



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Marijampolės kolegijos
STUDIJŲ PROGRAMOS "SOCIALINIS DARBAS"
(*valstybinis kodas – 6531JX014*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "SOCIAL WORK" (*state code -6531JX014*)
STUDY PROGRAMME
at Marijampolė college

Review' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMMĄ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	6531JX014
Studijų sritis (studijų krypčių grupė)*	Socialiniai mokslai (<i>Socialiniai mokslai</i>)*
Studijų kryptis	Socialinis darbas
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3); iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinio darbo profesinis bakalauras, socialinis darbuotojas (socialinių mokslų profesinis bakalauras)*
Studijų programos įregistravimo data	2002-06-25

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

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social work</i>
State code	6531JX014
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	25-06-2002

* 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

CONTENTS

I. INTRODUCTION	4
1.1. Background of the HEI/Faculty/Study field/ Additional information	4
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design	8
2.3. Teaching staff	11
2.4. Facilities and learning resources	15
2.5. Study process and students' performance assessment.....	17
2.6. Programme management	20
III. RECOMMENDATIONS	23
IV. SUMMARY.....	25
V. GENERAL ASSESSMENT	27

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 Nr. 1-01-162 of December 20, 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 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

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

The Public Institution Marijampole College has the status of a Higher education establishment as determined by the Lithuanian Republic Law on Higher Education and Research (Official Gazette, Nr. 54-2140 of 12/05/2009) and other statutory acts. The College management bodies are formed and their competence is determined by the LR Civil Code (Official Gazette,

Nr. 74-2262 of 2000) and by the Law on Higher Education and Research (Official Gazette, Nr. 54-2140 of 12/05/2009), and the College Statute (Official Gazette, Nr. 107 of 30/08/2011) (SER p. 3).

The Social Work Study Programme in the Faculty of Education Studies and Social Work at Marijampole College is implemented since September 1, 2002. The Programme was evaluated in 2013.

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 guidelines and procedures of SKVC. Conducting evaluation of the Study Programme, the External Evaluation Team has acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of December 20, 2010 of the Director of the Centre for Quality Assessment in Higher Education) and the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

The initial stage included preparation of the self-assessment report by the College. This was read and commented on by a team of experts, after which the team visited the College in December 12, 2017. During the visit, the evaluation team had an 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 compiled according *Description of experts' recruitment*, approved by order Nr. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team in December 12, 2017.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Programme objective(s) and intended learning outcomes are well defined, clear, complement each other and are publicly accessible. The aim and the outcomes are clearly defined, updated according to the image of the profession and field of activities. The aim of the programme is to prepare well-educated, creative, critically thinking generalist social workers for the fast changing national employment market based on the principles of social justice, ethics and assurance of human rights. The aims of the programme and the learning outcomes are developed on the basis of social work professional competencies and are reflected in the self-evaluation report (SER p. 6).

Learning outcomes of the Programme are clearly stated, publicly available and realizable. Learning outcomes and their relevance are based on considering the ever-changing world. Special attention was paid to the importance of social empowerment, social support and the development of social skills of students (SER p. 6; meeting with teaching staff, students and alumni).

The mission, operational objectives and strategy of the higher education institution are related to the Social Work Study Programme and understood by all stakeholders. During the peer-review visit, the teaching staff, students, alumni and social partners confirmed that social work is a very creative profession and students need to be able for develop and change the society. Teachers and administration believe that aims and learning outcomes are related to each other. Also, the theory included practice. Administration of the college pointed out during the peer-review visit that the face of this college is turned towards the region – mission is related with region, industry and social area. College gets feedback from the region as to which are the problems and what needs to be done. In the social work area there is now the DI process and SW as a profession is very needed on labour market.

