



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šv. Ignaco Lojolos kolegijos
STUDIJŲ PROGRAMOS "SIELOVADINĖ RŪPYBA"
(valstybinis kodas – 6531JX002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "PASTORAL CARE" (state code -6531JX002)
STUDY PROGRAMME
at Šv. Ignaco Lojolos college

Review' team:

1. **Prof.dr. Skaidrite Gutmane (team leader)** *academic,*
2. **Doc. dr. Marju Medar,** *academic,*
3. **Dr. Christian Stark,** *academic,*
4. **Saulius Davainis,** *representative of social partners'*
5. **Marija Grinaitė,** *students' representative.*

Evaluation coordinator -

Ina Marija Šeščilienė

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Sielovadinė rūpyba</i>
Valstybinis kodas	6531JX002
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)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sveikatos ir gerovės profesinis bakalauras, (socialinių mokslų profesinis bakalauras)*
Studijų programos įregistravimo data	2015-06-29

* 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>Pastoral care</i>
State code	6531JX002
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
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor of health and welfare, (Professional bachelor of social sciences)*,
Date of registration of the study programme	29-06-2015

* 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 (hereafter – SER) 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

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

Pastoral Care higher education college Study Programme is implemented by Lojola College (code 302 485 644) – Lithuanian non-state higher education institution registered in March 2, 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". In 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 No. 002062 (SER p. 5).

Pastoral Care Studies Programme was established in the Department of Social Welfare (September 1, 2015). By the College decision the Programme is assigned to the Department of Social Welfare and Arts (SER p. 6).

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

The present review has been carried out under the guidelines and procedures of SKVC. Conducting evaluation of the Study Programme, the External Evaluation Team 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 preparation of the SER of the College. This was read and commented on by the team of experts, after which the team visited the University on December 15, 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 December 15, 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 Programme, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims and the learning outcomes of the Programme are reflected in the statement of the self-evaluation report (SER p. 9-13). **The overall aim** of the given Programme is to be analyzed within the Programme of the Social Work study field of the group of fields of Social Sciences. The Programme is unique in Lithuania, designed to “prepare professionals, able to provide professional assistance to individuals going through spiritual crisis and various existential difficulties, doing practical Social Work in various social service institutions and communities” (SER p. 9). The Programme is innovative and unique in its goals and content, “based on the synergy between Social Work, Catholic Theology and the achievements of Psychology. The Programme focuses on practical activities and the development of socially responsible personalities, capable of creative and critical thinking, seeking to realize their professional competences on Christian values” (SER p.9).

The Programme is an attempt to create interdisciplinary professional activities – to integrate functions of priest in Social Work profession. The synergic ambition should be treated as positive since both tasks of Social Workers and those of the Catholic Pastoral Theology, Psychology must be integrated. At the same time it should be stressed right from the beginning that the use of the Catholic Church Theology is blurred in the Study Programme. The use of the blurred term “achievements of psychology” is not scientifically proper in this interdisciplinary setting (SER p. 9), where the term “achievements of the Catholic Church in regards to human anthropology” should be introduced. Therefore experts at the very beginning saw imprecise description of the aims definitions of the Programme, which leave negative impact on both learning outcomes, Curriculum, and teaching process.

Objectives and intended learning outcomes Programme are well defined in regard to legislative documents, but not always they complement each other; they are publicly accessible. The objectives and intended learning outcomes of the Programme correspond to Article 4 of the “Agreement between the Holy See and the Republic of Lithuania” (2000), Minister of Education and Science order “On the Approval of the Concept of the Catholic Education System” (06-11-2012) Nr. V-1599), Minister of Social Security and Labor order “On Approval of the Rules for Licensing of Social Care Institutions” (12-31-2014 No. A1-684), Minister of Health order “On the Provision of Pastoral care in Health Care Institutions” (06-24-2009, Nr. V—639), Social Work Study are description (07-23-2015, Nr. V-8202012), “Description of the General Requirements for the First-Cycle and Continuous Study Programmes” (09-04-2010, Nr. V-501) and the Ministry of Education and Science order “On the Approval of the Description of Study Cycles” (11-21-2011, Nr. V-2212). (SER p. 9.)

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, societal and labor market needs. The need for the analysed Programme is based on strategic documents, statistical data and Social Work institutions' representatives who expressed their need for specialist competencies' survey results. In defining the need for the Programme, the employment opportunities of future specialists were assessed. In December 2014 – January 2015 the College conducted an investigation in 44 social, medical non-governmental and educational institutions of both Kaunas and Vilnius districts, where heads, deputies, employers, Social Workers, social pedagogues, psychologists and social services providers were interviewed. The results of the study highlighted the need for pastoral care specialists and proved that social institutions in both Kaunas and Vilnius districts have the opportunities to employ such specialists (SER p. 10).

Beneficiaries' (labor market and society) needs are identified in dealing with practitioners, participating in joint projects, seminars, conferences, exhibitions, employer surveys (see Annex 10; SER p. 13).

Objectives and intended learning outcomes of the Programme described in the Self-evaluation report correspond to the mission, operational objectives and to the strategy of the St. Ignatius Loyola College. The Programme corresponds to the College mission – to integrate science and business ideas based on the Ignatian pedagogical paradigm. The College education is based on Jesuits' educational traditions, Christian values and specifics of the current time (SER p. 10, Table 4).

