



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Utenos kolegijos  
**STUDIJŲ PROGRAMOS "SOCIALINIS DARBAS"**  
*(valstybinis kodas – 6531JX015)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF "SOCIAL WORK" (state code -6531JX015)**  
**STUDY PROGRAMME**  
at Utena college

**Review' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	6531JX015
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); iššestinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinio darbo profesinis bakalauras, socialinis darbuotojas (socialinių mokslų profesinis bakalauras)*
Studijų programos įregistravimo data	2007-07-10

\* 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.

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social work</i>
State code	6531JX015
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, social worker (Professional bachelor of social sciences)*,
Date of registration of the study programme	10-07-2007

\* 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***

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.	List of participants of the meetings

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

Utena University of Applied Sciences is a state higher education institution in the Aukštaitija region which mission is to educate and train professionals in various areas possessing higher college education, meeting the demands of the regional, national and European labour

markets and to create conditions for continuous education by developing persons' competences to learn continuously and act under the conditions of knowledge society being formed. Utena UAS was established on 1st September 2000, following decision No. 1000 of August 30, 2000, of the Government of the Republic of Lithuania '*Regarding the Establishment of the State Alytus, Kaunas, Utena and Vilnius Colleges of Higher Education*'. On 18th July 2012, the legal form of Utena UAS has been changed, reorganizing it into a public entity and new statute was confirmed (SER p. 5).

Social Work Studies Program was launched in the Department of Social Welfare. After the international institutional assessment of Utena UAS, by the order No.SV6-39 of 14th August 2012, of Director of Centre for Quality Assessment in Higher Education, Utena UAS was accredited for the period of 6 years.

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

The present review has been carried out under the guidelines and procedures of SKVC. Conducting evaluation of the Study Programme, the External Evaluation Team 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 the the 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 Utena UAS on 18<sup>th</sup> of December 2017. During the visit, the evaluation team had the 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 18<sup>th</sup> 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 University, Estonia.*
4. Mr. Saulius Davainis, *Head of Social Activity Departament at the Republican Hospital of Kaunas, Lithuania.*
5. Ms. Marija Grinaitė, *graduate of Vilnius University, social work study program, Lithuania.*

## **II. PROGRAMME ANALYSIS**

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

Aims of the Programme and the learning outcomes are reflected in the statement of the self-evaluation report (SER p. 6-10). The aim of the Study Programme is to qualify professional social workers who are able to work independently or in teams in social services and institutions and apply innovations in their professional activity.

The Programme prepares students for the direct work with a client and for the organization and implementation of particular social services. The aim and learning outcomes of the Social Work programme are announced on AIKOS database administered by the Ministry of Education and Science of Lithuania, Utena College website, social media of the Department and institution, website [www.udiena.lt](http://www.udiena.lt) , as this information is more oriented to the youth auditorium which uses informational technologies. Every year *Open door days* and excursions to schools are organized during which a comprehensive information about social work study program, its aim and learning outcomes is provided.

Programme objectives are directly related to their purposes and formed according professional activity standard. They are logically connected with practical activity content of future social workers and their professional qualifications.

The SER describes clearly the aims of the Programme and the intended learning outcomes. It defines the necessary knowledge and its application for social workers abilities to carry out research, and social and personal competencies to recognise and critically evaluate needs, strengths and capabilities of persons, groups and communities and to organize and provide social work services in regional and municipality level.

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

**Programme objectives and intended learning outcomes are well-defined, clear, complement each other and publicly accesible.** Programme objectives and intended learning

outcomes are well-defined and explicit, they are described clearly and systematically, corresponding to the national and international directives regulating higher education (SER p.7).

Programme objectives and learning outcomes are described systematically, following the Description of the first Cycle – professional Bachelor study Programme in regards to Description of Study Cycles approved on 16.11.2016. by the Minister of Education and Science of the Republic of Lithuania, Order No. V-1012.

**The aims of the Programme and the learning outcomes based on the Lithuanian Qualification Framework, academic (Higher education Study Cycle Descriptor) and professional requirements (Law for SW) 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**. Meetings with teachers, administration and stakeholders prove that the Programme is set to labour market needs. Programme conveys the required practical skills and knowledge for students' ability to work independently. Programme matches to the demand for specialists and competences.

**Programme objectives and intended learning outcomes described in evaluation report correspond to the mission, operational objectives and to the strategy of the Utena College.** Utena College mission is „to educate and train professionals in various areas possessing higher education, meeting demands of the regional, national and European labour market, and to create conditions for continuous education by persons competences to learn continuously, and act under conditions of knowledge, society being formed“. Utena College strategic aims are developed in periods; latest period is 2014 – 2020. Programme's aims correspond to the strategic objectives of the Utena College. For the Programme some additional aspects are to reflect critically, understand importance of the life-long learning, to perform empirical research, to be able to apply results of the research, solving particular social problems, and implementing social work innovations (SER p. 8, Annex 9).

**Programme objectives and intended learning outcomes are linked on academic and professional requirements.** Study Programme aims and learning outcomes are relevant for today's social workers' practical activities in problematic situations of the State and regional strategy. Study Programme is developed by the main legislative acts which regulate higher education in Lithuania (SER p. 8).

**Programme objectives and intended learning outcomes correspond to the type and cycle of studies and the level of qualifications.** SW Study Programme is a higher College education Study Programme intended to acquire the degree of Professional Bachelor in Social Work and Professional Qualification of Social Worker. The preparation of social workers is

regulated by national and international documents „Directive 2013/55/Eu Of The European Parliament and of The Council 2013/55/ES“, „Descriptor of the Study Field of Social Work“, „The Guidelines for Competence Development in the Study Field of Social Work“, „Social Work Study Field Regulations“, „The Description of General Requirements for the Implementation of General Study Programmes“, „The Law on Higher Education and Research of the Republic of Lithuania (2016)“. In the Social work Study Programme are highlighted professional activities practices whereas prospective social worker with guidance / mentoring of social workers practitioners are able to operate in the real work conditions.