The Programme aim and learning outcomes match the state, public and labour market needs, academic and professional requirements. Social work study programme trains professionals who are able to recognize and assess the need for new social services, join the project activities, develop innovative services from planning to implementation. The aims of the programme and the learning outcomes are related to the *Marijampole Regional Development*

Plan strategies and the labour market needs of Marijampole region. Social partners, alumni and administration have confirmed the demand for social workers in the region during the peer-review visit. Students who graduate from the Study Programme can find job in regional Social security institutions, Social welfare departments, Day care centers for disabled, elderly, children foster homes, hospitals, rehabilitation departments, imprisonment institutions, etc. Meeting with Social stakeholders proved that the Study Programme has positive and qualitative professional training approach to the labor market needs, identity of the Social work profession and *know-how* related to different social problems. (SER p. 6; Meetings with administration and teaching staff, alumni and social partners).

The aims of the programme and the learning outcomes correspond to the international and national requirements regarding the type and level of studies: Dublin Descriptors (2004), National and European Qualifications Framework (2008), Lithuanian Qualifications Framework (2010), general requirements for descriptors of study cycles in Lithuania (2010, 2011) and professional requirements of Social work (2014). The Programme aim and learning outcomes also comply with international and national professional values, objectives and requirements (SER p. 6).

The Programme objectives and intended learning outcomes correspond to the type and cycle of studies and the level of qualifications. The Programme learning outcomes correspond to the learning outcomes required by descriptors of the study field of social work at level 6. During the meeting, the teaching staff demonstrated a deep understanding of academic and professional requirements for social work (Meeting with teaching staff).

The aim and the learning outcomes of the Study Programme have been formulated based on the contemporary understanding of social work and competencies of a social worker. Important bases of study programme are the *Globalization Approach*, the *Open Mind Thinking* and *Students Centered Learning Approach*. The Study programme is based on the principles of human rights and oriented towards the needs of disabled people. Strategical background of the study programme is based on the international definition of SW and the focus is on learning during students' practise, working with clients and communication environment (Meeting with teaching staff, students, social partners and alumni).

The aim and the learning outcomes of the Programme are periodically reviewed. The Programme title, the intended learning outcomes, its content and granted qualification are in compliance with each other. Study programme aims and learning outcomes are evaluated,

taking into account feedback from the students (after each semester), employers (once a year), alumni (after graduation). Social partners' opinion is listened to periodically at round-table discussions organized by the programme and college, at the meetings where the need for specialists is discussed. Special analysis (2015-2016) concerning social workers' employment in Marjampole region was done. In cooperation with the College teachers the Regional development plan (2014-2020) was composed. College follow the European quality standards for high education (SER p. 7; Meetings with administration and teaching staff, students, alumni and social partners).

The mechanism of monitoring and evaluation of aims and learning outcomes of the Programme and the combination of ongoing challenges with practice and daily life need continuous improvement due to obstacles emerging from the improvement process, caring for the student-centered education and their interface with challenges of the practice.

2.2. Curriculum design

The curriculum meets all legal requirements. 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 is structured on the basis of the legal Lithuanian and Marijampole College documents and has been continuously improved (SER p. 7).

The aims and tasks of the Curriculum design are attainable and verifiable, the study content of the Curriculum corresponds to the awarded qualification and the title of the study program. Study programme is structured into a study courses and Modules. Study subjects, workloads, objectives, expected learning outcomes, the number of hours intended for lectures, seminars and independent study, and study methods are determined for each subject. However, during the visit it became clear that students have not enough individual study hours. Based on Bologna strategy, there is a need to decrease contact hours and increase students' individual work in the planning of study process. The work-load distribution into semesters is balanced in the programme. Structural approach is clearly visible throughout the Curriculum design, however the development of the study programme towards a Modular system needs to be a continued, which supports the quality of the programme and reaching the learning outcomes by the students (SER p. 7).

The Study Programme meets the general requirements for the first cycle degree study programmes, matches also Global standards for the education and training of the social work profession (SER p. 7).

The goals are related to the learning process. It is possible to accomplish the goals during the study period. Subject topics are presented in study subject descriptions (SER p. 7; Annex 2) together with learning outcomes, the volume of class work and independent work, forms and methods of teaching, evaluation of study results and criteria. The content of all study subjects and list of references is renewed regularly based on feedback from the stakeholders of the study programme.