One of the learning outcomes is “creatively and critically apply the knowledge of psychology and Social Work ensuring pastoral care efficiency”. However, Social Worker is not authorized to execute pastoral care which belongs to the Catholic Church as the main executive body of such activities. In academic sense it can't be done without proper interdisciplinary methodology approach. Learning outcomes (SER p.5, page 12) are meant to “prepare and implement projects and schemes on providing pastoral support to individuals and communities”. Experts see that functional aspects of cooperation between Social Workers and Catholic priests need to be described in more details. Learning outcomes (p.6, page 12) are described: “Manage spiritual and social support processes applying variety of Social Work methods as well spiritual enhancement methods intended for individuals and communities”. However, experts disagree with the use of category “spiritual” – it needs precise explanation. Namely, is it spirituality of the Roman Catholic Church, and what kind of methodology is

applied for its enhancement and integration? In dealing with human consciousness such methodological precision is mandatory.

Programme objectives and intended learning outcomes are not properly linked to the academic and professional requirements. The aim of the Programme and intended learning outcomes are formulated in order to ensure development of a unique future specialist competence, enabling graduates of the Programme to perform Social Workers' functions, along with specific knowledge and abilities required for adequate treatment and meeting the needs for the client's spiritual assistance. The intended learning outcomes of the Programme are formulated, taking into account professional requirements for the Social Workers' practical activities and the International Federation of Social Workers (IFSOCIAL WORK, 2004) and International Association for Social Work Schools (IASSOCIAL WORK) standards (Global Standards for Education and Training of the Social Work Professiona, 2005), Global Social Work Practice, foreign good practice experience and the needs, expressed by various Social Work institutions and community institutions (SER p. 11).

It is evident that the learning outcomes of the Programme are not formulated in the context of modern European Social Agenda background in dialogue with proper Catholic Church theology.

In order to ensure quality and continuous improvement of the Programme implementation, normative legal acts and other documents regulating academic and professional requirements are analyzed at the College. Periodic assessments of main parameters of the Programme's implementation and organization are carried out with the assistance of social partners and the academic community (SER p. 13).

Objectives and intended learning outcomes of the Programme correspond to the type and cycle of studies and the level of qualifications. The Programme has been prepared in accordance with requirements for the type and cycle of studies, relevant for professional activities of graduates having Professional Bachelor degree. The Programme belongs to the field of Social studies and is classified to the branch of Health and Welfare Studies (SER p. 9).

The title of the Programme, intended learning outcomes, the content of the Programme and qualification awarded are described in documentation of College. Monitoring of results is carried out by the College administration.

The title and intended learning outcomes of the Programme, its content and the qualification to be obtained are not well-tuned. SER speaks that the "composition of the Programme is tuned in accordance with EU Directives and national legislation governing higher education" (SER p. 9). However, the Programme composition lack clear

methodological platform for integration of the Catholic Church Theology with the modern European Social Work challenges. Experts recommend Biblical anthropology / Patristic anthropology / Cultural and Social anthropology as a platform for integration.

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 Programme, approved by the College Academic Council and the SKVC, corresponds to the Dublin Descriptions and the provisions of the Bologna Agreement. The Programme complies with legislation and requirements for the higher education Study Programmes.

The scope and structure of the Programme corresponds to the “Degree granting first step and continuous study Programmes general requirements description”, paragraph 21, 26, 27, and the College studies requirements (SER p. 14, Table 6).

The scope of the Programme is 180 ECTS (4800 hours), duration – 3 years. This complies with the requirements by the “Degree granting first-cycle and continuous study Programmes general requirements description” (paragraph 21). In responding to requirements for College Study Programmes, the Programme consists of two target subject groups: general subjects of the College studies and subjects of the study field (paragraphs 21.1., 21.2.). For the part of general College study subjects, the Programme has 29 ECTS credits (770 hours). Within this group students can choose one of the three offered optional 5 ECTS credit scope subjects. The part of the study area consists of 142 ECTS credits (3790 hours), which is more than 1/3 of the Study Programme. 9 ECTS credits are for optional subjects from other Study Programmes or from subjects taught at another institution of higher institution. Students have opportunity to make their own choices of optional subjects.

According to the requirements for the College Study Programmes, “practice and other training must make up at least 1/3 of the Study Programme scope” (paragraphs 26). The study hours are divided as follows: 745 hours (15%) for theory, 1890 hours (39%) for practice and practical training.

“General requirements for the first degree and integrated study Programmes”, paragraph 27, states that at least 9 ECTS credits must be given for the preparation and defense of the final work (project). The preparation and defense of the Final Thesis is given 10 ECTS credits (SER p. 14-15).

The aims and tasks of the Curriculum design are clear, attainable and verifiable, the study content of the Curriculum corresponds to the awarded qualification and the

title of the Study Programme. According to Table 7, SER p. 15, the Study areas are structured as follows: SOCIAL WORK subjects – 61 ECTS, Theological subjects – 40 ECTS, Psychology subjects – 25 ECTS (SER p. 15). Table 8, SER p.18 says that the Curriculum integrates mandatory course „Social Pastoral Integration“. There are no methodological or didactic principles described how the integration of Pastoral, Psychological and Social knowledge is to be achieved.

The course titled „Nature and Education of Human Love“ (SER p.19) is subjective and without clear understanding of Theology as a field of fundamental knowledge for the Programme.

The subjects (modules) of the Programme are not taught in a consistent manner; subjects or topics are not repeated. The Study Programme follows Recommendations by 2015 SKVC experts and serious changes have been invented in regard to the course subjects, and the Programme has been transformed into the Modular one (SER p.19). However, the experts don't agree with it. Modular system must have Modular Instruction. Modular instruction meets the needs of students more adequately than traditional instruction with respect to both the quality of learning and its content. Given its emphasis on the individualized learning, Modular Instruction is one of the most promising alternatives for the modern higher education. In the current Programme the block of mandatory subjects Nr. 2 (titled “Study area subjects”) different subjects are mixed together without individualized methodology how students should understand their integration. E.g., the course “Social welfare practice” can stand in opposition with “Christian social security”. What guarantees integration of the given knowledge and proper understanding of the subject from the students' perspective?