**The title of the Programme, intended learning outcomes, the content of the Programme and the qualification to be obtained are sufficiently tuned.** The composition of the Programme leaves satisfactory impression both from the academic and professional achievements' perspectives. It shows intention to balance good theoretical courses with practical courses, but involvement of the Psychology courses is overwhelming. The scope of the Programme needs more axiological, European Social Agenda course subjects. Contact hours with teachers need to be reduced and independent workload of students should be developed. The Curriculum needs to be tuned to the Lithuanian Law “Socialino darbo studiju krypties aprašas (2015.23.07.)” which says in 9: “Contact hours not less than 25% of the volume of the 1<sup>st</sup> cycle study programme, and with direct participation of lecturers and students at least 15%” and “at least 15% of the volume of the postgraduate study programme and with the direct participation of teacher and students (non-contract work) at least 10%).

The learning outcomes clearly define the knowledge and skills of a future social worker. They foresee that social work students as future professionals will have the newest social work knowledge about social work theory, methods and SW profession and that they will be able to carry out practice-oriented empirical research and apply the received data implementing SW innovations. It is recommended in the SW Study Programme to reflect ethical principles and values, cover necessary knowledge and abilities, to respond to the national and international developmental needs and priorities. Furthermore, the Programme allows disclosing the place of social work in the context of global economic, political, ecological processes.

SER states (p.10) that in order to expand the network of social worker's activities areas, it is important to analyze the need for new specializations and incorporate them into Study Programm. It is not clear what measures are done to reach this aim. SER says that students understand the importance of lifelong learning and will be able to perform practically orientated empirical research. It is not described clearly how this performed concretely. SER claims that students know to implement social work innovation: it should be more clearly described in which subjects students are taught how to implement SW innovation.



## 2.2. Curriculum design

**Curriculum design supports the process and content of the Lithuanian State Legislative standards through appropriate objectives, instructional activities, instructional field works and assessments.** The curriculum is designed following national and international legislation governing study of higher education: *Social work Study Field Regulation (2008)*, *Description of Study Field in Social Work (2015)*, *Bologna Declaration (1999)*, *Dublin Descriptors (2004)* London Communiqué (2007), *Leuven Communiqué (2009)*, *Social work Study Field Regulation (2008)*, *Descriptor of Study Field in Social Work (2015)* and etc.

The study Programme is designed for the full-time studies (3 years) and for the part-time studies (4 years). It consists of 180 credits that corresponds to 4800 hours. The volume of one academic year for the full-time studies is 60 credits for the full-time studies; and 45 credits for the part-time studies. Study subjects of the programme are closely related to each other. The sequence of subjects, their links and volume are resulted by the learnings outcomes. The workload of the Study Programme is distributed evenly. The studies of each subject end with the assessment of knowledge and abilities examination. Internships are finished with project writing. Subjects topics are formulated with reference to subject learning outcomes complexity, which is in line with the requirements for the sixth level structure of the European Qualification Framework.

The subjects of the studies and the topics are fitting and form a clear commitment to social work on a practical level. The content is satisfactory and adequate. Study and student academic record assessment methods are clearly presented in subject course descriptions. The correlation of study subjects' outcomes with the content of subjects and study methods is presented in descriptions of concrete study subjects of the Programme.

Full-time students have 2349 hours (48,9%): 1120 hours (23%) for lectures, 891 hours (18,5%) for practice works; 338 hours (7%) for consultations. For self-study of a student are 2451 hours (51%), from them 446 hours (9,3%) during professional activity practices with the supervision of practice mentor in the institution and 474 hours (9,9%) for self-study during professional activity practices. Part-time students respectfully have 2349 hours (48,9%), 384 hours (8%) for lectures; 369 hours (7,7%) for practice works; 299 hours (6,2%) for group consultations; 1297 hours (27%) for individual consultations. Following the *Descriptor of Study Field in Social Work* bringing into line a duration of full time and part time studies, the consultations hours were corrected and divided them into the consultations in groups and individual consultations. Self-study students have 2451 hours (51%).

**The aims and tasks of the Curriculum design are not always verifiable, clear, attainable, the Study content corresponds to the awarded qualification and the title of the Study Programme.** The whole curriculum is designed in Modules. The topics in the modules are presented in a logical sequence following principles of taxonomy: from knowledge to understanding; from application to analysis; synthesis and evaluation. In the topics, modern topicalities related with achievements and novelties in the social work are reflected. In order to achieve the learning outcomes, in the descriptions of the modules are intended various study forms and methods. The modules learning outcomes and content are based on the learning outcomes. Structural parts (subjects) of modules are compulsory and optional.

However it is not enough introductory study courses for right understanding of the identity of the SW profession with different client groups. Such courses need to be organized in different manners for students to get experience – it is important for students to have introductory practice to be introduced, also for the reason for students not to pay back the State money for their drop-outs. Students testify that they are not having enough knowledge with different clients, therefore more anthropological courses are needed and courses on axiology of communication. Meeting with students and alumni testify that they would like to have more knowledge how to communicate with clients with different groups.

Students do not have enough understanding how to work with client as human being (Meeting with students and alumni). Neutrality attitude as background for progress in the Social work profession and right understanding of human being is not the way for proper professional identity development. In this regard more motivational courses are needed, axiology courses, anthropological and counseling courses, interdisciplinary methodological approach which would help the Programme to achieve the learning outcome more effectively.

Interdisciplinary methodological approach is especially needed if the Programme is using Modules.

There is the subject: Social Work Theories and Methodics there are mainly reference theories mentioned of social work: there should be more focus on genuine social work theories and on newest theories (SER p. 14, Annex 2).

The team recommend create a subject called: Introduction to scientific (academic) writing.