The Curriculum design is reasonable, it has logical sequence and is appropriate for achieving the expected learning outcomes. The topics of the subjects with the learning outcomes allow students to become aware of the main aspects that are required for social workers' knowledge, skills and values (SER p 9; Annex 2). The subjects of studies and topics are fitting and form clear commitment to Social work on a practical level. **But the content of subjects and study methods not always enable to achieve the intended learning outcomes.** Some basic subjects seem to be on a very general broad level and could be more oriented to Social work. During interviews the subjects "Law" and "Sociology" were described by the students as "everything and nothing". The subject „Theories and methods of Social work“ presents theories related to methods and reference theories. A peculiar subject focusing on the newest genuine theories of Social work should be introduced. There is no proper subject on Social work with homeless people and Social work with migrants or asylum seekers, and Social work with delinquent (probation services, etc.) (SER p. 7-9; Annex 1, Meeting with teachers and students).

Various study methods are used during lectures, promoting a deeper insight into the problems, helping to identify and assess the practical applicability of theories, prediction of social services' development, social entrepreneurship, the development of NGOs. During peer-review meeting, the teachers explained that they are using different active teaching methods such as concept maps, problem solving, case studies, experiential active methods, etc. During peer-review meeting, the students and alumni showed high satisfaction with teaching, individual and group reflection and supervision (Meetings with teaching staff, students and alumni).

The volume of the study subjects in credits is determined with respect to expected learning outcomes in the studies and in the subject. The volume is determined according to the learning

outcomes, necessary to acquire skills and abilities (SER p. 8). During the peer-review visit, the teaching staff, students, alumni and social partners confirmed that students have the opportunity to test professional skills with different client groups during their practice in social institutions of the municipality of Marijampole. During practice, there are practice reflections, supervision lead by professional supervisors. Practice organization issues, task performance quality are analysed together with social workers, college practice tutors in private and public practice discussions (SER p. 8; Meeting with teaching staff, students, alumni and social partners).

College has a requirement for the preparation and defence of Final Thesis (2016). Review of students' final thesis shows that the methodology of students' research needs more attention. Research skills are developed in a variety of theoretical and practical activities: analysing professional literature, monitoring and interpreting social situations, collecting, recording and reflecting the performance results, writing practical activity reports, preparing reports, participating in conferences. During the sixth semester, the studies are focused on community development and service development, thesis preparation and presentation. But the review of students' final thesis showed some weaknesses in preparing of Final Thesis. Final Thesis should be more international and students should use more updated articles and more scientific sources. English language references are not used, most Theses were using literature only from Lithuanian sources and some also Wikipedia, which cannot be regarded as adequate resource for scientific writing. There is a problem with students' skills and motivation to use databases. (SER p. 8; Review of students' final thesis).

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. The subjects and topics of the studies are fitting and form clear commitment to Social work on a practical level. The content is satisfactory and adequate. Assessment methods for studies and academic record are clearly presented in the subject course descriptions. The correlation between subjects' outcomes and the content of subjects, and study methods is presented in descriptions of concrete study subjects of the Programme.

The content of the program: a structural approach is clearly visible throughout the Curriculum Design. The subjects of study (modules) are taught in a consistent manner, subjects or topics are not repeated. The Curriculum design has several innovative and also unique approaches: special focus is on Human rights in different contexts, Sign language, Document management. The subject *Introduction to Social work* seems to give the students necessary professional identity. The Curriculum provides analytical knowledge of the

multicultural society. A lot of attention is paid to mastering Case management and Case study methods.

The scope of the programme: the importance of human rights in Social work is carefully emphasized – however, the European Social dimension is lacking. The European Social Agenda related to Social Work should be included into the Curriculum at least through such categories as ‘social cohesion’, ‘solidarity’, ‘subsidiarity’, ‘mutuality’. The 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 and the “Europe-2020” strategies. A course on ‘Social workers and the politics of the Middle class identity in Europe’ should be included, complemented by a necessary research direction in Social Work at the University. More attention should be paid to middle class family models and family policy programmes, which are important for Social Work in European countries. The ability to reflect on the ‘normal family’ should be a part of professional toolkit of social workers.

