



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šv. Ignaco Lojolos kolegijos  
**STUDIJŲ PROGRAMOS "SOCIALINIS DARBAS"**  
*(valstybinis kodas – 6531JX003)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF "SOCIAL WORK" (state code -6531JX003)**  
**STUDY PROGRAMME**  
at Šv. Ignaco Lojolos college

**Review' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMMĖĄ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	6531JX003
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	2013-05-31

\* 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>Social work</i>
State code	6531JX003
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	31-05-2013

\* 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 assist St. Ignatius of Loyola College to improve the Social work study programme and to inform the public about the quality of this programme. 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 the Social work study programme either for 6 years or for 3 years. If the Programme evaluation is negative such a programme is not accredited.

### ***1.2. General***

The Application documentation submitted by the HEI follows the outline recommended by the SKVC.

The St. Ignatius of Loyola College is a non-state higher education institution registered in 2 March, 2010. The College is a public legal entity acting as a public institution. The establishment treaty January 25 ,2010 was signed by Kaunas Archbishopric, Lithuanian Jesuit province and UAB "Ortopedijos klinika". On May 26, 2011, the Minister of Education and Science by order No. V-918 authorized the College to carry out studies and activities related to studies Nr. 0020623.

The College is the first Jesuit higher education institution in Lithuania. Its aim is to prepare highly qualified professionals to meet labor market requirements with professional Bachelor degree and are able not only to successfully integrate into the labor market, but also play an active role in society, basing their activities in support of Christian values.

The College has two departments: Department of Social Welfare and Arts, Health Sciences and Technology. Social work Studies Program was launched in the Department of Social Welfare (September 1, 2013), following the September 21, 2016, Board meeting (Protocol Nr. 9) The Programme is assigned to the Department of Social Welfare and Arts.

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

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.

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

The review team was completed according *Description of experts' recruitment*, approved by order Nr. 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 December 15, 2017.

1. Prof. Dr. Skaidrite Alma Gutmane (team leader), *Rector of Latvian Christian Academy, Latvia.*
2. Prof. Dr. Christian Stark, *Head of Master Programme Social work, vice-Dean for research and Internationalisation, University of Applied Sciences Upper Austria, Austria.*
3. Doc. Dr. Marju Medar, *Associate Professor at Tallinn University, Estonia.*
4. Mr Saulius Davainis, *Head of Social Activity Department at the Republican Hospital of Kaunas, Lithuania.*
5. Ms Marija Grinaitė, *student of Vilnius University study programme Social Policy,*

## **II. PROGRAMME ANALYSIS**

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

The aims and learning outcomes of the Programme are reflected in the statement of the self-evaluation report (SER p. 8-10). **The overall aim** of the Programme is to provide higher education following European standards related to the College education in the area of Social work. The Programme intends to develop specialists with professional competence enabling them to address social problems in Lithuanian rural communities (parish). Social work professionals should act as intermediaries between the people and surrounding social environment in accordance with human rights, social justice, Christian values and the Code of ethics of Social workers.

**The Programme is developed on the competence and approach focused on the learning outcomes** (Meetings with administration and teaching staff, students, alumni and social partners).

**Objectives and intended learning outcomes of the Programme are well defined, clear, they complement each other and are publicly accessible.** Programme objectives and intended learning outcomes are well-defined and explicit, they are described distinctly, very detailed and systematically, corresponding to the national and international directives regulating higher education such as Bologna Declaration and, Dublin Descriptors.

It was noted that SER uses another terminology than that used in Guidelines: SER uses the term “study results” instead of “learning outcomes”.

**The aims and learning outcomes of the Programme are based on the Lithuanian Qualification Framework, academic (Higher education Study Cycle Descriptor) and professional requirements (Law for Social work) and are linked to the State strategies** (*Strategy for National Progress "Lithuania 2030", The National Progress Programme for Lithuania for the Period 2014-2020, etc*), **societal and labour market needs.** Objectives of the Programme are related to the development perspective of the Republic of Lithuania and Kaunas region, and are in line with the mission of the College (see Table 4) and based on the professional requirements for practical activities of the Social worker. They are directly related to their purposes and formed in line with the professional activity standard. They are logically connected with practical activity content of the future Social workers and their professional qualifications.

The Study Programme highly validates labor market and society needs. Programme cooperates with different stakeholders, participates in joint projects, employers’ surveys, employment exhibitions, etc. (Annex 10), SER p. 12.)

Role of Social workers in the labor market is growing (SER p. 8) due to increase of their workload and improvement of quality of social services. Local municipalities will have to create establish ca 330 additional workposts. Consequently, the number of Social workers with social risk families will increase. Study results and needs of the labor market are discussed with social partners and respond to interests of employers (SER p. 8).

Alumni are employed by respected institutions, to mention but few: Archbishopry of the Roman Catholic Church in Kaunas; among graduates are current Director of the Centre for Disabled people; head of Kaunas Palliative Care Centre; Centre of Elderly People; Spiritual Assistant in Palliative Care Centre; Deputy director of Social Education Centre. Among lecturers at St. Loyola College there are specialists of the Ministry of Social Affairs, Kaunas University Health Clinic; also most alumni keep their contacts with the College.

**Objectives and intended learning outcomes of the Programme described in SER correspond to the mission, operational objectives and strategy of the St. Ignatius Loyola College.** The *organizational structure* allows to plan, organize, and control the Study

Programme implementation as well as seek intended learning outcomes. These documents and related activities were described both in the self-evaluation report (SER p. 8, Table 4) and meetings with the administration and teaching staff members, social partners and alumni (Meetings with administration and teaching staff, students, alumni and social partners).

Objectives and intended learning outcomes of Study Programme are published online in the open guidance system AIKOS and on the College's website.

The study results are focused on progress strategy of the Lithuanian State, municipalities, and rural communities (SER p. 8, Table 4).