**The content and implementation of the Curriculum ensures its sustainable development and meets the four main aims of higher education** – solution of problems related to personality, democratic society, development of research, meeting labour market demands. Curriculum is divided in Modules, however Modular instruction need to be developed. By Modular instruction we understand instruction which is entirely based on Modules and it predicts that whole Curricula is based on interdisciplinary didactic concept so that the

Programme is tailored taking in notice individual needs of the student. Interdisciplinary approach in Modular instruction allows students to choose his own learning mode. Choice among different learning modes is desirable. Modular instruction therefore includes large variety of instructional activities for SW professional development. It needs to be developed in the College. By this the Programme would be more adapted to the European higher education requirements.

**The subjects of study (modules) are taught in a consistent manner, subjects or topics are sometimes repeating each other.** The study courses are sometimes overlapping, especially Psychology courses. In the SER it is not evident that the Programme aims in Curricula change to combat stereotypes and stigmatization. It is also not evident in the SER Curriculum design in which subjects students are taught how to combat stereotypes.

**Curriculum design benefits students and helps staff to teach efficiently.** The Programme is based on „Findings of Social Work Professional Field Research“, „Global Standards for the Education and Training of the Social Work Profession“, „Social work Study Field Regulation“, „Descriptor of Study Field in Social Work“. However, the Study Programme lacks European approach to Social Work based on European Social Agenda guidelines. Such categories as: Solidarity, Subsidiarity, Equal participation, Youth employment, Middle class and Welfare state, category of Associated democracy etc. need to be open for students, how to develop the SW profession based on united European consciousness – historically, axiologically and taking in notice modern European Social Agenda.

**Goals of the Curriculum design of the study Programme are clear for students. The goals are related to the learning process. It is possible to accomplish the goals during the study period.**

Study Modules descriptors (SER p. 12, Annex 2) represent subject topics, learning outcomes, the volume of theoretical learning and teaching, consultations, self-study, evaluation of study results.

Structural parts of Modules are compulsory and optional, however, their sequence is not clear due to lack of clear didactic concept how to develop all three Modules through interdisciplinary approach.

Students are permitted to go to practice if they have enough theoretical knowledge and practical skills acquired during the theory courses. However, there are no mentioned measures to test their practical skillfulness, because students at the meeting with experts mentioned lack of knowledge for work with clients, even how to start communication with different client groups. Alumni and students confess lack of knowledge in basics of nursing (Meeting with alumni and students).

**The content of subjects corresponds to the type and cycle of studies.** SW Study Programme is a higher College education Study Programme intended to acquire the degree of Professional Bachelor in Social Work and Professional Qualification of Social Worker. The preparation of Social workers is regulated by national and international documents: “Directive 2013/55/Eu Of The European Parliament and of the Council 2013/55/ES“, „Descriptor of the study field of social work“ etc. (SER p. 8-9)

The content of Study courses of the First Cycle of Studies is aimed to the practical training of Social workers, to the practically applied knowledge, special and personal skills necessary for the work with different client groups. Study content of the course descriptions are orienting people to acquiring not only theoretical knowledge, but also practical application based on occupational knowledge.

**The content of subjects and study methods enable to achieve the intended learning outcomes.** Although lecture is the main form of theoretical classes, depending on situation various active and new methods are used in the programme: such as: simulations games, concepts maps, involving lectures, partners interview, panel discussions, simulations of press conferences, Balint's groups method, insights, and development scenario, diary of day-to-day reflection, supervision.

**Graduation Paper shows student' ability to select, analyze and systemize information, carry out a research, summarize its results and reflect personal professional experience.** The Study Program is accomplished by the preparation and the defense of the Final Thesis. Final thesis is independently by student prepared scientific investigative research or project work with analysis of the relevant topic. The purpose of the Graduation paper is to deepen into a chosen topic under the supervision of a supervising teacher and prove that students had acquired sufficient knowledge, abilities and skills and have the experience of analytical thinking.

Studies are completed with defense of the Graduation Paper. Assessment procedure and criteria are described in the Study Programmes' final Module (“Professional Bachelor Final Thesis preparation and defense”). Preparation of the Paper is conducted according to several regulations and documents of the College. Majority of graduates had prepared Graduation Paper linked to final professional activities at the practice place. The average mark of the Graduation Paper assessment in 2015 – 2016 is 8,76 (SER p. 25).

However, Abstracts in some Graduation Papers are weak (as testified by experts *in situ*) and in some tested Graduation Papers there are no research questions with quantitative research results, not enough references to updated articles in SW, not enough references to updated articles in English. I.e. Graduation Paper is assessed with mark “8” which means “good”, but

there is no sentence what methodoly approach is executed and therefore problem solving in not focused.

Although students before the performance of Graduation Paper have to get written permission from the institution to perform it, which is enclosed in Annexes of the GP, still teachers supervising Graduation Papers, should be better informed about modern Social work development in European SW settings (SER p. 26).

Graduation Papers show that interdisciplinary methodology of scientific research in SW need to be developed and innovatively updated.

**The scope of the Programme is sufficient to achieve the learning outcomes.** 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: 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. Programme scope should be enlarged in this direction.

Students would need basic knowledge in nursing, also Catholic Social teaching should be introduced, as well as set of European traditional values related to human person, family and society, and critical approach to modern values of self expression. It is not enough to stop by the Ethics of social work – deeper understanding of the client from both value and anthropology approach should be offered.

**The content of the Programme partially corresponds to the latest academic, artistic or technological achievements. Subjects of study are taught in a consistent manner, subjects or topics are not repeated.** There is the subject: Social Work Theories and Methods there are mainly reference theories mentioned of social work: there should be more focus on genuine social work theories and on newest theories (SER p. 14 3.2 Annex 2).

Although the Programme aims emphasize: *society must recognize the rights of socially marginalized people, helping them to maintain dignity and play a full part in the society, be active participants as regards social inclusion policies and related actions* - there are no special subjects concerning SW with homeless people, addicted people, delinquents, migrants and refugees. Poverty seems not to be an urgent topic.