We recommend: 1) Methodology of Integrative Theology, 2) Anthropological approach through Curriculum as background for verifiable and attainable knowledge of the study content, 3) Axiological approach to values of modern society analyzed through 2 categories of values – traditional values of European society and modern values of the so-called self-expression (which could be criticized from the perspective of the Social Teaching of the Roman Catholic Church).

Curriculum design partially benefit students and partially help staff to teach efficiently. The content of the Programme is oriented to the knowledge and skills, covering disciplines of Social Work, Psychology and Theology. It is true statement that „such interdisciplinary coordination of knowledge and skills is essential in preparation of Social Workers capable of responding to the needs of individuals and communities on social and spiritual levels“ (SER p. 20). Experts agree with the statement but the corresponding essential

need is to teach students proper methodology, and the question how this integration could be reached on a practical learning-teaching level.

Evaluation team experts agreed that proper didactic principles must be worked out in one line of Modular Instruction in this regard.

The content of subjects corresponds to the type and cycle of studies. Final Thesis show students' ability to select, analyze and systematize information, carry out research, summarize its results and reflect personal professional experience. The content of Study courses of the First Cycle of Studies is aimed at practical training of Social Workers, at practically applied knowledge, special and personal skills necessary for the work with different client groups. Study courses are related to the theoretical part balanced with professional activities and practices. The Programme contains 3 professional practices of Pastoral care (total 32 ECTS). Both theoretical and practical trainings are integral components of the study process.

Independent work hours for students are provided to deepen their knowledge and practical skills.

Final Thesis are completing theoretical and practical part of the Study Programme and are evaluated by the Evaluation Commission, and approved by the Order of the Director of the College. The list of topics for Final Thesis and the list of supervisors for them is publicly available. Topics for Final Thesis are related to priority area of the Programme's aims – spiritual help, ensuring quality of life, and general public welfare.

The content of subjects and study methods enable to achieve the intended learning outcomes. Students' research skills are formed through theoretical and practical activities – analyzing professional literature, researching needs of clients, analyzing Social welfare programmes, collecting, recoding and systematizing data, reflecting on results of practices, etc. Teachers use student-oriented teaching methods (Meeting with teaching staff and students).

The scope of the Programme is partially sufficient to achieve the learning outcomes. The scope of the Programme should be updated with: a) methodological subjects for integration of the Catholic Moral Theology, Pastoral Theology, Social Teaching of the Catholic Church, Patristic Anthropology, Social and Cultural Anthropology, Axiology of Communication, Axiology of Traditional Values and Values of Self-expression, European Social Agenda in regards to Social Work development in Europe, b) key categories of European Social Agenda need to be taught for promotion deeper understanding of the role of Social Work in the process of integration and inclusion.

Holistic approach to integrative profession titled “Pastoral Care” need to be improved through proper didactic methodology and detailed development of the Modular Instruction.

The content of the Programme partially corresponds to the latest academic, artistic or technological achievements. Subjects of studies are taught in consistent manner, subjects or topics are not repeated. The Programme was created taking in notice strategic documents and statistical data, and employment opportunities for pastoral counsellors. Meeting with stakeholders also proved that such kind of specialists in Lithuania – not only in churches, but also in social institutions – are in great need, therefore the Programme’s ambition to be unique in Lithuania is realistic. But the development of such unique Programme must have higher level and its correspondency to the latest academic achievements. Programme Committee Director on PhD level should to be employed with enough knowledge in the system of the Roman Catholic Church Theology, Social sciences, and Interdisciplinary Methodology. The Programme in its current state suffers from the lack of the leader for adequate Programme development.

2.3. Teaching staff

The Study Programme is provided by the staff meeting legal requirements. The personnel comply with requirements of the legislation in this regard. The subjects of the study field are taught by lecturers having Master degree in studies and science or a higher education qualification equivalent to the study subject (Appendix 3). Lecturers of the study field associate the subject with problems of Social and Pastoral Work, Theology and Psychology, linking them with the context of Social Work and various practical situations (SER p. 21). **Teaching staff complies with *Description of the Study Field of Social Work* requirements.**

The qualification of the teaching staff is adequate to ensure learning outcomes. The Programme, including the 3rd year of studies, will have 19% of the study field scientists. The total number of scientists with Doctoral degree is 46% - Doctors in Social sciences (Education, Management) and Humanities (Theology) who present research results at national and international conferences, events, scientific publications (Annex 4).

Practice supervisors have graduate degrees in Social Work (Pastoral care practice I), master of Psychology (Pastoral care practice II) and Doctor of Sacred Theology (Pastoral care practice III). All supervisors have experience in teaching and practical work. Since 2016; according to the Study Plan the supervisor is assigned to all three practices. He is responsible for having individual and group supervisions with students (supervision of the professional activity).

97% of teachers have practical experience over 3 years in the subject field. 87% of lecturers and practice supervisors are practitioners who work with specific client groups in social, educational and health institutions (SER p. 21).

There is a need for teachers capable to teach their courses integratively, because the profession is an integrative one. All teachers of the Programme have pedagogical experience (SER p. 23, Appendix 3).

The number of the teaching staff is adequate to ensure learning outcomes. There are 21 lecturers working in the Programme during the assessment period (2015-2017), 5 lecturers are envisaged for the 3rd year of studies (the lecturers were not employed when the SER was composed, but there are candidates for teaching in the Programme). There are 12 general teaching subjects, and 18 lecturers are teaching or planning to teach subjects in the this study field. Fields of scientific interests of lecturers in the field of study, the acquired qualifications and practical experience correspond to the subjects taught (Annex 4).