**Objectives and intended learning outcomes of the Study Programme are aligned with the academic and professional requirements.** Evaluation report clearly describes aims of the Programme, and intended learning outcomes define knowledge and its application necessary for a Social worker – his/her social and personal abilities, ability to carry out research, also special abilities to recognise and critically evaluate needs, strengths and possibilities of a person, group and community, and to organize and provide social services on regional and municipality level (SER p. 8-9, Table 5). During the meeting with teaching staff, students and alumni deep understanding on academic and professional requirements on Social work was obvious (Meetings with teaching staff, students and alumni).

The staff, hired for the execution of the Study Programme, meets legal requirements (SER p. 18, Appendix 3). Currently 26 teachers are employed, of which only 1 has less than 3 years of practical experience. 9 teachers of the Programme (35 %) have PhD and publish research results in both national and international Conferences. Study direction subjects are taught by 16 teachers (52 %). The Programme staff consists of 5 men, 21 women, average age - 41 years old. Subjects of the Social work Study Programme are taught by 6 teachers (20 %) with Master degree in Social work, 2 of them (7 %) are Social work supervisors.

Independent public opinion survey done by the Lithuanian Union of Students Representations (in March 2014) showed that amongst private colleges best academic and professional requirements evaluations come from St. Ignatius Loyola College (SER p. 19). Development of the teachers' qualification undergoes approved faculty and staff training procedure, and following guidelines of the Quality Manual (2015) annual training plans are implemented (Order of Director, 2014, Nr. V-74, SER p. 20).

Teachers of the Programme are involved in various projects (Table 9, SER p. 20).

Teachers regularly participate in international study visits, conferences and lectures (Annex 14, SER p. 21). College teachers are members of the Lithuania School of Social work Association which works for improvement of their professional capacity. 88% of teachers have

experience in Social work. Overall qualification of teachers is high and in line with the College requirements.

**Objectives and intended learning outcomes of the Programme correspond to the type and cycle of studies and the level of qualifications.** Learning outcomes comply with requirements set for Professional Bachelor, and are relevant for professional activities, and are focused on achieving the aim of the Programme.

The Programme belongs to the Social Sciences field group, field of Social work, and is consistent with the Law on Higher Education and Research (2016), regulating the type of the College studies (higher education college studies) and cycle (first – Professional Bachelor).

Vision, mission, values, priority activities of the College are approved by the College Board meeting (January 18, 2016, Protocol Nr. 5). Strategic management of the College is regulated by Law of Republic of Lithuania, the Charter of the College, the College Board, and the Academic Council decisions (SER p. 4).

The title of the Programme, intended learning outcomes, the content of the Programme and the qualification are described in documentation of the College and the results of the monitoring carried out by the administration. The organizational structure allows to plan, organize, and control the Programme implementation as well as seek for the intended learning outcomes (SER p. 4). Publication of the aim and intended learning outcomes of the Programme is carried out systematically following the College Unified Programmes plan (Meetings with administration and teaching staff, students, alumni and social partners).

The College is the first Jesuit higher education institution in Lithuania. The College as part of its mission seeks harmony between the needs of society and the St. Ignatius educational paradigm to foster a sense of community between teachers and students, to meet high requirements for themselves and integrate into a whole European higher education space. According to the College assessment based on 44 criteria (spread in five parameters: I. Students and Studies; II. Alumni added value assessments and employers' evaluations; III. College academic staff and research base well-being; IV. Competing in international studies area; V. Students' approach to their College), the magazine "Reitingai" (May, 2017) rated the College as the 3<sup>rd</sup> best amongst all non-state Colleges.

**The title of the Programme, intended learning outcomes, the content of the Programme and the qualification to be obtained are well-tuned.** The composition of the Programme leaves good impression both from the academic and professional achievements' perspectives (SER p. 10). The Programme presents good balance between theoretical and practical courses, and all courses are interwoven with personal empowerment and social responsibility of students.



The Programme claims to care for the spiritual welfare of clients and to strengthen their Christian faith. Two questions in this regard: How this will be supported? What is the task of a Social worker against that of the priest and pastoral deacon?

These issues are not described resp. answered in the SER.

## **2.2. Curriculum design**

The Study Programme is designed for full-time studies (3 years) and part-time studies (4 years). There are no students currently studying in part-time. The Study Programme comprises 180 credits that corresponds to 4800 hours. Study weight distribution is equivalent in each semester: 6 - 7 subjects are taught each semester, which makes 30 credits.

**Curriculum design supports the process and content of Legislative standards of Republic of Lithuania through appropriate objectives, instructional activities, instructional field works and assessments.** The structure of the Programme is based on the legal acts of Lithuania, as described in the Self-evaluation report.

The Programme consists of two target subject groups: general College study subjects and study direction subjects. The Programme offers subjects that provide the knowledge and skills necessary for vocational Bachelor's degree in Social work. They are the core of the Programme and are given 4000 hours (150 credits) – more than 1/3 of the Study Programme. 9 credits are given to free elective subjects from other Study programmes or subjects taught at another institution of higher education. Students have an opportunity to decide themselves on the elective subjects.

The Programme includes 47 subjects, among them – 28 mandatory subjects including coursework and Final Thesis, 3 practices; 12 selected alternatively; 3 are selected from the department or the College general list of optional subjects.

**The content and implementation of the Curriculum partially ensures its sustainable development and meets four main aims of higher education** – solution of problems related to personality, democratic society, development of research, labour market demands.

The Study Programme will be transformed into a modular program (see Annex 11) which will consist of 12 modules: Introduction to professional studies; Social Responsibility and Professional holistics; Professional Social work instruments; Social work practice; Christian Social work, Social work with individuals and families; Professional empowerment; Professional practice; Social activities in the community; Voluntary communal Social work; Dissemination of the professional experience.

**Curriculum design benefits students and helps staff to teach efficiently.** The content of subjects facilitate successful achievement of the Programme's intended learning outcomes by

following the principle of continuity. Subjects complement each other in hierarchical terms of complexity: at first subjects with knowledge and skills necessary for better assimilation of the later content are delivered. Students can choose alternative subjects for more in-depth specialization according to their individual needs (Meeting with teachers and students, and alumni).