Modular instruction meets the need of today's students more adequately than traditional instruction both with respect to the quality of learning and the content. Although the Programme is divided in Modules, certain problems are evident in implementing the Modular instruction (Meeting with alumni and students, and teachers). Emphasis on individualized learning and more attention to differences how each student learns need to be developed through Modular instruction.

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.

### **2.3. Teaching staff**

**The teaching staff meets the requirements laid down in the legislation.** The qualification of the academic staff is regulated by the *Law on Higher Education and Research, Description of General Requirements Regarding the Degree Study Programmes of the First Cycle and Integrated Studies* and their amendments, the *Descriptor of study field in social work, Statute of Utena UAS, Order for Organisation of Teacher Assessment and Contest to Occupy Positions at Utena UAS*.

All teachers have Master's degree or an equivalent higher education degree in the field of the taught subject. During the period of assessment there are 21 teachers: 1 professor, 2 docents with social science doctoral degree, 15 lectures and 3 assistants.

54 % of all Social Work Programme teachers have longer than 3-year practical experience in the area of taught subject.

The genuine subjects of social work study field such as: *Social work theory and practice, Crisis Intervention in Social work, Social Work with Family, etc.* are taught by teachers with Master in Social Work degree and they have practical social work experience (see Annex 1).

**Teaching staff complies with Description of the Study Field of Social Work requirements.**

**The Programme teachers' qualifications is sufficient to achieve the Programme aim and learning outcomes, and it is in complies with the official regulations.** Teachers consistently develop their qualification, their achievements are assessed in the teacher's attestation and during the contests to occupy the position. Main areas for the professional development are clearly described: cooperation with national universities and higher education institutions; participating in internships, including Erasmus+ training visits in cooperation with social partners; participating in national seminars and conferences. Lot of attention is paid to professional and pedagogical qualification development.

**The quality of teachers' participation in scientific research is sufficient. Teachers' qualification corresponds to the requirements of law acts and ensures sufficient implementation of the Programme.** Scientific interests of teachers correspond to their subjects taught (Annex 3, 4). Teachers publish research articles on both national and international levels (Table 8, SER p. 17).

Scientific research by Teachers should be improved regarding whole number of teachers. 51 scientific articles were published from 2011 to 2016 (SER p.17, table 8). Concerning the number of 21 teachers that means 0,5 publication per teacher per year. That is very low. Regarding annex 14 list of publication in fact only 7 teachers have published articles. The College would need more articles in the highly rated journals from each teacher responsible for the Social work theory and practice development. The SER does not show if there is any obligation how much article teachers have to write it in one, two years.

Meeting with teaching staff stated that the requirement is 2 articles p/5 years. The experts' team saw that it is significant need for teachers to grow theoretically and to improve their own research skills. Kick-off seminars for teachers are needed. Good professors from leading universities need to be invited to present to teachers how to do European Social Agenda and Social work innovation-focused research. The scope of research topics, content of articles testify to the mentioned need (Meeting with teachers, students, alumni and stakeholders).

More strong teachers' research quality assurance needs to be invested, and the 5 years period of attestation is too long and it is not focused. 1 article p/year is recommended for the Social work field teachers.

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.

Research activities (such as number of publications) should be in additional selection criteria.

The SER recommends improvement of foreign language competences of teachers. It is not obvious in the SER if clear measures are performed, or if there is an obligation, or if this is optional for teachers.

**The teaching and research experience of academic staff is sufficient for attainment of the learning outcomes.**

SER shows that teachers have different possibilities to participate in various training courses, conferences, e-learning environment courses, in mobility programmes. However, these activities have no hint to focus or link with the course taught, e.g., SER p.17 testifies: "teachers actively participate in pedagogical activities: Z.Ribokiene and I.Gaigalaite annually participate in

the commission for the motivation assessment of entrance into education and training study fields study programs. During the analyzed period, 19 SW SP modules were prepared in the Moodle environment and this covers 36,5% modules of all program (see Annex 10)”. However, it is not described how this additional training develops Modular instruction which is highly needed if the Study Programme is organized by Modules?

SW also uses systematic reviews to examine how disciplinary journals deal with certain issues, including prevention, epistemology, and the use and quality of structural equating modelling. The content of the scholarly SW journals is central to the professional endeavors to carve out an identity of the profession in the European setting. The stated aim of many disciplinary journals is to disseminate knowledge for the education purposes of informing practice. With practice frameworks of people interacting in their environment SW has much to contribute about how to work with excluded groups. Profession deals and demonstrates positioning of problems that individual in Europe experience, while also identifying the position of SW in addressing problems. By systematically searching and synthesizing articles, published in journals we can gain insights into normative positions and public image advocated by European SW. It is evident that teachers are not doing such systematic reviews of disciplinary journals.

SW researchers have drawn on social models of human agency to locate both social workers and clients’ capacity for projective and creative action in a context of available resources and social conditions. Proper research design and approach need to be taught to students and also teachers themselves should master them.

**The College supports the 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 of the Programme annually participate in the Mobility programme for teaching and training visits on the basis of bilateral and multilateral contracts. Erasmus+ programme is used, 50 agreements of international cooperation are signed, 13 international cooperation agreements for common research projects are signed (SER p. 16).

During the analysed period 10 teachers were in teaching visits and 43 training visits (Annex 16, Table 29).

**The qualifications of the teaching staff are adequate to ensure achievement of the intended learning outcomes and meets the requirements of higher education college studies.** The teachers in the Programme regularly improve qualification by taking part in the



courses, trainings, conferences, seminars, projects and practice internships (SER p. 14-15; Meetings with administration and teaching staff).

**The cohort of academic staff is sufficient.** The Programme is implemented by 21 teachers, 1 professor, 2 docents (with Social sciences Dr. degree), 15 lecturers and 3 assistants. Scientists teach 23 credits (15,3 % of the volume of the study field subjects). 54% of teachers have more than 3 years practical experience in the area of the taught subject (Annex 1, SER p. 14).

The composition of the academic staff in full-time teachers' position – 18 teachers, part time teachers – 3. Changes in the cohort are little.

