be improved. Administration and evaluation team said that professionals are well qualified, but during the meeting with the teaching staff it seemed that they are in need of more attention and support. It is stated in the SER as a weakness and was discussed with teachers during the peer-review visit that the development of the students' research competences is insufficient. Also the lack of applied research competencies in the study process is evident. The applied research competencies and students' research competences need to be strengthened through organising research activities and collaboration with other Lithuanian and foreign universities. Teachers' participation in different international and national research teams and platforms could support research skills of teachers and the quality of the Study Programme (Meetings with administration and teachers).

2.6. Programme management

Responsibilities for decision making regarding the implementation, monitoring and evaluation of the Programme are clearly defined. Programme management is governed by the Regulations of Management of the Study Programme of the Kolping College of Applied Sciences. Evaluation of the Study Programme is organized horizontally (partners, students, teachers) and vertically (administration, Programme Committee). In each semester the Study Programme holds survey of the feedback from all stakeholders, including both teachers and students.

The Programme Committee is responsible for the Programme management. The Committee includes at least 6 members i.e., the head of the Committee, teachers of the Study Programme, social partner, students' representative and a Programme graduate. The responsibilities of the Head of the Program and the Program Committee are described in the evaluation report and they are clear. During the peer-review meetings alumni and social partners were convinced of a good communication at study committee level (SER p. 31; Meeting with administration).

Internal quality assurance mechanisms are clear, effective and reviewed regularly. The structure and execution processes of the Programme management and decision-making are defined in the College's Quality Guidebook, which was updated in 2015 with reference to the Standards and Guidelines for Quality Assurance in the European Higher Education Area. Evaluation surveys of the Study Programme are organised and implemented by the coordinator of the Department of Quality and Research. **Feedback from stakeholders of Study Programme is collected and analysed regularly. Feedback is used to improve the Programme. All stakeholders** (teachers, students, social partners, alumni) **are involved in the appropriate aspects of the Programme management and administration.** Programme Committee has good collaboration with social partners (SER p. 31-35; Meetings with administration and teaching staff, students, alumni and social partners).

Information about the Study Programme is publicly available, relevant and easily accessible. The College disseminates information about the Study Programme on the public website at <http://www.kolpingokolegija.lt/>. Alumni and social partners are actively involved in

the implementing and marketing process of the Study Programme (Meetings with alumni and social partners).

A rather small circle of social partners is involved in the Study Program evaluation and improvement. SER indicates that the reason for it is the novelty of the child welfare and social security as an activity in Lithuania.

III. RECOMMENDATIONS *

1. The position of the Study Programme must be made clear on the State level, because child protection in Lithuania is not an area of Social Work. It needs to be discussed with social partners and clarified regarding Lithuanian Labour market needs.
2. The Study Programme must have clear position at the College and faculty level. It needs to be discussed and clarified with administration of the College, also between departments. Study Programme needs to find *its own niche*.
3. The whole Curricula should be designed around modules. Learning and teaching through modules must be implemented in the Curricula.
4. Integration of the European Social Agenda in methodology. The scope of the Programme should be updated with European Social Agenda in regards to Social Work development in Europe, key categories of European Social Agenda need to be taught to students.
5. Qualification of personnel and teachers' need to be improved.
6. The College needs more strategical partners/agreements for doing joint research. Adequate measures for research productivity such as H-index, number of citations, impact factor of journals should be introduced and used in evaluation.
7. More practical studies and more elective subjects are needed.
8. Low level of international relations and students' participation in Erasmus+ and other Mobility Programmes. It is necessary to pay significantly more attention to internal and external collaboration, the internationalization of the study processes and the optimal use of Erasmus+ possibilities. It is necessary to increase possibilities for students' mobility.
9. Availability of literature on Social Work theories and Social Policy in English in the College Library is not high enough. There is a need for more up-to-date literature.
10. Language (English, German, Russian) skills need to be improved.

IV. SUMMARY

The Study Programme of Child Welfare and Social Security is a well-functioning Programme deserving high assessment from the interviewed people as well as from the review team. However, the position of the Study Programme is not clear enough at the State level, because the child protection in Lithuania is not an area of Social Work. It needs to be discussed with social partners and clarified on the Lithuanian Labour market needs base. The Study Programme needs to find its own niche.

The objectives and intended learning outcomes are well-defined, clear, and publicly disseminated. The aim and learning outcomes correspond to the requirements of the first cycle studies in Lithuania. The title of the programme, intended learning outcomes, the content of the programme and the qualification to be obtained are congruent.

The Study Programme is based on the concept of sustainability and effectiveness and follows the Bologna process – Lifelong learning; Humanistic approach – human rights; Christian mentality – for social innovation in Europe – subject "Christian social teaching". The Study Programme is supported by the the Kolping society.