Evaluatin team noted lack of knowledge about legal and administrative requirements regarding integration policies and welfare systems in EU.

More attention should be paid to developing and delivering a Youth Guarantee schemes in EU requires strong cooperation between social partners and key stakeholders: public authorities, employment services, career guidance providers, education institutions, youth support services, trade unions, etc. Social workers need to have knowledge on how to develop own national Youth Guarantee Implementation plan, and Social workers can play great role in those activities.

2.3. Teaching staff

The Programme teachers’ qualifications are sufficient to achieve the Programme aim and learning outcomes. The academic staff of the Programme consists of 12 teachers, four of them have a doctoral degree and 7 Master’s degree. The academic and practical work experiences in the area of the taught subject range from 4 to 38 years. All study field subject teachers have more than 3 years of practical work experience in the area of the subject taught. Teachers of the Programme regularly improve qualification by taking part in the courses, trainings, conferences, seminars, projects and practice internships (SER p. 10; Annex 3, 4).

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

Staff of Study Programme is employed in accordance with the “Descriptor of the Study Field of Social Work” (2015), “General Requirements for the Study Implementation” which ensures variety of teachers’ body composition involving researchers and practitioners. The teachers, working in the programme, are social work professionals, specialists in different areas of social work. Three teachers have teaching experiences in foreign universities and colleges. Several teachers are active in NGOs or in Public Institutions and other organizations / communities. The research interests of the teachers teaching the study field subjects in the programme focus on social work and close areas (SER p. 10; Meeting with teaching staff).

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 are active members of international and national Social Work organizations, which enhances their professional expertise. Some teachers have used the Erasmus+ programme, the University Bilateral Agreements and other academic mobility measures (Erasmus+ KA2 „*Mental wellbeing*“, Erasmus+ project “*Improving psychological climate in the organization*“, etc.) Nevertheless, the evaluation also shows that teachers need to use the mobility programmes more for improving their language skills and develop cooperation in different research teams and platforms with other universities. Weaknesses of this study programme are lack of international relations and teachers’ participation in Erasmus + and other teacher mobility programmes, also the lack of English language skills. Teachers said that they have no time for ERASMUS+ Programmes, research conferences etc. during their work time. For research they use holidays and private vacation time. Their workload is very high and number of contact hours is too high. Nevertheless, teachers seem to be highly motivated (SER p. 10; 13-15; Annex 4; Meeting with teaching staff).

The teaching and research experience of academic staff is partially sufficient for the attainment of learning outcomes. Participation of teachers in scientific research complies with their scientific research areas.

Teachers develop their scientific and applied activities by publishing scientific and methodological publications, scientific articles (*International Journal of Integrated Care; Educational Alternatives; Social Work. Experience and Methods; Pedagogy: Science Works*, etc.), preparing scientific studies, presenting papers at scientific-practical international and national conferences. During the period covered, the teachers published 25 articles, 2 of which are on ISI list, 7 in periodical peer-reviewed Lithuanian scientific journals, referenced in international databases, 4 in non-periodical scientific peer-reviewed journals of

foreign countries. However, collaboration with other research teams and platforms of other Lithuanian and foreign universities is not at the expected level (SER p. 11; Annexes 3, 4; Meeting with teaching staff).

The Programme teachers share their expertise in a variety of ways. During the period covered, the teachers participated in 9 international conferences in foreign countries, where they presented 10 papers. During the period covered, some teachers participated in research projects funded by the EU and other funds („*Community service development opportunities in Marijampole region*“, etc.), conducted commissioned scientific-applied research, participated in the researchers' groups doing research and/or projects at Marijampole College and other institutions (SER p. 13-14; Annexes 3, 4). However, the evaluation team noted that the teachers' knowledge of foreign languages (esp. English) is not sufficient; interpreters were necessary during the evaluation team visit. Teachers experienced a barrier of speaking in other language although the College offers English courses for teachers and teachers attend them (SER p. 20; Meeting with teaching staff).