**The ratio between the academic staff and students is enough, which supports the reaching of learning outcomes.** In SW Study Programme 21 teachers work and 141 students study: 26 of them are full-time students and 115 of them part-time students (SER p. 18). The ratio is 1 teacher for 7 students. Teachers also work in other Programmes of the Utena College. The ratio between teachers and students in the SW Programme satisfies the needs of the Programme.

The average age of teachers of SW Study Programme is 52 years. The majority of teachers are from 51 to 59 years (SER p. 18; Meetings with teaching staff and administration).

**The academic work of the Programme planned for teachers is in accordance with the principles of pedagogical workload of the *Description of the Workload of Teacher' Post.*** During the assessed period the accounting of the teachers' workload is designed following „The Law on Higher Education and Research, Study Regulations of Utena UAS“ and by the Order of Director Nr. V-112 of July 31, 2015 and other legal acts. Pedagogic lecturer's workload p/year is“ for a professor – 680 h., for a docent (with a scientific degree) – 720 h., for a docent (without a scientific degree) – 800 h., for a lecturer – 850 h. Utena UAS lecturer's (working for one staff) workload is made of not less than 1500 h., 36 h. p/week. Lecturer's staff workload is made of hours of the contact work with students and non-contract (scientific and organization) work hours (SER p. 18).

**The qualifications of the academic staff of the Programme are ensured by applying the College system of competition and assessment.** 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. More focused motivation for the performance on publications is needed. Common agreed platform among all teachers is needed that publications are „benchmark“ for measurement of the teachers' performance. It will escalate the value proposition of the Utena College as institution. The College would need at least 2 articles in print per year (not per 5

years) in the highly rated journals from each teacher responsible for the Social work theory and practice development.

Having occurred some vacancies, a competition is announced for the lecturers' appointment, its process, conditions, order, organization and lecturers' positions requirements are specified in the „Order for Organisation of Teacher Assessment and Content to Occupy Positions at Utena UAS“ and following „The Law on Higher Education and Research“. All academic staff members must have no lower than Master degree or equate to the qualification degree. Different criteria for the position of professor, docent, lecturer, and assistant are applied (SER p. 18).

**Teaching staff turnover is able to ensure an adequate provision of the Programme.**

During the analyzed period main reasons for turnover of teachers was retirement, illness, change of the living place, personal reasons. Table 6 (SER p. 15) speaks that tendencies of the teachers' turnover happen naturally and there is no negative impact on the Study Programme because of it.

#### ***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.** All auditoriums are equipped with equipment which is necessary for a qualitative study process. In the Computer Technologies classroom are 15 computerized workplaces with an internet connection. In one classroom are workplaces for two students with special needs of physical disability and seeing and hearing disability. There are an elevator and a pantus to reach independently all auditoriums for the disabled students.

**The premises for studies are adequate both in their size and quality** (SER p. 19; Visiting classrooms, auditoriums, library).

According to the SER the conditions of facilities correspond to the academic activities vision. The number of work places in rooms is sufficient for the implementation of the Programme. The premises for studies are adequate both in their size and quality.

College is a good example of positive cooperation with the city public library for students' needs. But it doesn't have enough literature on SW or European Social Agenda on SW in English, which would work for the Study Programme development. No articles and no documents how to develop SW profession focused on European Social dimension. No books on how to do interdisciplinary research.

No weaknesses are mentioned in the SER.

Students ask to do something to warm up the building during winter (Meeting with students).

**The Library is equipped according to the required standard. The quantity, quality and relevance of reading materials matches the needs of students.** Utena Colleges' library has 18 computerized workplaces. Library provides free information services and assures access to the information databases. Library funds are being constantly updated by recent literature. The library is a member of Lithuanian Association of College Libraries (LACL), Lithuanian Academic Libraries Information Info Structure for Science and Study Support and Development Consortium (LALISSSDC) and Lithuanian Research Library Consortium (LRLC), a member of Lithuanian academic electronic library (eLABa). Moodle environment (1st class system) is provided. Readers have possibility to use resources of Lithuanian academic libraries (<https://aleph/library.lt>). 33 various courses for part-time students are placed in the Moodle environment. E-learning center designs study schedules in accordance to the students' personal needs. Distance learning students are allowed to take exams through the Moodle environment or video conference.

College has cooperation agreement with Utena Public A. and M. Miškiniai Library. Students and teachers are provided with necessary literature following the general order. To ensure the study quality teaching books and other methodical materials prepared by teachers and adapted for the modern study methods are offered.

Although the Library funds are constantly updated, more journals and books on SW development in English are needed. Through Library students have access to the information of national and international data bases. Since 2004 Library subscribes EBSCO with unlimited number of users.

**Teaching materials (textbooks, books, periodical publications, databases) are appropriate, adequate and accessible.**

Library funds are being constantly updated by recent literature, various periodicals are subscribed too. Libraries can provide a universal and and specialized search of information in encyclopedias', reference books, dictionaries. Students and Faculty teachers have access to the information and of the national and global data bases (SER p. 19).

However, students ask for materials prepared by teachers of the College (Meeting with students).

**College has a suitable base for practice placements.** College has signed 47 bilateral agreements with social partners. Practices are organized following the „Descriptor of students' practical training organization at Utena UAS, 2016“ which contains requirements for practical

training, mentoring, supervising etc. Supervision is incorporated into the Final Module of the Programme. Students reflect shared experience and critically assess their process of the practical activities' training. There are 2 supervisors for practical activities: 1 from Utena College, 1 from the practice place. (Meetings with teachers, students, alumni; SER p. 21)

Students select their practice places, taking into account their place of living and considering their economic situation.

Students ask to start the Introductory practice, not only from the 2nd course of their studies, but to start it already in the 1st year. Students speak about satisfaction for their practice supervision (Meeting with students).

**Students with disabilities receive social support from the College.** Premises are adapted to meet the needs of people with disabilities.