The Programme employs 5 men, 16 women, the average age is 44 years. The number of instructors is sufficient to achieve the study outcomes (SER p. 22).

Teaching staff turnover ensures adequate provision of the Programme. The number of teachers during the assessment period is stabile, the number of lecturers has increased – 95% of teachers work permanently (Meeting with teachers and administration).

The ratio between the academic staff and students is enough, which supports the reaching of learning outcomes. The ratio teachers-students is optimal: 1 teacher had an average 15 students p/lecture (SER p. 22).

The academic work planned for teachers of the Programme is in accordance with principles of pedagogical workload of the *Description of the Workload of Teacher' Post*. Teachers' workload corresponds to the quality assurance and achievements of the learning outcomes. Teacher's workload is made for 1 academic year in accordance with hours, prescribed by the Programme plan (Annex 1, SER p. 22; Meeting with teachers).

The College ensures conditions for professional upgrading of the staff, necessary to implement the Programme. Lecturers carry out applied research in the field they teach, but there are no publications in the integrative research. They participate in the national and international scientific events (Annex 4, SER p.25). Teacher's international mobility is quite high – differently terminated visits, lectures, conferences, seminars (Annex 14). Erasmus+ mobility visits are increasing (Meeting with teachers).

In 2015 the College became a member of the Lithuanian Association of Social Work Schools, working for improvement of the quality of Social Work studies (SER p. 25).

Teachers are upgrading their understanding of the Christian values, to assimilate and use the Ignatian pedagogical paradigm. They develop moral reflection skills by participating in retreats and pilgrimages (SER p. 24, Meeting with teachers).

2.4. Facilities and learning resources

The premises for studies are adequate both in their size and quality of attaining of the learning outcomes of the Programme. Premises for the Programme execution are located in Kaunas Old Town. The College has sufficient material and informational resources base for a high quality Social Work Study Programme implementation. There are 7 classrooms with 162 workstations for the teaching of general College subjects. Lecture rooms can be freely adapted for group work to ensure students' communication skills and education creativity. In those classrooms where general and study courses are taught, the Wi-Fi internet access is provided. Lecture rooms meet requirements for labor and fire safety, and hygiene norms (SER p. 26-27; Visiting auditoriums, Library and other facilities).

The Library is equipped according to the required standard. The quantity, quality and relevance of reading materials matches the needs of students. The College Library has joined the Consortium for Support and Development of Information Infrastructure for Science and Studies in Lithuanian Academic Libraries (LABIIMSPPK). This provided the College with opportunity to receive professional assistance by integrating its information resources into the common Lithuanian information and education area. With the help of the Consortium, the College acquired the Library process automation system ALEPH (Israeli company ExLibris), installed the electronic Library of the College Library, which helps to systematize and register College information resources in electronic space, to automate publishing and lending process. The search engine for information resources also has an integrated search engine of the virtual Library, which allows access not only to local resources but also to the Lithuanian Academic Electronic Library (eLABa) subscribed database and open access electronic resources.

SER speaks that “in the College Library students can find books for studies, relevant journals as well as various methodological materials, information on career planning” (SER p. 27.) However, *in situ* the Library lacks good theological editions, even basics in Moral theology and Pastoral care, weak selection of literature in Social Work practice and theory in English. Bibles are put on the lowest corner in the Library shelves whereas they should be found in good and easily accessible place in theological institution. It creates negative attitude to foundations of Christian faith.

Teaching materials (textbooks, books, periodical publications, databases) are appropriate, adequate and accessible. In 2013 the College Library became a member of Lithuanian Scientific Libraries (LMBA). This enabled the College to subscribe to and test electronic databases on more favourable terms. From 2016, through the LMBA College, EBSCO publishing (eIFL.net with 10 Database Package). Emerald Management eJournals Collection and Taylor & Francis databases with scientific journals in various scientific and artistic fields are provided. An EPAS sub-system for document matching will be installed to allow plagiarism prevention (SER p. 27). Teachers are working on preparation of methodological tools for students' needs (Meeting with teachers).

College has a suitable base for practice placements. According to SER the College has signed agreements with stakeholders for provision of practice in certain placements, connected with learnign outcomes of the Programme.

Students testify that they need more recommendations for practice (Meeting with students).

Students with disabilities receive social support from university. In September 20, 2013, the College has signed cooperation agreement Nr. ESFA3-7 with the State Study Foundation (VSF) for funding of students with disabilities. The College is a partner in VSF projects "Ensuring study accessibility for students with special needs," "Increasing the availability of studies". In 2016-2017 two staff members took part in training of employers of higher education institutions organized by VSF (SER p.35).

2.5. Study process and students' performance assessment

Entrance requirements are well founded, consistent and transparent. Students' admission to the Programme is carried out through competition following rules of the General Admission to the Lithuanian Higher Education Institutions (LAMA BPO) and the College Institution Admission.

When entering the Programme, the competition score is formed from the competition subjects indicated in the Table 9 (SER p.29). Students' admission is approved by the Order of the Director. Rules of Admission of Students to the College are published in the College website. When accepting students to the Programme, the minimum contest score is applied to the College (0,8 in 2015, in 2016 – 1,5, in 2017 – 1,8), aiming to ensure the quality of studies. Since 2016 the College applies the highest minimum score for the admission in comparison with other Lithuanian colleges. The growth of the Programme entry points is indicated in the Table 2 (SER p. 29).

The Study Programme recognises also students' competences which were reached in non-formal way. In 2013 the College approved the procedure for assessment and recognition of competences acquired through the system of non-formal adult education according to the ESF project „Development and implementation of a system of assessment and recognition of non-formal competences in higher education institutions“ (SER p. 34).