The Study Programme covers the branch of child and family wellbeing of the Social Work study field and prepares Social Workers for practice-oriented Social Work carried out in various institutions and communities providing social services, which function in the given field. The Study Programme benefits from good collaboration with alumni and social partners and is supported by the Kolping net organisations in Lithuania and abroad.

Regular feedback from stakeholders regarding the placement practice and practical engagement of Social Workers in the study process is very positive. Students' papers are presented, discussed and reflected upon during the practice. Students and social partners have good contact with the College, the practice places, including the municipality. Interpretative methods and supervision are used in practice.

An appropriate range of first-cycle study methods and assessment instruments are used during the Programme delivery. Teachers use attractive and innovative teaching methods, such as reflective practice, collaborative research with students and teachers, etc., which are highly assessed by the students. The content of the study subjects is enriched with active, innovative study methods, stimulating internal motivation. Students at the Programme are highly motivated and they are active at different stages and levels of the study process implementation.

The study process is supported by different facilities and learning resources, such as effectively working IT support, well organized assessment systems. The Study Programme has innovative methodologies for improving and amending the study process and Curriculum.

16 teachers deliver the Programme, 23% of the study courses in this Study Programme are taught by teachers with Doctoral of degree and other teachers have Master degree or equivalent higher education qualification. Only 3 teachers work in the primary workplace, which is not enough for development of all parts of Study Programme. Personnel management needs attention from the administration of the College of Applied Sciences. Teachers need administrative support in improving their qualification and skills in cooperation with other foreign and Lithuanian universities, including English language and research skills. Teachers need to be more involved into research and cooperation with other universities.

The Programme is supported by the College structure. The College has a good-quality management system and resources for ensuring the quality of the Study programme. The Programme management meets the standards.

Students and teachers receive support (Erasmus+ and other scholarships) from the College for going abroad to learn, teach and practise. Good support from the Kolping society and collaboration in implementation of this Study Programme are major strengths of this Programme. The College ensures proper academic support for students enrolled in this Programme.

Modular instruction needs to be developed in the Curriculum. The processes of quality assurance, the roles and responsibilities of the different bodies, committees and positions are well described. The College has implemented student feedback and improvement system. The overall student satisfaction is high.

V. GENERAL ASSESSMENT

The Study programme *Child welfare and social security* (6531JX010) at Kolping College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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.

Team leader: Prof. dr Skaidrite Gutmane

Team members: Doc. dr. Marju Medar

Dr Cristian Stark

Saulius Davainis

Marija Grinaitė

KOLPINGO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS VAIKO GEROVĖ IR SOCIALINĖ APSAUGA (VALSTYBINIS KODAS 6531JX010) 2018-04-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-59 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kolpingo kolegijos studijų programa *Vaiko gerovė ir socialinė apsauga* (valstybinis kodas 6531JX010) vertinama **teigiamai**.

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

* 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

Vaikų gerovės ir socialinės apsaugos studijų programa yra gerai organizuojama ir buvo įvertinta aukštu balu tiek apklaustųjų, tiek vertinimo grupės. Nepaisant to, studijų programos padėtis nepakankamai aiškiai apibrėžta valstybės lygmeniu, nes vaikų apsauga Lietuvoje nėra socialinio darbo sritis. Su socialiniais dalininkais reikia aptarti kaip ji patenkina Lietuvos darbo rinkos poreikius. Reikia atrasti studijų programos nišą.

Uždaviniai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai prieinami. Tikslas ir studijų rezultatai atitinka Lietuvoje keliamus pirmosios pakopos studijų programos reikalavimus. Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir įgyjama kvalifikacija dera tarpusavyje.

Studijų programa grindžiama darnumo ir efektyvumo idėjomis ir atitinka Bolonijos procesą (visą gyvenimą trunkantis mokymasis; humanistinis požiūris – žmogaus teisės;

krikščioniškas mentalitetas – socialinėms naujovėms Europoje – dalykas „krikščioniškas socialinis mokymas“). Studijų programą remia Kolpingo visuomenė.

Studijų programa apima socialinio darbo studijų krypties vaiko ir šeimos gerovės atšaką ir rengia socialinius darbuotojus į praktiką orientuotam socialiniam darbui, atliekamam įvairiose socialines paslaugas teikiančiose institucijose ir bendruomenėse, veikiančiose šioje srityje. Studijų programa gali pasigirti geru bendradarbiavimu su absolventais ir socialiniais dalininkais, ją remia Kolpingo tinklo organizacijos Lietuvoje ir užsienyje.

Labai teigiamas nuolat gaunamas grįžtamasis ryšys iš socialinių dalininkų apie studentų atliekamą praktiką ir socialinių darbuotojų įtraukimą į studijų procesą. Studentų darbai pristatomi ir aptariami praktikos metu. Studentai ir socialiniai dalininkai palaiko gerus ryšius su kolegija, praktikos vietomis, įskaitant savivaldybę. Praktiškai naudojami interpretaciniai metodai ir supervizija.