Teaching staff turnover is able to ensure an adequate provision of the Programme. The number of permanent teaching staff is sufficient to ensure adequate provision of the Programme, given that motivation of teachers is very high. **The ratio between the academic staff and students is low enough, which gives the opportunity for teachers to approach students individually and supports the reaching of learning outcomes.** The number of students in an academic group ranges from 12 to 31 and in the study year (including full-time and part-time studies) from 37 to 53. The number of students per teacher varies ranging on average from 5-6 to 8-9, depending on the year of study (SER p. 15-16). During the peer review visit, the teachers and students convinced the reviewers that the students have the opportunity to learn teamwork skills and teachers are using different active teaching methods to individualize the work with students. Teachers used different teaching methods: case analyses, group work, supervision, SW practice with reflections. Students learn human rights practically and analyse the work of parliament legislation system etc. This helps the students to perceive social work specifics, to learn to work with the case, to acquire deeper social work professional skills. Students have good supervision during the students' practice, incl. individual and group consultations in study subjects, preparation for term papers and final thesis (Meetings with teaching staff, students and alumni).

The qualifications of the academic staff of the Programme are ensured by applying the University system of competition and assessment. Administration of Marijampole College creates the conditions necessary for teachers' professional development. The teachers are

evaluated in every 5 years. The selection of teachers for teaching the subjects is carried out first by the Study Programme Committee chair. She proposes the staff for teaching general, study field subjects, tutoring professional practices, term papers and final theses. In hiring the staff the focus is put on the teachers' education, professional competencies, their practical work experiences, links to the study programme. College offers different English courses teachers for and teachers have participated a lot in these (SER p. 20).

However, during the peer review visit turns out that the existing system of recognition of the teachers' quality assessment needs upgrade. There is no adequate measure in the College for the research quality, such as H-index, number of citations; impact factor of journals could be used in evaluation. The academic body would need at least 2 articles in print in highly rated journals from each teacher for the Social work theory and practice development at the College.

Professional development of the teaching staff should be improved and positively structured in some institutional way. Teachers said that there is bad emotional atmosphere between them and administrative staff. They identified the need for an "academic pastor for teachers" which speaks about unfavourable emotional climate between the teachers and administration.

The academic work of the Programme planned for teachers doesn't match principles of pedagogical workload in the *Description of the Workload of Teacher' Post*. According to the Descriptor of Marijampole College Teacher Workload Rationing and Salary-setting Procedure, approved by the Academic Council (2016), a regular teacher's workload includes besides contact and non-contact work, directly related to the study process, also other academic, scientific, applied and organizational activities. College teacher's full workload is 1500 hours. Not less than 275 hours (about 18%) are allocated for other academic, scientific, applied and organizational activities, but this is not enough for the development of research area – having conferences, projects, collaboration with other universities. Evaluation shows that teachers have not enough time for doing research, to going abroad with Erasmus+ and other teacher mobility programmes and cooperate with other research teams and platforms outside of college, which is very important. Salaries are inadequate compared to teachers' workload. Workload of teachers needs to be overlooked (SER p. 20; Meeting with administration and teaching staff).

Teachers have research activities with students, this work is included into their workload. Students have participated in regional conferences. This activity has been planned for year. Students and teachers do volunteer work together. When supervising students' research, teachers focus on the methodology of research and the presentation skills of students. One teacher is a member of council of the Ministry of Social Security and Labour and has good contacts with

uses them (Meetings with teachers, students and alumni).

2.4. Facilities and learning resources

Teachers and students have good facilities and equipment that is appropriate for the attainment of the learning outcomes of the programme. 10 auditoriums are used for the implementation of Social Work study programme. In all auditoriums there is information technology. The number of students during lectures corresponds to the number of workplaces. All premises used for the study programme correspond to the labour safety and sanitary hygienic requirements (SER p. 20).