**Goals of the Curriculum design of the study Programme are clear for students. Goals are related to the learning process. It is possible to accomplish them during the study period.** The Programme goals and scope is determined according to the optimal time needed for reaching the given learning outcomes. Theoretical lectures, practical and independent work ration is determined by the content of the subject, nature and method of studies. In their individual studies' part students are informed about independent work hours proportions. Individual subject topics, consultation hours are allocated according to the needs of each student and feedback results. Study subjects are not repeated. Study content is composed in such a way, that during the given period of time students can achieve the objective and intended study results (Annex 2). Subjects' scope in credits, their place in the study plan is based on intended study results and required skills to master the subject. Subjects' content themes are suitable to reach and speak about strong interdisciplinary-subject links.

The survey (2015, 2016 – Students' Attitudes to the Study Quality Assessment) shows that students welcome study process methods and the Study Programme is clear for them. Most of respondents indicated that they understand the given information, but it is also part of the independent work. Students are satisfied with innovations of the Study Programme (SER p. 17).

**The content of subjects corresponds to the type and cycle of studies.** The content of the Programme matches the type and cycle of studies and the first step of studies. Programme subjects are arranged so as to form a sufficient amount of knowledge and skills; their priority order of is based on the following principles:

1. Directional. First taught subjects satisfy needs for general education and preparation, and they form the basic knowledge and ability to relate to other subjects' studies and / or practical training (by analogy, - this principle applies throughout the Study plan);
2. Practical unity. Students starting practice already have completed relevant subjects of the study area;
3. Studies comply with uniformity, continuity of competence and expediency. To ensure uniformity of the study field, the College sets optional subjects throughout the study period, consequently, the competence and continuity is ensured. (SER p. 15).

The Programme comprises 47 subjects, among them 28 mandatory are subjects including coursework and Final Thesis and 3 practices; 12 selected alternatively; 3 are selected from the department or the general list of optional subjects.

In the second year of studie students prepare course work focusing on the expected Final Thesis topic. Studies are completed by defending Final Thesis of the Professional Bachelor in Social work. College students are encouraged to choose relevant and modern topics already in the first year of studies; the theme should be linked to professional activities of the Social work practice and / or ordered by the social partners. The first Final Thesis in this Study Programme were prepared in 2016.

**The content of subjects and study methods enable to achieve the intended learning outcomes.** The applied methods during studies work for students' critical thinking, independence, and teaches decision making, supports application of theoretical knowledge into practice. The study process applies various methods – epistemological (lectures, seminars, simulation, monitoring, learning in cooperation), enabling (training / cognitive games, learning while teaching others and learning from experience, group work, project work, simulation, critical discussions), study methods promoting independent work (supervision, problem solving, situations and case studies, individual problem search), applied research methodology (reflection written and / or verbal, reflective diaries, selection of information, analysis, synthesis and interpretation), promote self-learning (feedback written and / or verbal evaluation) methods (see Annex 2).

In the 2016 - 2017 academic year students had monthly meetings with supervisor of Social work providing counseling to students in order to improve their skills and competences, to work more efficiently, solve complex professional situations. Supervision helps to analyze the given situation from the sidelines and to identify problems; participants of the supervision sessions learn how to solve problems independently.

College activities implement the St. Ignatius pedagogical paradigm. The method promotes active participation of students into the learning process, consequently, the study is not reduced to mere knowledge transfer, but also develops critical thinking, independence, creativity, and fosters internal motivation by strengthening Christian faith and acquisition of values. This method is applicable to non-formal education activities (accumulation of spiritual activities, volunteering, pilgrimage tours, educational travel). Education in Christian moral values is conducted in accordance with the Pastoral work Programme 2013-2015 (certified in February 6, 2014, Order Nr. V-9), Pastoral work plan for 2016-2018 which focuses on lecturers' readiness to integrate values in the educational process by adapting and mastering the St. Ignatius pedagogical paradigm as a study method.

SER emphasizes that applied methods help to improve students' critical thinking. However, it is not clearly described which methods in Curriculum are foreseen in this regard.

SER mentions the importance of spirituality and offers corresponding subjects to master personal spiritual development stages by means of spiritual challenges, by the Christian formation, faith practice, prayer, etc. Students are supposed to integrate theoretical knowledge and experience into spiritual life and *vice versa* (Annex 2 p.72). In this case question may rise: how can spiritual approach be assessed in this regard? You can only assess knowledge and skills at university otherwise you need a spiritual guide, but that seems to be too private issue for objective assessment, and not be given grades.

SER mentions that the Study Programme is constantly supplemented with latest research results (nr.51), but SER does not describe how do teachers acquire and teach latest research results (nr. 51).

**Final Thesis (Graduation papers) show students' ability to select, analyze and systematize information, carry out research, summarize its results and reflect personal professional experience.** Final Thesis are based on latest scientific achievements, students get acquainted with various aspects of research work by studying the Applied Social Research Methodology subject, preparing Thesis. Research skills are developed through different activities – analyzing professional literature, social welfare programmes, collecting, structuring and presenting data, etc.

**The scope of the Programme is sufficient to achieve learning outcomes.** However, 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 need to be taught to students promoting deeper understanding 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 2 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 in the labor market of the European Union's vulnerable groups.

Important action fields of Social work are not found in the Curriculum – such as Social work with homeless people, Social work with refugees and migrants, Social work with addicted people and delinquents.

SER mentions importance of spirituality and offers corresponding subjects to introduce personal spiritual development stages, Christian formation means, spiritual challenges, faith practice, prayer, etc. Students are qualified to combine theoretical knowledge and experience of spiritual life (Annex 2 p.72). In this case question may arise how can spiritual approach be assessed? For spiritual assessment a spiritual guide is needed, but that seems to be too private without giving grades to this.