**The number of rooms and specialized study rooms is sufficient and appropriate to pursue the implementation of the Programme and complies with occupational safety and hygiene norm requirements** (SER p. 19-20; Visiting classrooms, auditoriums, library).

**Students trained in 'learning to learn' techniques, but this need more attention in future.** Consultations on electronic catalogue usage are provided to the readers individually orally or by giving the prepared methodological material.

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

**Entrance requirements are well founded, consistent and transparent.** Utena college performs admission to Social work Programme is performed to the current year student enrolment procedures, Utena UAS rules, and general national admission order and is carried out via Lithuanian Higher Education Institutes Joint Admission (LAMA BPO) in accordance with the general rules of admission. Information about the admission and the procedure for admission are presented on Utena UAS website. Those who wish to study SW are well informed about the Social work Study Programme, study conditions and are given advice on study mode. Selection criteria are described clearly and in detail. They are the same for those who chose part-time or full-time study mode. Utena College conducts admission to higher courses.

**Study Programme recognises the students competences which were reached in non-formal way.** To gain the missing credits students are able following an individual route. The transfer of students achievements is organised following the „*Order of Learning outcomes recognition at Utena UAS* “ and is presented in the website of Utena College.

**Organization of the study process ensures the proper implementation of the Programme and the achievement of the intended learning outcomes.** The students' progress is monitored systematically. Every module is completed by the final module evaluation

(examination). Examination sessions are organised following the timetable approved by the Dean and Head of Study Department.

Constantly the students' progress is monitored. There is a relatively high drop out rate especially in the first course (Table 32, see Annex 19). SER indicates that the main reason of drop-out are personal reasons such as: material, family, emigration, sufficient motivation, inability to combine studies and work, academic debts. It is an important task for group tutors, teachers and the head of the department to analyse the reasons for the students' drop-out.

**Students are encouraged to take part in scientific, artistic or applied activities.** Social work Study Programme's students supervised by teachers annually participate in the republican and international events: students' conferences, professional mastery contests, projects, volunteering activities, activities of charity organizations, for example, volunteering in the LIONS club activities. Involving active students, the annual day of professionals is organized (Day of the Lithuanian Social Worker).

In 2015-2016 the students' professional mastery contest was organized, celebrating the World Social Work Day. (SER p. 26.)

**Students can get individual consultations and methodological aids prepared by teachers.** Teachers consult students regarding self-study, preparation of term papers and final thesis according to the schedule approved at the Department. Students can use study material and methodological aids prepared by teachers for learning in distance environment. Students are also consulted by email, using social networks *Facebook*, etc. Teachers are offered individual consultations are organised on how to overcome stress while preparing for the examination session and defending final thesis (Meetings with administration, teaching staff and students).

Students are provided with informative psychological consultative support. Academic advices are provided by the Dean, Study department, students' representatives, group tutors. Students are consulted also through the Moodle environment. More difficult subjects are explained through special consultations method (SER p. 27).

**Students have the possibility to take part in mobility Programmes.** The Department of International Relations informs students about the Erasmus+ Programme. Information about mobility Programmes, foreign partner higher education institutions is systematized and presented on the website of the College. In the analyzed period, Programme students' participation in mobility Programmes became more active. The number of outgoing students increased.

**The higher education institution ensures proper academic and social support.** Students of the Programme receive academic, social and financial support. In the information meeting *Introduction to Studies*, first year students are introduced to College activities, study regulations, the procedure of organization of studies, internal regulations, the procedures of

allocating grants, loans and allowances, possibilities of the mobility Programme. The relation between outgoing and incoming is balanced.

The methodological support is provided by prepared new methodological means (Annex 14). The students are provided with constant and consistent (informative, consultative, psychological and financial) support of various forms: scholarships, social scholarships, study loans, information, special support for students with disabilities (they are provided with targeted benefits, foreign scholarships, scholarships for holders of diaspora and people of Lithuania origin and there is compensation for students which accomplished military services, students with disabilities are provided with targeted benefits. (Meeting with teachers, students, alumni and stakeholders.)

Students may pretend to scholarships. Incentive grants are awarded to students without academic debts, studying in the State funded places. Support is awarded for all students who meet requirements (Table 14). Students who have finished basic military training after September 2011 and are studying for the first time, have the right to partial compensation of the tuition fee. Students with disabilities are having certain benefits (SER p. 28).

**The system of assessing student achievements is clear, made public and appropriate to assess the learning outcomes.** Utena College assessment is based on the assessment criteria provided in the Study subject description linked to the subject outcomes and results, transparency and impartiality. To evaluate the achievement a variety of methods are applied.

To evaluate the students' achievement a cumulative score system is used (Annex 2). The cumulative score component weights depend on the specifics of the subject and are described in the descriptor. The largest relative weight in the structure of the cumulative score is assigned to the exam. (SER p. 24).

The learning outcome assessment is based on the assessment criteria provided in the study subject descriptions linked to the subject outcomes and results, transparency and impartiality. Evaluation criteria are clearly expresses. To evaluate the achievement a variety of methods are applied: an examination, course paper assessment, evaluation of a project work, practical work evaluation, test, colloquium, defense of the practice report and so on with the results of assessments. Assessment results are not announced in public. Every student gets personal information. Students are deleted from the list of students if they have not participated in study process without important reason or hadn't informed. In SER no minimum presence is defined and can be found (e.g. 70% or 80%).

**The Procedure of Accreditation of Learning Outcomes is carried out and used.** The transfer of students' achievements is organized following the "Order of Learning outcomes recognition at Utena UAS" and is presented in the website of Utena UAS (SER p. 22).

**Professional activities of the majority of Programme graduates correspond to the expectations of Programme managers and employers.** There is a Career Centre at Utena College which conducts non-formal education activities for students, organises individual consultations and seminars on career planning issues, as well organises events and projects related to students and graduates integration into labour market and promotes cooperation between Utena College and social partners. Students have possibilities to use *Information System for Career Management of Students and Graduates of Lithuania Higher Education Institutions* KVIS. In the system [www.karjera.lt](http://www.karjera.lt) students can find useful information for successful career. The Career Centre annually carries out analysis of the employment of graduates till October 1 and they updated on the March 1. Study Programme on Social work from 2011-2016 was completed by 232 graduates and the majority of them are employed. The majority of students get employed during their studies or the *Final Practice*. (SER p. 29, also meeting with teachers, students, alumni, stakeholders).