Students have good learning conditions, suitable classrooms, laboratories. Auditoriums are equipped with study visualization equipment, computers with access to the Internet, with stationary multimedia. Students and teachers have the possibility to use laptops and multimedia, video camera, camera, recorder, scanner, printer, interactive whiteboard. Students can use copying and printing services for a reasonable fee. Students are satisfied with coffee machine and with good support for using the IT facilities. There is also a room for students to relax, a dormitory and canteen. Students expressed their satisfaction with sufficient infrastructure and studying conditions. All premises used for the Study Programme conform with the requirement of work safety and hygiene norms. **The premises for studies are adequate both in their size and quality.** (SER p. 20; Visiting classrooms, lecture halls, libraries, other facilities).

Students have good network of organisations doing professional activities and suitable base for practice placements. During the meeting with administration, the reviewers were convinced that the College attracts good network for implementation of both study and professional activities, and the College has signed cooperation agreements with social institutions for carrying out practices – mainly from the network of the Marjampole municipality, different Social assistance centers, “Caritas” organization, children disability centers (SER p. 21). Consequently, students have good opportunities for practice (SER 20-21; Meetings with teaching staff, students, alumni and social partners).

The Library is equipped according to the required standard. The quantity, quality and relevance of reading materials mostly matches the needs of students. The library funds are up-dated systematically, according to the faculty study programmes and the needs of the readers. New and relevant documents - books, periodicals, audio-visual teaching aids are collected. The

issues of supplementing library funds, providing students with literature are considered and decided by the Faculty Board. The library meets the needs of students and teachers, but the newest literature on social work in English should be bought. The review of students final thesis shows that the use of more recently published literature in social work and social policy not widespread enough. There are problem with students' skills and motivation to use databases. Teachers mentioned that plagiarism is also a problem, but final works are filtered before the defence (SER 22; Visiting libraries; review of students' final thesis; Meetings with teaching staff).

Teaching materials (textbooks, books, periodical publications, databases) are appropriate, adequate and accessible. Teachers and students have free access to a variety of electronic databases. The reading room provides links to international databases in social sciences and social work, which can be used by Social Work study programme students when completing the tasks, for deepening professional knowledge and skills. The lists of these electronic addresses are available on the College website. Electronic databases are updated periodically, which partly compensates for the deficiency of the latest information sources of social work, especially in the English language. In the reading room, there are addresses of websites of a number of databases of social sciences. But it is not possible to use college-paid electronic databases in the reading room (Visiting libraries).

Students are trained in 'learning to learn' techniques. Consultations to students are provided by a computer systems specialist. Students can use the collected materials for professional practices, methodological guidance, learning materials, assignments for self-study and so on. For Information Technology studies there is information technology installed and there are also distance learning classrooms. Information Technology Center is equipped with five computer classrooms having 16 to 19 workplaces. College computers are connected to local network and to LITNET. Virtual teaching environment MOODLE is used. However, there are practically no Social work study programme field subjects in the MOODLE environment (SER p. 20; Visiting classrooms, lecture halls, libraries, other facilities; Meetings with administration, teaching staff and students).

Students with disabilities receive social support from the university. For students with movement disabilities the entrance into the faculty building is equipped with a ramp, a stair climber machine has been purchased. Those students can use one toilet room, tailored to their needs, but the classrooms do not have height-adjustable tables (SER p. 20).

Students have questionnaire for giving feedback regarding studies and requirements for practice and preparing of final thesis.

2.5. Study process and students' performance assessment

Entrance requirements are well founded, consistent and transparent. The Study Programme is implemented in both full-time and part-time study modes. The admission score for entrants to this Programme is formed according to the "Descriptor of Order for Making Queues for Most Successful Secondary Education Graduates" approved by the Minister of Education and Science every year. The admission score (KB) for entrants into the Social work Study Programme is calculated by summing up the grades and outcome of the balanced coefficients (SER p. 22).

Organization of the Study process ensures proper implementation of the Programme and achievement of the intended learning outcomes. The study process, conditions and procedures, and the schedule of studies are organised on the basis of the Study Plan of the Programme. Studies are implemented by semester. The Programme seems to be conducted in productive way that is functional for students.