**The content of the Programme partially corresponds to latest academic, artistic or technological achievements. Study subjects are taught in consistent manner, subjects or topics are not repeated.** The Study Programme should be improved by latest European Social Agenda development and recommendations related to the role of the European Social work and Supervision guidelines. The Programme lacks knowledge about legal and administrative requirements regarding integration policies and welfare systems.

Development of the teachers' qualification speaks that they are constantly improving skills, deepening their professional knowledge by taking part in conferences, seminars, study visits, publications (Annex 4). College also empowers teachers for Christian civic values, engaging them in pastoral programmes.

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

**The teaching staff meets requirements laid down in legislation.** All teachers have Master degree or an equivalent higher education degree in the field of the subject they teach. The staff hired for the execution of the Programme, meets legal requirements.

Currently 26 teachers are employed, of which only 1 has less than 3 years of practical experience. 9 teachers of the Programme (35%) have PhD and publishes research results in national and international conferences. Study direction subjects are taught by 16 teachers (52%). The Study Programme comprises 5 men, 21 women, average age – 41 years old. **Teaching staff complies with *Description of the Study Field of Social work requirements*** (SER p. 16, Table 5). Legal requirements are transcended at the College.

**Qualifications of the Study Programme teachers is sufficient to achieve the aim and learning outcomes of the Programme, and it complies with official regulations.** Professional development of teachers is governed by the Law of Higher Education and Researcher of Lithuania, and Job Descriptions of the College teachers (SER p. 19).

Study Programme ensures competent and qualified academic work with students. Qualification and practical preparation of teachers contribute to the quality and adequate achievement of the intended learning outcomes. 35% of teachers of the study field subjects are taught by researchers with Doctor degree (legal requirement is 15%). 85% of teachers have more

than 3 years of practical work experience of the subject being taught (legal requirements – 15%). Experience of the practice supervisors with Master degree in Social work is 5 and more years (legal requirements – 3 years).

**Teachers' participation in scientific research complies with their scientific research areas. Teachers' qualification meets requirements of law acts and ensures successful implementation of the Study Programme.** All teachers have Master degree or equivalent higher education degree in the field of the taught subject. The staff, hired for execution of the Programme, meets legal requirements.

Currently 26 teachers are employed, of which only 1 has less than 3 years of practical experience. 9 teachers (35 p%) of the Programme have PhD and publishes research results in national and international conferences. Study direction subjects are taught by 16 teachers (52 percent.). The Programme comprises 5 men, 21 women, average age – 41 years old.

Social work Study Programme subjects are taught by 6 Social work Master degree teachers (20 %), of which 2 (7 %) are Social work supervisors.

SER mentions (in one sentence) that 9 teachers with PhD publish research results in national and international conferences. In 2016 the College has signed Cooperation agreement with the School of Social researchers, and the staff of the program has full access to systematically improved research methodology competencies in ongoing monthly short-term and long-term seminars. Do teachers really use this and how it is controlled?

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.

Teachers of the Study Programme are involved in various projects sharing expertise with Lithuanian and foreign partners (SER p. 20). They are members of various Lithuanian and foreign associations. Participation in scientific conferences, research projects, internships and seminars are on high level (SER p. 20). **The teaching and research experience of the academic staff is sufficient for attainment of the learning outcomes.** Growing didactic and research activity and potential is evident, Programme employs 88% with experience in Social work. Qualification of the Programme teachers is in line with the Study Programme requirements. Teachers are constantly improving skills and deepening their subject knowledge (Annex 4). The College holds informal introduction and empowerment for teachers to Christian civic values engaging them in pastoral programmes and civil actions: retreats, pilgrimages, moral reflection meetings, etc. (SER p. 20; Meetings with teaching staff and administration). However, there is evident need for increasing mobility of teachers.

**The College supports professional development of teachers with good working conditions and involvement. Teaching staff participates in conferences, seminars, courses,**

**internships and mobility Programmes, research traineeships and trainings.** The College holds information seminars, spiritual accumulation day, retreats, spiritual exercises, andragogic seminars. The College also holds informal introduction and empowerment for teachers to practice Christian-civic values, enabling them to engage in pastoral programmes and civil actions: everyday morning meditations, which teach moral reflection skills; volunteering actions, retreats, pilgrimages and trips.

The College creates conditions for improvement of the teachers' qualification by financing publication of articles and covering participation fees for conferences, seminars and training courses. The need for professional development is coordinated with each teacher individually on the basis of the teacher' self evaluation (Meeting with teaching staff and administration).

Upon the receipt of further financial support from the State budget and European Structural Fund, it is planned to increase the number of teacher visits abroad within the Erasmus+ Mobility Programme.

**Qualifications of the teaching staff are adequate to ensure achievement of the intended learning outcomes and they meet the requirements for the College higher education studies.** Teachers of the Programme meet requirements set out in the Description of the Study Field of Social work (SER p. 8-12). There are 26 teachers involved in the Study Programme: there are 16 teachers involved in teaching of the study direction subjects (52%). Average age of teachers is 41. 6 teachers have Master degree in Social work (20%), of which 2 (7%) are Social work supervisors. Practice counselors have completed Master degree in Social work and have qualification of Supervisor.

Number of teachers is sufficient to achieve the Study Programme results because their scientific interests, and their qualification and practical experience meet subject areas they teach (Annex 4, SER p. 18).

**The cohort of academic staff is sufficient.** The Programme was implemented on average by 26 teachers. **The ratio between the academic staff and students is enough, which supports reaching of the learning outcomes.** During the Programme execution years teachers' and students ratio was optimal (2 students p/teacher) and teachers' workload is divided according to the Programme quality assurance implementation and study results. Also students have unlimited possibility to have consultations with curators of the Programme and the Head of the Department.

The achieved academic staff stability creates confidence-based and safe working conditions and positive atmosphere, that ensures quality process of studies (Meeting with teachers and administration).

**The academic work of the Programme teachers is planned in accordance with principles of pedagogical workload of the *Description of the Workload of Teacher' Post*.** Meeting with teachers ensured that the workload of teachers is considered according to their individual plan. The workload for teachers working at the primary workplace is higher than for teachers working at the secondary workplace. The number of teachers working at secondary workplace is increasing every year due to growing number of students. The workload ranges from 0,1 to 0,5 (Meeting with teachers).