**The Programme corresponds to the State's future economic, social and cultural development needs.** The need for specialists to solve social problems is grounded in the aims and objectives of the National Progress Program for Lithuania for the Period 2014 – 2020. To achieve aims of the mentioned Study Programme the following SP Modules were developed: Family and Child Welfare; Social Policy; Social Work with Elderly; Social Work in Community; Health and Welfare. Modules are designed to prepare specialists which are able to implement prevention of social problems.

“The Development Plan of the Utena Region for the Period 2016 – 2020” was also taken in account for satisfying regional need for social services which are increasing (SER p. 7).

**Honest learning environment is ensured.** The principle of academic honesty is established by “Utena UAS Academic Ethics Code”, “Regulation of Utena UAS students internal order” (SER p. 29). **Students are provided with opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures.**

## **2.6. Programme management**

**The responsibilities for decision making regarding the implementation, monitoring and evaluation of the Programme are clearly defined.** The management of the Programme is based on updated quality management system, certified according to international standards.

The *Quality Guide of Utena UAS* is the basic document regulating the quality of the studies offered at Utena College and of all the processes related to it. This document describes in detail the Study Quality Management System that was implemented in February 2013 and is based on ISO 9001 Quality Management Standard, EFQM perfection model as well as the provisions and

guidelines for the assurance of quality in European Higher Education. The description of the System's processes is available for the employees of Utena UAS on the institutional website (SER p. 33, also meeting with teachers, students, alumni, stakeholders).

Responsibilities in the management processes of the study programme are clearly allocated. All stakeholders are involved into study programme quality assessment and development processes.

**Internal quality assurance mechanisms are clear, effective and reviewed regularly. Data and other information about implementation of the Programme are periodically collected, analyzed and used.** Monitoring and evaluation include the analysis of the students' academic achievements, evaluation of the observation of sessions (lectures, seminars, practices), monitoring of the teachers' pedagogical, methodological and scientific applied activity (including visits to their lectures, analysis of the subject programmes, tasks for examinations and methodological resources developed by the teachers, suggestions how to improve them), execution of surveys of students and employers, the analysis of their results, etc. The findings of check-up are analysed in the meetings of the Department, the Dean's Office where the decisions were taken make the ground for the improvement and renewal of the study program.

Teachers are the main part of the implementation and quality assurance. The teachers of the Department annually perform self-evaluation of their activity, assess the quality of teaching, scientific and methodological activity performed, etc. This personal self-evaluation by the teachers is the basegrounds for self-evaluation of the department activity (activity report) which is also executed annually, at the end of an academic year. (Meeting with teachers, academic staff, and administration).

Students are responsible for their studies, they have to achieve the learning outcomes, they are responsible for becoming good professionals, they are full rights members of Social Work Study Programme Committee and take part in making decisions regarding the management and improvement of their Study Programme.

**Feedback from stakeholders of study Programme is regularly collected and analysed. Feedback is used to improve the Programme.** In order implementation comprehensively also social stakeholders/partners are involved in processes of evaluating and improving the quality of the Study Programme: the graduates (Alumni club members and other graduates) and employers. The most important stakeholders are involved in the composition of Study Programme Committee. The department keeps close relationships with other higher education institutions which prepare the prospective social workers (SER p. 34).



To widen cooperation with other education institutions network an exchange of the best practices, novelties of teaching/learning and apply innovations in the Social work study program: No concrete action plan could be found in SER. **Results of internal and external assessment of the Programme are effectively used improving the Programme.** Responsibility of the Study Programme's implementation is defined by many documents of the College (SER p. 32). Management of the decision making of the Study Programme is part of quality culture of the College. Monitoring of the quality is done on regular basis. External assessment of the SW Study Programme is carried out by the Center for Study Quality Assurance in higher education (SKVC). Comments of experts are taken in notice for development of the learning outcomes.

Accountability principles to the society are met by the College.

**The College has a good working and learning conditions.** Meeting with teachers, students and administration speaks for positive emotional atmosphere at the College.

Graduates are regularly invited for development of the Study Programme. They are active part of the College and they cooperate in the practice placements through supervising students' practices. **All stakeholders are involved in the appropriate aspects of Programme management and administration.**

**Students get a financial support from college.** Students may pretend to scholarships. Incentive grants are awarded to students without academic debts, studying in the State funded places. Support is awarded for all students who meet requirements (Table 14).

**Support for students with disabilities.** Students with disabilities are having certain benefits (SER p. 28).

**Information about the Study Programme is publicly available, relevant and easily accessible.** The Programme is transparent and accessible to public media, at websites for studies at the College blog, at the College *Facebook* profile etc. Updates for the Programme are publicly announced in the AIKOS data base. Regularly information from the graduates is published in the web. Information from employers, students and graduates' surveys is available for public.

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

The department keeps close relationships with other higher education institutions which prepare the prospective social workers: Šiauliai College, Kaunas University of Applied Sciences, St. Ignatius of Loyola College, Marijampole College, Klaipeda State University of Applied Sciences.