Organization of the study process ensures proper implementation of the Programme and achievement of the intended learning outcomes. The College provides good learning conditions for all students, keeping in mind their individual needs. The study process, conditions, procedures and the schedule of studies are organised on the basis of the Programme Study Plan (Visiting classrooms, auditoriums, Library, other facilities; Meeting with students).

Working methods of the Programme in the course studies are based on 1) reflexivity and critical thinking, 2) practical training in auditoriums, 3) Ignatian pedagogical and theological paradigm (SER p. 30, 36; Meeting with teachers and students).

Internships are organized at the schedule time. Traineeships are offered by the existing social partners of the College (Annex 12).

Studies are carried out according to the Time and Scope Schedule, approved by the Head of Department and Director, and they are available on the College website. There are 3-4 lectures held each day and students can allocate the rest of the day for independent studies. Academic week is not more than 40 hours. Independent work of students is regulated by the Programme plan (Appendix 1).

Students are encouraged to take part in scientific, artistic or applied activities. The College promotes students' research skills, and they take part in annual international conference “Systemo-theoretical Dimension of Vocational Training Changes” (SER p. 31).

Students are encouraged to take part in Social Work Competitions, organized between 8 Colleges of Lithuania. On March 12, 2015, students of the College won 1st place in the Competition. The Programme provides participation of students in the field of scientific research: “Spiritual health need Dimension in ensuring quality of life and public welfare”.

Students wish to have more participation in voluntary activities. (SER p. 31-32, Meeting with students.)

Students have the possibility to take part in mobility Programmes. International mobility of students is determined by the Programme funding, students' motivation and language skills. Since 2015 two students participated in the international mobility, 18% of the College grants for mobility activities were used for the needs of students and teaching staff (SER p. 32, Meeting with administration and students).

Special seminars are held to motivate students to take part in Erasmus+ Mobility Programme. Value of the Erasmus+ Mobility Programme is regularly disseminated by the College.

The College applies the ECTS transfer system (SER p. 32-33; Meeting with students).

The higher education institution ensures proper academic and social support. Following the documentation approved by the College students have academic, social and psychological support (SER p. 34, 36; Meeting with students).

Students have representatives in the Academic Council Programme Committee and Ethics Committee (SER p. 35).

The College operates students' social assistance mechanisms (the so-called Quality LABS) by which every student can have psychological help in need. Experts want to ask: why not pastoral care is offered in the institution where students are trained as professional pastoral care specialists?

The system of assessing students' achievements is clear, made public and appropriate to assess the learning outcomes. In assessing results of the studies, various assessment forms (tests, reflections and self-reflections, project works, groups work and work presentations, self-written works and their presentations, discussions, case studies) are applied and they depend on the subject of the Programme (SER p. 36; Meeting with students).

Learning outcomes are assessed in accordance with the study regulations at the College. The cumulative assessment and a ten-point criteria assessment system is used. (SER p. 36; Meeting with teaching staff and students).

Professional activities of the majority of Programme graduates correspond to the expectations of Programme managers and employers. Stakeholders are involved in preparation and updating of the Programme subjects and content of practice Programmes. The employers' attitude towards graduates of the Programme is revealed by results of the survey, completed by the College: 87% of employers evaluate students' practical skills as "very good" (SER p. 43; Meeting with stakeholders).

Meeting with stakeholders proved that graduates from the Programme are very welcomed in the labor market. Graduates are welcomed in Congregations, Social assistance centers, Crisis centers, State Social work institutions.

The Programme corresponds to future economic, social and cultural development needs of the State. Taking in account strategic documents of Republic of Lithuania, the Study Programme contributes to the economic, social and cultural development (Annex 16, SER p. 37). Fair learning environment is ensured.

Students are provided with opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures. Students are actively involved in the whole process of the Programme's quality provision and students testify good emotional atmosphere at the College (Meeting with students).

For student-self-studies, paperwork, coursework and other writing tasks the Turnitin Plagiarism System is used (SER p. 38).

2.6. Programme management

Responsibilities for decision making regarding the implementation, monitoring and evaluation of the Programme are clearly defined. High quality management system is active and works for quality culture at the College. The key documents for that are „College's Quality Policy“ and „Integrated Quality Management System Guide“, „Quality Laboratory“ (SER p. 39-41). The Programme management and decision making processes are lead by the College Board, College Director, Head of Science and Studies (Deputy Director), Head of the Department.

Managerial responsibilities are clearly allocated at the College and they are on high level, and administration of the Study Programme meets organizational and democratic standards at the College. Direct responsibilities for the Programme performance are executed by the Study Programme Committee (Meeting with administration, teachers and students). The Programme management system clearly identifies responsibility of the teaching staff.

Data and other information about implementation of the Programme are periodically collected, analyzed and used. The internal quality assurance measures are effective and efficient. Quality Laboratory monitors and collects data of the Study quality on both the College and individual levels. Quality Laboratory is responsible for the step-by-step building of the quality culture at the College. In 2015 QL had won a nomination in the sector of public and non-profit organizations (SER p. 41). The QL is a unique tool for data analysis including students, lecturers, employers, practice supervisors, and other stakeholders. Effectiveness of the internal quality system is evaluated through everyday activities and teachers' self-assessment.

When analyzing quantitative and qualitative indicators attention is paid to the following criteria: graduates in the labor market, research activities, methodological activities, qualification improvement, cooperation with social partners, quality of the course subjects. Teachers fill in on-going self-analysis reports. Students are involved in the process of self-analysis. Each semester they hold special survey to reveal satisfaction with study subjects taught (SER p.41-42; Meeting with teachers and administration).