**Qualifications of the academic staff of the Study Programme are ensured by applying the College system of competition and assessment.** Personnel recruitment is governed by governing documents for both internal and external activities of the College: Law on Higher Education and Research Act, the Labor Code, the Statutes of the College, Requirements for the Minimum Qualifications of Teachers and Researchers (2008). Teachers are employed and their activities are assessed following the Requirements for the Minimum Qualifications of Teachers and their job descriptions. Visiting teachers are invited according to the Programmes' needs. For the execution of the Programme highly qualified and professional teachers are hired. Their qualifications meet the first step degree-awarding and integrated Study Programmes' general requirements (SER p. 18). Teachers are accepted to work positions following the prescribed procedure.

Teachers hand in annual reports for their academic year results, where they present their work quality statement. The College has Quality Manual and Training Development procedures, focused on continuous improvement of the staff competences. They are motivated to develop their didactic competences' (SER p. 19; Meeting with teachers).

Evidence is needed for setting teachers' higher research goals, and there is no perfect measure in the College for research productivity. H-index, number of citations, impact factor of journals could be used in evaluation of teachers. Although the College argues that the H-index is not obligatory for the applied knowledge, experts do not agree with it since only research-based applied knowledge is capable to promote professional activity according to the European unified requirements for the professional knowledge. Higher motivation for international platforms in research is needed for measurement of the teachers' performance. It would escalate the value of the St. Ignatius Loyola College as an institution. The College would need at least 2-3 articles in print in highly rated journals from each teacher responsible for the Christian Social work theory and practice development.

**Teaching staff turnover is able to ensure adequate provision of the Study Programme.** The number of teachers is growing in proportion to the number of students. The number of teachers show year-to-year growth. Staff stability is reached, which has positive



impact on the study process – students know their teachers, consequently atmosphere is very good at the College (Meeting with teachers and administration).

Mobility teachers from foreign Universities are working in cooperation with permanent staff of the College.

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

**Teachers and students use good facilities and equipment which is appropriate for attainment of the learning outcomes of the Study Programme.** According to SER the College has sufficient material and information resource base, which is enough for a high-quality Social work Study Programme. There are 7 auditoriums with 162 work stations. In order to ensure the promotion of students' communication skills and training, auditoriums can be freely adapted for group work. The premises have wireless Internet connection and are designed to meet work, fire safety and hygiene requirements.

**The premises for studies are adequate both in their size and quality.** The College offers 24 computers for study purposes, 3 interactive boards, 4 laptops. College Media Center is equipped with Conference facilities and remote devices. The College is member of the General Education Institutions Network (LITNET) and they are using Moodle system (SER p. 22; Visiting classrooms, Library, other facilities).

**The Library is equipped according to the required standard. The quantity, quality and relevance of reading materials matches the needs of students.** Programme resources are accumulated in the College library, reading room and available on data bases. In 2013 the College Library became member of the Lithuania Academic Libraries Information Infrastructure for Science and Studies' Support and Development Consortium (LABIIMSPPK).

This gives the College the opportunity to integrate into information resources of the Lithuanian science and information space with the help of College Consortium Library Automation System (ALEPH), Israel Company "Ex Libris". Electronic catalogue of the Library was installed to help to systematize and record e-space information resources. For the Information Resources search, and integral Search Engine Virtual Library was also installed, allowing to look beyond local resources and use also Lithuania Academic Electronic Library (eLABA) subscribed data bases.

In the College Library students can find study books, magazines, methodological materials, consultations for visual search, etc.

**The premises are mostly compliant with requirements to meet the needs of both students and teachers, as well as requirements set for the Study Programme**

**implementation. Students need more updated** literature on Christian Social work and Social work theories and Social policy, Interdisciplinary research (Visiting library).

**Teaching materials (textbooks, books, periodicals, databases) are appropriate, adequate and accessible.** College Library is a member of the Lithuanian research Library Consortium (LMBA). This gives students possibility to subscribe and use foreign electronic data bases. Since 2016 through LMBA the College subscribes EBSCO publishing (10 packages), Emerald e-journals collection and others.

Students of the College have sufficient access to electronic resources, methodological materials, journals and other various information resources for successful implementation of the Social work studies.

**The College has a suitable base for practice placements.** The College has sufficient cooperation agreements with practice institutions. Students speak about having quality practice placements and perfect supervision from teachers who deliver field subjects and supervision. The practice results are controlled and assessed on the basis of the tripartite contract (Meeting with students, alumni and social partners).

**Students with disabilities receive social support from the College.** In, September 20, 2013, the College signed a cooperation agreement Nr. ESFA3-7 with the State Studies Foundation (VSF) for financing of disabled students. In the analyzed period, the College had 3 disabled Social work program students and got support 8930 EUR.

**Students are trained in 'learning to learn' techniques, but this need more attention in future.** Study methods are explained to the students at the beginning of each subject training. Students are provided with academic, counseling and methodical support. There are study content descriptions and needed literature lists.

All students have an opportunity to consult with teachers on demand during individual consultations time. Consultancy hours with ongoing supervision are given. Professional practice tasks are worked out in cooperation with teachers and tutors, and in consistent cooperation with the social partners.

**Students ask for free parking place by the College during studies.**

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

**Enrollment requirements are well founded, consistent and transparent.** Students are admitted on basis of procedure for general admission to Lithuanian higher education institutions (LAMA BPO) and according to annually updated and publicly announced students' admission rules. **Study Programme recognises the students' competences which were reached in non-formal way.** All students have an opportunity to include formally acquired competences in the

higher education and training institution. For this purpose the Academic Council has approved recognition of the vocational training credits and accountability arrangements (Meeting with students and teachers).

**Organization of the study process ensures proper implementation of the Study Programme and achievement of the intended learning outcomes.** The College ensures good learning conditions for all students, respecting their individual needs. The study process, conditions and procedures and the schedule of studies are organised on the basis of the Study Plan of the Programme (Visiting classrooms, library, other facilities).