### **III. RECOMMENDATIONS**

1. It is necessary to improve teachers' and students ability to communicate in a foreign language.
2. More focus on social work theory is needed. No clear understanding of the social work basic theories is described. The subject "Theory and methods of social work" should be divided into two different lectures and the subject theory of social work must be focused on genuine social work theories.
3. Scientific research conducted by teachers should be improved and enlarged regarding especially publications.
4. Interdisciplinary approach as didactic concept for Modular instruction need to be developed.
5. In order to facilitate teachers' research development in innovative pathway we recommend multi-research platform setting which is critical need for introduction the updated concepts of multi-sectoral orientation to SW problems. Interaction among international and local researchers would give kick-start for joint development of a research plan and its proactive implementation in a partnership mood. The setup of interdisciplinary platform would be good potential for research quality development.
6. It is evident that for more precise execution of the law "Socialinio darbo studiju krypties aprašas" (2015. 23.07.) changes in the Study Programme Curriculum need to be invested according to the pp. 9.3. In this regard contact hours need to be reduced and didactic concept of teacher to become mentor for the study course content development need to be invented.
7. Adequate measure in the College for research productivity such as H-index, number of citations, impact factor of journals should be installed.
8. More international teachers need to be invited for students to see more innovative approaches to the European SW development.
9. Kick-off seminars for teachers are evidently needed for improvement of their research skills, esp. how to research in the context of the European Social Agenda and European values-focused SW development.
10. Social teaching of the Roman Catholic Church might be introduced in the Curriculum for better understanding of the values-based SW.

#### **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 are set in compliance with the aims, set by the College and normative, regulative documents for College education in Lithuania. The whole Curriculum is designed in Modules.

The Programme is well linked to the state, societal and labour market needs, also with the mission and vision of the university. The title of the Programme, intended learning outcomes, the content of the Programme and the qualification to be obtained are congruent.

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

The premises for studies are adequate both in their size and quality.

The Utena UAS has a good cooperation with employers and social partners.

More attention to improving the quality of teachers is needed related to the updated European Social Agenda requirements. The application procedure to the Programme is carried out in line and all the information about the admission process and requirements is conveniently presented on the website. 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.

## V. GENERAL ASSESSMENT

The study Programme Social work (6531JX015) at Utena 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.

Team leader: Prof. dr. Skaidrite Gutmane

Team members: Doc. dr. Marju Medar

Dr Cristian Stark

Saulius Davainis

Marija Grinaitė

**UTENOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS SOCIALINIS  
DARBAS (VALSTYBINIS KODAS 6531JX015) 2018-04-20 EKSPERTINIO VERTINIMO  
IŠVADŲ NR. SV4-58 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Utenos kolegijos studijų programa *Socialinis darbas* (valstybinis kodas 6531JX015) 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)

&lt;...&gt;

**IV. SANTRAUKA**

Uždaviniai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai prieinami. Studijų programos tikslai, užduotys ir studijų rezultatai yra aiškūs ir praktiškai įmanomi, suderinti su tikslais, numatytais kolegijos ir reglamentuojančiuose švietimo Lietuvos kolegijose dokumentuose. Visa programa organizuojama moduliais.

Programa yra glaudžiai susieta su valstybės, visuomenės ir darbo rinkos poreikiais, atitinka kolegijos misiją ir viziją. Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir įgyjama kvalifikacija dera tarpusavyje.

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

Studijų patalpos yra tinkamo dydžio ir kokybės.

Utenos kolegija glaudžiai bendradarbiauja su darbdaviais ir socialiniais dalininkais.

Reikia daugiau dėmesio skirti mokytojų kokybei gerinti, atsižvelgiant į atnaujintus Europos socialinės darbotvarkės reikalavimus.

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

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

<...>

### **III. REKOMENDACIJOS**

1. Būtina ugdyti mokytojų ir studentų gebėjimą bendrauti užsienio kalba.
2. Reikia daugiau dėmesio skirti socialinio darbo teorijai. Trūksta aiškaus pagrindinių socialinio darbo teorijų suvokimo apibrėžimo. Dalykas „Socialinio darbo teorija ir metodai“ turi būti išskaidytas į du, o dalykas „Socialinio darbo teorija“ turi būti orientuotas į autentiškas socialinio darbo teorijas.
3. Mokytojų atliekami moksliniai tyrimai turi būti tobulinami ir dažniau skelbiami leidiniuose.
4. Modulinėje sistemoje turi būti įgyvendintas tarpdiscipliniškumas.
5. Siekiant palengvinti mokytojų mokslinių tyrimų vystymą naujovišku būdu, rekomenduojama sukurti daugialypę mokslinių tyrimų platformą, kuri yra kritiškai svarbi daugiasektoriniam socialinio darbo problemų sprendimo modeliui įgyvendinti. Tarptautinių ir vietos tyrėjų bendradarbiavimas padėtų bendrai parengti mokslinių tyrimų planą ir jį aktyviai įgyvendinti partnerystės pagrindais. Tarpdisciplininės platformos sukūrimas galėtų gerokai pagerinti mokslinių tyrimų kokybę.
6. Akivaizdu, kad tikslesniam Socialinio darbo studijų krypties aprašo (2015-07-23) įgyvendinimui reikalingi studijų programos pakeitimai, numatyti 9.3 punkte. Atsižvelgiant į tai, reikia mažinti kontaktinių valandų skaičių ir įtraukti mokytojus į studijų dalykų turinio rengimą.
7. Reikia įdiegti tinkamą mokslinių tyrimų cituojamumo rodiklį, pvz., H indeksą, citatų skaičių, žurnalų poveikio koeficientą („impact factor“).
8. Turi būti dažniau kviečiami tarptautiniai mokytojai, kad studentai pamatytų naujoviškesnius Europoje taikomus socialinio darbo vystymo metodus.
9. Mokytojams reikalingi seminarai, ugdantys mokslinių tyrimų įgūdžius, ypač mokantys kaip atlikti mokslinius tyrimus Europos socialinės darbotvarkės ir Europos vertybėmis grindžiamo socialinio darbo kontekste.

10. Į mokymo programą galima įtraukti Romos katalikų bažnyčios socialinius mokymus, siekiant geriau suprasti vertybėmis grindžiamą socialinį darbą.

<...>

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

Katedra palaiko glaudžius ryšius su šiomis socialinius darbuotojus rengiančiomis aukštosiomis mokyklomis: Šiaulių kolegija, Kauno kolegija, Šv. Ignaco Lojolos kolegija, Marijampolės kolegija, Klaipėdos kolegija.

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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)