Outcomes of the internal and external evaluation are used for improvement of the Programme. The use of the Programme's internal and external evaluation results is referred to in the internal documents of the College. Data related to the quality implementation of the Programme is accumulated and stored at the Department (students' personal files, scholarships, social support for students, students' data bases, minutes of the Department meetings, quality survey data, etc.; SER p. 43; Meeting with administration).

SER shows that the Study Programme presented for evaluation has taken into account recommendations of the SKVC experts from the previous accreditation (2015) (SER p. 18-19). External evaluation and recommendations for improvement of the Programme were considered as priority. Results of the previous external assessment were analyzed by the Programme Committee, the Department, the Quality Laboratory. Although recommendations were taken in notice, all evaluation experts agreed that such integrative Programme needs time for maturity and more precise quality development which ensures uniqueness of the Programme.

Stakeholders are involved in the evaluation and improvement processes. Social stakeholders (students, lecturers, employers, community representatives and others) are involved in the Programme's quality assessment and improvement processes. They participate in the Academic Council and the Programme Committee and their opinions are interviewed by the Quality Laboratory. They assess students' Final Thesis, practice quality; employers are involved in updating of the course subjects. Employers were interviewed and they indicated that students' motivation for their future profession is very high.

Students are actively involved and systematically conduct student's body surveys on the quality of the Programme (SER p. 42-44; Meeting with stakeholders).

The College has good working and learning conditions. Visit to the College proved excellent working and learning conditions, and the administration of the College is good manager of the whole study process. High level of know-how is evident in this regard. Students testify that they like to study at the College. However, they would like to have free parking during studies near the College (Meeting with students).

Information about the Study Programme is publicly available, relevant and easily accessible. Information about the Study Programme and its qualifications, study aims, Curricula of studies, expected learning outcomes, teaching methods and evaluation systems, employment opportunities, quality improvement actions and their outcomes, participation in international activities, key performance indicators at the College are published on the College website (www.Ilk.lt), distributed to members of the community through the Office365 system, is announced on the LAMA BPO website, published in informational

leaflets „Where to go“, stands, exhibitions „Studios“, „High school fairs“, organized by the Lithuanian Association of Higher Education Institutions, in community gatherings. Information about the Programme is available to all interested social partners: students, lecturers, graduates, employers (the ad is placed on the Internet, „Unimetis“ information system, sent e-mails, etc.) (SER p. 44-45).

1.7. Examples of excellence *

1. Uniqueness of this Study Programme lays in provision of interdisciplinary profession which includes both professional knowledge of the Social Worker and practical pastoral skills for professional assistance to individuals going through life crisis and difficulties. This kind of synergy between Social Work and Theology of the Roman Catholic Church's is unique and such kind of professionals are needed in Lithuanian labor market.
2. Uniqueness of integration of the Ignatian pedagogical paradigm.

III. RECOMMENDATIONS*

For further development of the Study Programme, experts agreed that it is necessary to strengthen the following aspects:

1. The Study Programme needs clear frame of the Roman Catholic Theology which excludes blurred understanding of “spirituality”. The course subjects should comply to the Catholic disciplines: Pastoral theology, Moral theology, Social teaching of the Roman Catholic Church, Analysis of Vatican Council II from the methodology perspective, analysis of views of Karl Rahner in regard to interdisciplinary approach to Pastoral counseling and challenges of Psychology, and Social sciences subjects. The Programme lacks proper Roman Catholic Theology study courses.
2. The Programme lacks proper Biblical Theology courses, i.e., Old and New Testament Theology.
3. The Programme lacks proper Anthropological frame for understanding of human personality: the Programme should contain Biblical Anthropology course along with the Social and Cultural Anthropology course.
4. The Programme lacks axiological approach (study course on Axiology of Communication, Axiology of Traditional Values against values of self-expression of the modernity are needed).
5. The main vacancy of the Programme Curriculum design is lack of proper Methodological frame for Interdisciplinarity.

6. The Programme lacks proper Didactical frame how to ensure efficiency of learning outcomes of such multi-faceted Programme.
7. Experts recommend to avoid blurred category of “spirituality” (often used in the Study course descriptions). It is evident need in the Bachelor Programme to speak clearly: “Roman Catholic Church’s spirituality” and “Roman Catholic Church’s resources for Practical theology”.
8. Experts recommend to welcome both Deacons and Priests of the Roman Catholic Church in the Study Programme implementation.
9. Experts recommend to find good specialist in interdisciplinary studies (with Doctoral degree) who could lead proper theoretical and practical implementation of the integrative methodology for both theological and social subjects; who could develop proper practices from the perspective of Practical Theology of the Roman Catholic Church; who could introduce modern application of the European Social Agenda in scientific integration with the Roman Catholic Church’s Social teaching; who can understand differences between empty category of “spirituality”, proper anthropological and social approaches.
10. Modular system need to be developed more precisely, including proper Modular Instruction.
11. Library should be enriched with good books and journals on Theology and Pastoral care (where there almost none), also literature on Social Work in English must be acquired.
12. Adequate measure in the College for research productivity such as H-index, number of citations, impact factor of journals should be installed.
13. Kick-off seminars for the Study Programme teachers are necessary dealing with methodology of integration of the Study courses, and how to tutor the integration. From the teachers’ perspective the whole Programme should be made deeper in regards to development of the Practical theology of the Roman Catholic Church. In the current state the **Programme is based on subjective and emotional attitude to the Roman Catholic Theology. It is not sufficient in regard to the Roman Catholic *fundamentum* and Christian European history.**

IV. SUMMARY

The Study Programme is innovative and interesting and should be evaluated positively. The experts’ team had very full day of good dialogue with administration, teaching staff, students and stakeholders. Meetings were very positive and the Programme is highly valued,

useful and inspiring among all groups. The Programme corresponds to the labor market needs on both the Church and general society levels.