Programos vykdymo metu naudojami pakankamai platūs pirmos pakopos studijų metodai ir vertinimo priemonės. Mokytojai naudoja įdomius ir novatoriškus mokymo metodus, tokius kaip reflektyvusis mokymasis, bendri moksliniai tyrimai su studentais ir mokytojais, kt. Studentai tai vertina labai palankiai. Studijų dalykų turinys praturtintas aktyviais, naujais studijų metodais, skatinančiais vidinę motyvaciją. Programos studentai yra labai motyvuoti ir aktyviai dalyvauja įvairiuose studijų proceso įgyvendinimo etapuose ir lygmenyse.

Studijų procesas palaikomas tinkama infrastruktūra ir materialine baze, pavyzdžiui, veiksmingai dirbančiu IT palaikymu, gerai organizuojamomis vertinimo sistemomis. Studijų programoje naudojami naujoviški studijų proceso ir programos tobulinimo ir keitimo metodai.

Programą vykdo 16 mokytojų, 23 procentai studijų programos dalykų dėstomi daktaro laipsnį turinčių mokytojų, likę mokytojai turi magistro arba lygiavertį aukštojo mokslo laipsnį. Vos 3 mokytojams tai yra pagrindinė darbo vieta – to neužtenka visoms studijų programos dalims vystyti. Kolegijos administracija turėtų skirti daugiau dėmesio personalo valdymui. Mokytojams reikalinga administracijos parama keliant kvalifikaciją ir lavinant įgūdžius užsienio ir Lietuvos universitetuose, įskaitant anglų kalbos ir mokslinių tyrimų įgūdžius. Mokytojai turi aktyviau dalyvauti moksliniuose tyrimuose ir bendradarbiavime su kitais universitetais.

Programą palaiko kolegijos struktūra. Kolegija turi kokybišką valdymo sistemą ir išteklius studijų programos kokybei užtikrinti. Programos valdymas atitinka standartus.

Studentai ir mokytojai gauna kolegijos teikiamą paramą („Erasmus+“ ir kitas stipendijas), skirtą vykti mokytis, dėstyti ir atlikti praktiką užsienyje. Gera Kolpingo visuomenės parama ir bendradarbiavimas įgyvendinant studijų programą yra didžiausi programos privalumai. Kolegija užtikrina deramą akademinę paramą programos studentams.

Programoje turi būti įgyvendintas modulinis mokymas.

Aiškiai aprašyti kokybės užtikrinimo procesai, įvairių organų, komitetų ir funkcijų vaidmenys ir atsakomybė. Kolegijoje įgyvendinta studentų grįžtamojo ryšio ir tobulinimo sistema. Bendras studentų pasitenkinimas yra aukštas.

<...>

III. REKOMENDACIJOS

1. Studijų programos padėtis turi būti aiškiai apibrėžta valstybės lygmeniu, nes vaikų apsauga Lietuvoje nėra socialinio darbo sritis. Su socialiniais dalininkais reikia aptarti kaip ji patenkina Lietuvos darbo rinkos poreikius.
2. Studijų programa turi užimti aiškią poziciją kolegijos ir fakulteto lygmenyse. Tai reikia aptarti su kolegijos administracija ir kitomis katedromis. Studijų programa turi atrasti *savo nišą*.
3. Visa programa turi būti organizuojama moduliais. Programoje turi būti įgyvendintas modulinis mokymas(is).
4. Europos socialinės darbotvarkės integravimas į metodiką. Į programą reikia įtraukti Europos socialinę darbotvarkę, atsižvelgiant į socialinio darbo pokyčius Europoje, studentams turi būti dėstomos pagrindinės Europos socialinės darbotvarkės kategorijos.
5. Reikia kelti personalo ir mokytojų kvalifikaciją.
6. Kolegijai reikia daugiau strateginių partnerių ir sutarčių bendriems moksliniams tyrimams atlikti. Reikia įdiegti ir naudoti vertinimui tinkamą mokslinių tyrimų cituojamumo rodiklį, pvz., H indeksą, citatų skaičių, žurnalų poveikio koeficientą („impact factor“).
7. Reikia daugiau praktinių studijų ir daugiau pasirenkamųjų dalykų.
8. Žemas tarptautinių santykių lygis ir studentų dalyvavimas „Erasmus +“ ir kitose judumo programose. Būtina daug daugiau dėmesio skirti bendradarbiavimui kolegijos viduje ir už jos ribų, studijų procesų internacionalizavimui ir optimaliam „Erasmus+“ galimybių išnaudojimui. Būtina didinti studentų judumo galimybes.
9. Kolegijos bibliotekoje nepakankamai socialinio darbo teorijų ir socialinės politikos literatūros anglų kalba. Reikalinga naujesnė literatūra.
10. Turi būti tobulinami kalbų (anglų, vokiečių, rusų) įgūdžiai.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)