**Students are encouraged to take part in scientific, artistic or applied activities.** Every student is stimulated to participate and constantly informed about appropriate possibilities to prepare presentations, publications and participate in conferences and in academic exchange programmes. Students are involved in research and social activities.

Programme students are actively involved in annual interdisciplinary scientific practical conferences "Systemic change dimensions in vocational training" organized by the College's, VDU and King Mindaugas Vocational training center. The College encourages students to execute applied science activities. Each student is individually led to apply research according to the College's Departments' Applied science concept.

Since 2015 Social work students participate in Social work skills competitions, which are held between 8 Lithuanian colleges involved in training of Social workers. In March 12, 2015, the College organized competition of excellence, and students from the St. Ignatius Loyola College won the first place and became the 2016 Excellence Competitor.

International students' mobility is one of the internationalization development priority measures at the College. Since 2013 international mobility activities were taken up by 5 students and 8 personnel members, implemented in 26 international activities (see Annex 14). One third (30%) of the 26 international activities were funded by the Erasmus+ Mobility Programme. Also the College has given grants for implementation of the mobility activities, 26% were used for Social work program students and staff.

Students actively participate in the non-formal activities of the College: informal youth summer camp, National Career week and volunteer service activities. Students' activities are publicized in LRT Culture channel broadcast "Take a different look into the world of profession", TV6 channel show "Universitetai.tv" and College website (video footage).

Measures to reduce student drop-out should be implemented, raising the minimum score for admission and accepting to study more motivated students.

**Students use individual consultations and methodological aids prepared by teachers.** Students can use study materials and methodological aids prepared by teachers for distance

learning environment. Students are also consulted *via* e-mails, *Skype*, using social networks, etc. Teachers offer individual consultations, also round-table discussions are organised on how to overcome fear of public speaking, stress while preparing the examination session and defending Final Thesis (Meetings with administration, teaching staff and students).

**Students have the possibility to take part in mobility Programmes.** International student mobility is one of the priorities of internationalization development measures at the College. Since 2013 international mobility activities were attended by 5 students and 8 personnel members, implemented in 26 international activities (see Annex 14, SER p. 26). Of the 26 international activities, one third (30%) were funded by the Erasmus+ Mobility Programme. The College has given grants for implementation of the mobility activities, 26% was used for students and staff of the Social work Study Programme.

**The College ensures proper academic and social support.** There are several consistent academic, social and financial support tools provided for the College students. Academic support: introductory events for admission to the Programme; students are represented in the Study Programme Committee; individual consultations are provided to students; supervision for final practice and Final Thesis is provided; consultations to students facing learning difficulties are given; additional academic seminars for completion of the final practice and writing Final Thesis are held; consultations on professional career issues; consultations for students studying under individual study schedule.

Social, psychological and cultural support: two tutors for the first-year students; encouragement for participation in the students' conferences; covering travel costs; *thank you* letters to the best students from administration; free study schedule offered to students without academic debts; the tuition fee payment term is prolonged for students in difficult financial situation; financial support for students with disabilities; the founder's scholarship and *thank you* letters to students with excellent academic performance (Meetings with teachers, students, alumni and stakeholders).

The College doesn't offer dormitory, however, it has good contact with several HEI institutions in Kaunas city who can provide dormitory lease.

**The system of assessing student achievements is clear, made public and appropriate to assess the learning outcomes.** Assessment is based on the Republic of Lithuania Minister of Education order "On study result assessment system approval" and College "Study Result Assessment Procedure", which is adjusted and approved by the Academic Council. System of the Programme students' achievement assessment is clear and evaluation criteria are distinctly expressed. The system is public and appropriate to evaluate the study results.

At the end of a semester students have at least one month to pass examinations.

**Professional activities of the majority of the Study Programme graduates correspond to the expectations of the Programme managers and employers.** According to the Lithuanian Labor Exchange data, the Social worker is classified among the ten most demanded professions.

Graduates are successfully employed: 39 of the of 2016 graduates who have completed the Study Programme, 37 are employed (95%).

**The Study Programme corresponds to future economic, social and cultural development needs of the State.** The College's Programme corresponds to the State labor market needs. Potential employers are involved in preparation and updating of the Study Programmes, study modules and practices. As members of the Qualification Commission they review student's works. 85% of employers assessed student's practical skills as very good, 91% stated that students show reasonable approach to work, 81% confirmed that students are able to work independently. Employers' feedback shows that the Programme corresponds to the State economic, social and cultural needs (SER p. 37).

**Honest learning environment is ensured.** Since 2015, the College community follows the College Code of the Academic Ethics which establishes underlying ethical principles for academic activities. The Code defines general academic ethics for research activities. The Code is publicly available on the College website.

In order to ensure active involvement of students during the whole semester, objective assessment of the study results and avoiding plagiarism cases, the College applies cumulative assessment criteria. Cumulative score comprises interim grades, independent work and exam grades. In the practice assessment both reflective practices and group supervisions are used, consequently the learning consistency is achieved on accountable basis during the whole semester.

The College operates Quality Laboratory, which carries out studies quality policy, implements monitoring on individual level. Quality Laboratory purpose is to ensure honest learning environment and internal quality of the Programme implementation by focusing on quality culture, values and dignity of the person.

**Students are provided with opportunities to make complaints and lodge appeals following clear, public and transparent procedures** Not a single complaint was received during implementation of the Study Programme.