The objectives and learning outcomes of the Study Programme are developed, and complemented following requirements of previous SKVC experts (2015). The objectives and intended learning outcomes are publicly announced and developed in the context of the College's mission and vision. The aims and learning outcomes correspond to the requirements of first cycle studies in Lithuania.

The Study Programme is developed in line with official Lithuanian and European legislative requirements. The quality of the Study Programme is lead by proper management of the quality, including such unique College institution as Quality Laboratory which collects quality data from all stakeholders and develops the culture of quality at the College. The Programme management meets all organizational and democratic standards of the modern higher education institution.

The scope and structure of the Curriculum design meet requirements of the College's studies in regard to ECTS credits and study hours. The Study Programme Curriculum is based on the Modular basis, but the need for further development of the Modular Instruction is evident.

Curriculum lacks proper methodological and didactical concept. Curriculum is lacking proper Catholic Church's Theology background.

Lack of proper didactic principles is reflected in weak itegration of the study subjects. Scientific theology subjects needs to be invented into Curriculum and subjective understanding of Theology is to be avoided. Reduction of the Roman Catholic Theology and methodology to subjective understanding of the so-called "spirituality" is to be taken out from the Curriculum. Also Library collection shows that students have no access to classical theological resources in print (Systematic Theology, Pastoral Theology, Old Testament Theology, New Testament Theology, Patristic Theology, etc.). Instead of academic sources students use books on blurred spirituality and devotionals. Therefore Curriculum is not fully sufficient to achieve the learning outcomes.

College's Library has excellent access to data bases needed for higher education studies in the above mentioned disciplines.

The number of the teaching staff is adequate to ensure learning outcomes.

Students are encouraged to be active in research and different competitions. Motivation of students for studies is on a high level.

Students' international mobility is determined by the Programme Funding, motivation and language skills. Increase of students' Erasmus+ mobility is needed.

The Programme corresponds to the labor market needs widely, incl. not only Lithuania, but also other EU countries. All stakeholders and employers testified that they are looking forward to employ graduates from the Study Programme.

The most positive part of the Study Programme's sustainability is its quality management, teaching staff, motivated students positive and qualitative involvement of social stakeholders for sustainable development of the Programme.

For maturity and quality development of such innovative Study Programme more time is needed. It requires proper methodological basis with more time for its highly positive output. We value the intention of the innovation and if the Programme management will take in notice the experts' recommendations, in some years the Programme may reach its mature stage.

V. GENERAL ASSESSMENT

The Study Programme “Pastoral care” (6531JX002) at St. Ignatius 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	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students’ performance assessment	3
6.	Programme management	3
	Total:	16

*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 SIELOVADINĖ RŪPYBA (VALSTYBINIS KODAS 6531JX002) 2018-
04-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-61 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šv. Ignacio Lojolos kolegijos studijų programa *Sielovadinė rūpyba* (valstybinis kodas 6531JX002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Studijų programa yra novatoriška ir įdomi, ją reikėtų vertinti teigiamai. Ekspertų grupė turėjo labai įtemptą dieną, per kurią dalyvavo turiningame dialoge su administracija, dėstytojais, studentais ir socialiniais dalininkais. Susitikimai buvo labai teigiami, o pati programa visų grupių yra labai vertinama, naudinga ir įkvepianti. Programa atitinka darbo rinkos poreikius tiek iš Bažnyčios perspektyvos, tiek visuomenėje.

Studijų programos tikslai ir studijų rezultatai išvystyti ir papildyti pagal ankstesnių SKVC ekspertų reikalavimus (2015 m.). Tikslai ir numatomi studijų rezultatai skelbiami viešai ir rengiami atsižvelgiant į kolegijos misiją ir viziją. Jie atitinka Lietuvoje keliamus pirmosios pakopos studijų programos reikalavimus.

Studijų programa parengta pagal oficialius Lietuvos ir Europos teisės aktų reikalavimus. Studijų programos kokybė užtikrinama tokiomis unikaliomis priemonėmis, kaip Kokybės laboratorija, kuri renka kokybinius duomenis iš visų socialinių dalininkų ir kuria kolegijoje

kokybės kultūrą. Programos valdymas atitinka visus šiuolaikinės aukštosios mokyklos organizacinius ir demokratinius standartus.

Programos sandaros apimtis ir struktūra atitinka kolegijos studijoms keliamus ECTS kreditų ir studijų valandų reikalavimus. Studijų programa sudaryta modulinio pagrindu, tačiau reikalingas tolesnis modulinio mokymo vystymas.

Programos sandaroje trūksta metodologinės ir didaktinės koncepcijos. Joje taip pat trūksta Katalikų bažnyčios teologijos pagrindo.

Tinkamų didaktinių principų trūkumą atspindi silpna studijų dalykų integracija. Mokslinės teologijos dalykai turi būti įtraukti į programos sandarą, reikia vengti subjektyvios teologijos interpretacijos. Programoje reikia atsisakyti Romos katalikų teologijos ir metodikos supaprastinimo iki subjektyvaus „dvasingumo“. Peržiūrėjus bibliotekos kolekciją, akivaizdu, kad studentams trūksta prieigos prie klasikinių teologinių šaltinių spausdinta forma (sisteminė teologija, pastoracinė teologija, Senojo Testamento teologija, Naujojo Testamento teologija, patristinė teologija ir kt.). Vietoj akademinų šaltinių, studentai naudoja knygas apie neaiškiai apibrėžtą dvasingumą ir pamaldumą. Todėl programos sandara nėra visiškai pakankama studijų rezultatams pasiekti.