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

**Responsibility for decision making regarding the implementation, monitoring and evaluation of the Study Programme are clearly defined.** Processes and procedures of implementation, quality assurance, responsibility of implementers of the Study Programme are

regulated by internal activity documents at the College. Quality management system required by standard ISO 9001 was implemented, i.e., the strategy of the College follows principles set out by the Certificate on the European Higher Education Area Quality Management. There is a clear allocation of responsibilities and the Programme management processes and the study quality assessment involves all stakeholders (students, teachers and employers). The Study Programme administration and organization of the study process is regulated by the College study procedures. Quality targets are reviewed and annually updated. Quality Manual provides detailed description of the study activities, relevant information analysis and evaluation, study planning, student-related processes, study scheduling, study execution, practical training, examination and study completion, internal audit and other areas of quality assurance algorithms. Quality Manual describes each process and assigns the designated process as "owner", who is fully responsible for a specific process. The "owner" organizes the process so as to achieve the results, optimal use of available resources and compliance with quality requirements.

**Internal quality assurance mechanisms are clear, effective and reviewed regularly. Data and other information about implementation of the Study Programme are periodically collected, analyzed and used.** The College's Programme quality is ensured in accordance with the College Quality Management System (QMS). It is essentially based on the European Higher Education Area Quality Management strategy. Quality guides provide detailed description of the holistic execution of quality culture and quality development at the College.

The College operates Quality Laboratory, which carries out monitoring of the studies quality policy implementation on an individual level. Quality Laboratory is a unique internal quality enhancement tool: its purpose is to conduct informal individual interviews to hear College students, teachers and other stakeholders' expectations and opinions, analyze them and discuss common problems in informal community discussions; it comments about the quality of studies. The Laboratory is recognized as an international innovation: in the International Innovation Competition in 2015 it won nomination in the public and non-profit organizations sector.

Data and other information on the quality of the Programme implementation is periodically collected and analyzed. The self-evaluation process takes place every year on three levels: Teacher - Department - College. The evaluation analyzes students' achievements, their needs and expectations. Teachers prepare self-evaluation reports, provided by the heads of departments

When quantitative and qualitative indicators are analyzed, a strong focus is put on the following criteria: graduates in the labor market, education development, methodical work at the faculty, professional development, participation in international projects and programmes,

cooperation with social partners, teaching quality, feedback from students, social partners, and especially from employers.

Internal quality assurance is based on the following documents: The Quality Guide Book; Attestation of Subjects of the Study Programme; On the Academic Schedule. These documents are prepared by the Study Department. Quality assurance is improved also through practical professional activities of students (Meeting with teachers and students).

**Feedback from stakeholders of Study Programme is regularly collected and analysed. Feedback is used to improve the Programme.** Social stakeholders have a significant impact on improvement of the quality of the Programme. Stakeholders are permanently involved in the whole College's programmes improvement process. They are also members of the Programme Committee. Students participate in the study quality assessment and submit proposals for the Social work Study Programme development. Programme is also partnered with different associations, Lithuanian higher education institutions, practice bases (Annex 12).

Different stakeholders may describe their views in Questionnaires, the Quality Laboratory, various meetings, practice assessments, or through any other convenient form (SER p. 37; Meeting with stakeholders). The College carries out teachers' self-evaluation and questionnaires for teachers and students, reviews the content of the Programme. Stakeholders' feedback shows that the Programme is evaluated positively because of its uniqueness and attention to Christian values in higher education.

**Results of both internal and external assessment are effectively used for further improvement of the Study Programme.** However, the research quality activities of teachers are not obvious. Both documentation and evaluation of the teachers' research activities must be improved along with adequate measures for research productivity, such as H-index, number of citations, impact factor of journals should be implemented. The College administration and teachers should accept that the European space for professional higher education emphasizes high research quality necessity, and the College must give administrative measures to reach the standard of the European professional education regarding research.

**The College offers good working and learning conditions.** Key areas of cooperation with external social partners are: participation in improvement of the Study Programme, organization and implementation of students' professional activity practices, reviews of Final Thesis, participation in the Qualification Commission, Study Programme Committee, etc. (SER p. 32). **All stakeholders (teachers, students, social partners, alumni) are involved in the appropriate aspects of the Study Programme management and administration.** All stakeholders are contributing to the quality implementation of the Programme, following surveys

made for students “Evaluation of the Study Subject Quality: View of the Student”; for teachers: “Evaluation of the Study Subject Quality: View of the Teachers”; for practice supervisors and social partners: “Evaluation of the Professional Preparation”. Surveys of graduates are performed every year. Necessary conditions to improve teachers’ qualification are taken in notice. Since 2013 attestation of the Programme subjects was launched (Meeting with teachers and administration).

The College has good structure for marketing of the Study Programme. Alumni and social partners are actively involved in the marketing process.

**Students get a financial support from the College.** Students are provided with financial support: State loans and State-supported loans, social grants, study grants, etc. One-time grants are awarded for active scientific, cultural, sports, and social activities, as well as in case of an accident or death of a relative, or in difficult financial situation in the family.

**Support for students with disabilities.** The College creates equal possibilities for all who want and are able to study. Students with disabilities, regardless of the mode of studies, are provided with financial assistance to meet their special needs and partially compensate study costs. During the analyzed period 20 students of the Study Programme have received financial assistance (Meeting with administration and students.)

**Information about the Study Programme is publicly available, relevant and easily accessible.** Publicizing of the Programme aim and intended learning outcomes is carried out systematically following the College Unified Plan for the Programmes Publicizing and Student Admission. Information is available in specialized public publications, on the College website, on the College *Facebook* profile, etc. (Meeting with administration and teaching staff, social partners and alumni).

## **2.7. Examples of excellence \***

1. Uniqueness of the Study Programme is its Christian profile.
2. The College operates Quality Laboratory, which carries out studies quality policy implementation monitoring on an individual level. Quality Laboratory is a unique internal quality enhancement tool.
3. Since 2015, Social work students participate in professional skills competitions, which are held between 8 Lithuanian Colleges, that train Social workers. In March 12, 2015, the College Social work Study Programme students won first place and became the 2016 excellence competitor
4. Activities of students are made public in LRT Culture channel broadcast "Take a different look into the world of profession", TV6 Channel show "Universitetai.tv" and College website (video footage).



### **III. RECOMMENDATIONS**

1. SER mentions that applied methods develop students' critical thinking (nr.45). Those processes should be clearly described, assessed and evaluated.
2. It is necessary to improve teachers' and students mobility.
3. More focus on Social work theory is needed. The Study Programme doesn't offer clear understanding of the basic Social work theories.
4. Subjects concerning Social work with homeless people, delinquents, refugees and addicted people should be installed.
5. Research activities of the teacher are not obvious. There must be big improvement in documentation and evaluation of teachers' research activities and adequate measures in the College for research productivity such as H-index, number of citations, impact factor of journals should be implemented.
6. Measures to reduce student drop out has to be implemented.

### **IV. SUMMARY**

The objectives and intended learning outcomes are well defined, clear and publicly announced. The aims and the tasks of the Study Programme and study results are clear and practically attainable, they comply with aims, set by the College and normative documents for the College education in Lithuania. The Programme is well linked to the State, societal and labour market needs, also with the mission and vision of the College.

All teachers have Master degree or an equivalent higher education degree in the field of the taught subject.

The College has good cooperation with employers and social partners.

There are deep deficits concerning conduction, documentation and evaluation of teachers' research. The application procedure to the Programme is carried out online and all the information about the admission process and requirements is conveniently presented on the website. The Programme management meets the standards. 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 strength of the Study Programme is its Christian profile, good contact with employers and social partners, good expansion for dissolving regional problems. In this way the aims and task of the Programme

correspond to the mission and vision of the College. They flexibly respond to the labor market needs in the region.

## V. GENERAL ASSESSMENT

The study Programme Social work (6531JX003) at St. Ignatius of Loyola College is given **positive** evaluation.

*Study Programme assessment in points by evaluation areas.*

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

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupēs vadovas:

Team leader:

Prof. dr Skaidrite Gutmane

Grupēs nariai:

Team members:

Doc. dr. Marju Medar

Dr Cristian Stark

Saulius Davainis

Marija Grinaitė

**ŠV. IGNACO LOJOLOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *SOCIALINIS DARBAS* (VALSTYBINIS KODAS 6531JX003) 2018-04-23  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-60 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Šv. Ignaco Lojolos kolegijos studijų programa *Socialinis darbas* (valstybinis kodas 6531JX003) vertinama **teigiamai**.

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

\* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

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**IV. SANTRAUKA**

Uždaviniai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai prieinami. Studijų programos tikslai, užduotys ir studijų rezultatai yra aiškūs ir praktiškai įgyvendinami, suderinti su tikslais, numatytais kolegijos ir reglamentuojančiuose švietimo Lietuvos kolegijose dokumentuose. Programa yra glaudžiai susieta su valstybės, visuomenės ir darbo rinkos poreikiais, atitinka kolegijos misiją ir viziją.

Visi mokytojai turi magistro laipsnį arba lygiavertį aukštojo mokslo laipsnį dėstomo dalyko srityje.

Kolegija glaudžiai bendradarbiauja su darbdaviais ir socialiniais dalininkais.

Egzistuoja didelės spragos mokytojų mokslinių tyrimų vykdyme, dokumentavime ir įgyvendinime.

Paraiškų teikimas priėmimui į programą atliekamas internetu, o visa informacija apie priėmimo procesą ir reikalavimus patogiausiai teikiama svetainėje.

Programos valdymas atitinka standartus. Aiškiai aprašyti kokybės užtikrinimo procesai, įvairių organų, komitetų ir funkcijų vaidmenys ir atsakomybė. Kolegijoje įgyvendinta studentų grįžtamojo ryšio ir tobulinimo sistema.

Studijų programos stiprioji pusė yra jos krikščioniškasis profilis, geras ryšys su darbdaviais ir socialiniais dalininkais bei indėlis sprendžiant regionines problemas. Šiuo atžvilgiu programos tikslai ir užduotys dera su kolegijos misija ir vizija. Jie lanksčiai pritaikyti darbo rinkos poreikiams šiame regione.

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### **III. REKOMENDACIJOS**

1. Savianalizės suvestinėje minima, kad taikomieji metodai ugdo studentų kritinį mąstymą (nr. 45). Šiuos procesus reikia aiškiai apibrėžti ir įvertinti.
2. Reikia gerinti mokytojų ir studentų judumą.
3. Reikalingas didesnis dėmesys socialinio darbo teorijai. Studijų programoje nėra pakankamai aiškinamos pamatinės socialinio darbo teorijos.
4. Reikėtų dalykų, kuriuose nagrinėjamas socialinis darbas su benamiais, delinkventinio elgesio asmenimis, pabėgėliais ir priklausomybes turinčiais asmenimis.
5. Mokytojų mokslinių tyrimų veikla nėra matoma. Turi būti gerokai patobulinta mokytojų mokslinių tyrimų veiklos dokumentacija ir vertinimas bei įgyvendintas tinkamas mokslinių tyrimų cituojamumo rodiklis, pvz., H indeksas, citatų skaičius, žurnalų poveikio koeficientas („impact factor“).
6. Turi būti įgyvendintos priemonės, mažinančios studijų nebaigusių studentų skaičių

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#### **2.7. Išskirtinės kokybės pavyzdžiai**

1. Studijų programos išskirtinumas – krikščioniškasis profilis.
2. Kolegijoje veikia Kokybės laboratorija, kuri stebi studijų kokybės politikos įgyvendinimą individualiu lygmeniu. Kokybės laboratorija yra unikali vidaus kokybės gerinimo priemonė.
3. Nuo 2015 m. socialinio darbo programos studentai dalyvauja profesinio meistriškumo varžytuvėse, kuriose varžosi 8 Lietuvos kolegijos, rengiančios socialinius darbuotojus.

2015 m. kovo 12 d. kolegijos socialinio darbo studijų programos studentai užėmė pirmą vietą ir tapo 2016 m. meistriškumo varžytuvių dalyviais.

4. Studentų veikla viešinama LRT kanalo laidoje „Pažvelk į profesiją kitaip“, TV6 kanalo laidoje „Universitetai.tv“ ir kolegijos svetainėje (vaizdo medžiaga).

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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)