Kolegijos biblioteka turi puikią prieigą prie duomenų bazių, reikalingų aukštojo mokslo studijoms minėtose disciplinose.

Dėstytojų skaičius yra pakankamas studijų rezultatams užtikrinti.

Studentai skatinami aktyviai dalyvauti moksliniuose tyrimuose ir įvairiuose konkursuose. Studentų motyvacija studijoms yra didelė.

Studentų tarptautinį judumą lemia programos finansavimas, motyvacija ir kalbos įgūdžiai. Būtina didinti studentų naudojimąsi „Erasmus+“ galimybėmis.

Programa plačiai atitinka darbo rinkos poreikius, ne tik Lietuvoje, bet ir kitose ES šalyse. Visi socialiniai dalininkai ir darbdaviai nurodė, kad žada įdarbinti studijų programos absolventus.

Stipriausia studijų programos darnumo pusė yra kokybės valdymas, dėstytojais, motyvuoti studentai, teigiamas ir kokybiškas socialinių dalininkų dalyvavimas darnioje programos plėtroje.

Tokios novatoriškos studijų programos brandai ir kokybiškai plėtrai reikia daugiau laiko. Tam reikalingas tinkamas metodinis pagrindas, skiriant daugiau laiko itin teigiamam rezultatui. Ekspertų grupė vertina šią naujovę ir mano, kad jei programos vadovybė atsižvelgs į ekspertų rekomendacijas, per keletą metų programa gali pasiekti savo brandą.

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III. REKOMENDACIJOS

14. Studijų programai reikalingas aiškus Romos katalikų teologijos pagrindas, vengiant miglotos „dvasingumo“ interpretacijos. Studijų dalykai turi atitikti katalikų disciplinas: Pastoracinė teologija, moralinė teologija, Romos katalikų bažnyčios socialinis mokymas, Vatikano II tarybos analizė iš metodologinės perspektyvos, Karlo Rahnerio pažiūrų į tarpdisciplininę pastoracinę psichologiją ir psichologijos iššūkius analizė, bei socialinių mokslų dalykai. Programoje trūksta Romos katalikų teologijos studijų dalykų.
15. Trūksta biblinės teologijos dalykų, t. y. Senojo ir Naujojo Testamento teologijos.
16. Trūksta antropologinio pagrindo žmogaus asmenybei interpretuoti: į programą reikia įtraukti biblinės antropologijos dalyką bei socialinės ir kultūrinės antropologijos dalyką.
17. Trūksta aksiologinio požiūrio (reikalingi bendravimo aksiologijos, tradicinių ir šiuolaikinių saviraiškos vertybių aksiologijos dalykai).
18. Pagrindinis programos sandaros trūkumas – tai, kad nėra metodinio pagrindo tarpdiscipliniškumui.
19. Programoje trūksta didaktinio pagrindo kaip užtikrinti tokios daugialypės programos studijų rezultatų efektyvumą.
20. Ekspertai rekomenduoja vengti miglotai apibrėžtos „dvasingumo“ kategorijos (kuri dažnai naudojama studijų dalykų aprašymuose). Bakalauro programoje reikalingi aiškūs išsireiškimai: „Romos katalikų bažnyčios dvasingumas“ ir „Romos katalikų bažnyčios ištekliai praktinei teologijai“.
21. Ekspertai rekomenduoja į programos įgyvendinimą įtraukti Romos katalikų bažnyčios diakonus ir kunigus.
22. Ekspertai taip pat rekomenduoja rasti gerą tarpdisciplininių studijų specialistą (turintį daktaro laipsnį), kuris gebėtų vadovauti teoriniam ir praktiniam teologijos ir socialinių dalykų integruotos metodikos įgyvendinimui, rengti praktiką Romos katalikų bažnyčios praktinės teologijos požiūriu, pristatyti šiuolaikišką Europos socialinės darbotvarkės taikymą, derindamas jį su Romos katalikų bažnyčios socialiniu mokymu, suprasti skirtumus tarp tuščios „dvasingumo“ kategorijos ir antropologinių ir socialinių požiūrių.
23. Modulinė sistema turi būti tikslesnė, apimti modulinį mokymą.
24. Biblioteka turi būti išplėsta kokybiškomis teologijos ir pastoracinės globos knygomis ir žurnalais (jų beveik nėra), taip pat reikia įsigyti socialinio darbo literatūros anglų kalba.

25. Reikėtų įdiegti tinkamą mokslinių tyrimų cituojamumo rodiklį, pvz., H indeksą, citatų skaičių, žurnalų poveikio koeficientą („impact factor“).
26. Reikalingi seminarai studijų programos dėstytojams, kuriuose būtų nagrinėjama studijų dalykų integravimo metodika ir kaip ją mokyti. Iš mokytojų pusės, visa programa turi būti pagilinta vystant Romos katalikų bažnyčios praktinę teologiją. Šiuo metu **programa grindžiama subjektyviu ir emociniu Romos katalikų teologijos požiūriu. To nepakanka Romos katalikų *fundamentumo* („fundamentum“) ir krikščioniškos Europos istorijos atžvilgiu.**

<...>

2.7. Išskirtinės kokybės pavyzdžiai

1. Šios studijų programos išskirtinumas – ji ruošia tarpdisciplininei profesijai, apimančiai ir socialinio darbuotojo profesines žinias ir praktinius pastoracijos įgūdžius, skirtus teikti profesinę pagalbą asmenims, išgyvenantiems asmeninę krizę ir sunkumus. Tokia socialinio darbo Romos katalikų bažnyčios teologijos sinergija yra unikali ir tokie specialistai reikalingi Lietuvos darbo rinkoje.
2. Unikali Ignaciškosios pedagoginės paradigmos integracija.

<...>

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)