The Student numbers are decreasing in general as the number of population is decreasing. From 2012 to 2016 the ratio between the number of the admitted students into the Programme and successful graduates in full-time studies ranged from 64,7 to 100 % (see Table 1.5.3). Differences between the admitted and graduates are mainly influenced by academic leave, study mode change and study termination by their own will. Students are involved into the Study Programme quality assessment, their proposals on the study process, quality improvement are analyzed. Communication between students and teachers is carried out by means of modern technology.

Information about the Study Programme aims, learning outcomes, and information about the importance of the Programme compulsory and optional subjects and possibilities for further career is provided by the Study Programme chairperson, tutor and head of the Department during the first month of the study. At the beginning of the first semester students have detailed introduction to the Study Programme, its requirements, and the needs of the students are clarified (SER p. 28; Meetings with teaching staff and students).

Students are encouraged to take part in scientific, artistic or applied activities. They have made presentations at national conferences on the basis of their conducted theoretical and empirical research, also at the state-level student conference “*Student Applied Research: Experiences and Insights*”, etc.). To meet the need for self-expression, the students can join the cultural club “*Aistuva*” and the College amateur arts / sports club “*Visata*”, etc. Students participate in different projects (*Children's Defence Day*, etc.) and have a lot of volunteering experiences. Students benefit from good contacts with alumni and social work practitioners. (SER p. 23-24).

Students can have individual consultations and use methodological aids prepared by teachers. Teachers consult students regarding their self-study, preparation of term papers and Final Thesis according to the schedule approved by the Department. Students can use study materials and methodological aids prepared by teachers for learning in distance environment. Teachers offer individual consultations, and round-table discussions are organised on how to overcome fear of public speaking, stress while preparing for the examination session and defence of the Final Thesis (Meetings with administration, teaching staff and students).

Students have the possibility to take part in mobility Programmes. They have an opportunity to participate in the LLLP Erasmus sub-programme mobility activities. However, they mostly do not participate in these ERASMUS exchange programmes. Some of the students think that it is because they do not know foreign languages, have family or work commitments (SER p. 29; Meeting with students and alumni).

The College ensures proper academic and social support. Students get a place in the dormitory. If necessary, psychological support is provided to students by college psychology subject teachers. Students have the opportunities to receive grants, scholarships from college and social partners and loans from the bank. A student is also included into grant appointing commission. Students, depending on their academic record and following college internal work procedures, may receive grants in three sizes. The grant amount and the number of students who will be paid the grants for the whole semester are determined by the grant awarding committee. Lump sum payments may be given from the savings of the Faculty Scholarship Fund to students because of difficult material situation, child birth, in case of family member's death. Good and very good learners, students actively involved in applied research, cultural and other social activities, may be assigned nominal scholarships: Marijampole College Board scholarship, Marijampole Municipality nominal scholarship and Basketball nominal scholarship.

The College gives financial support to disabled students who have 45% or lower capacity for work (SER p. 25; Meeting with students). If necessary, the College psychology teachers offer psychological support to students.

The system of assessing students' achievements is clear, made public and appropriate to assess the learning outcomes. Assessment of the learning outcomes is carried out according to the College quality management procedures. For student achievements' assessment cumulative assessment is used, consisting of interim tests (tests, seminars, student individual and group work, projects). Students said during the peer-review meeting that they like the examination and assessment appeals process with new forms how to assess results. Lot of practical tasks are used, for example preparing and conducting a survey (preparation, doing reporting, reflection about results). The final thesis and its defence is assessed by the reviewer and the qualification commission (SER p. 25; Meeting with students).

Professional activities of the majority of the Programme graduates correspond to the expectations of Programme managers and employers. The College Career centre and the Programme Committee regularly carry out monitoring of the graduates' employment. The data is collected after 6 months after graduation and they show that 50% or more graduates of the full-time studies work in profession (SER p. 28).

During the peer-review visit, the administration, alumni and social partners confirmed that the Social work Programme is very popular because **the Programme corresponds to the future economic, social and cultural developmental needs of the State, also to the needs of the Marijampole region** (Meetings with administration, alumni and social partners).

Students are provided with the opportunity to launch complaints and appeals in accordance with clear, public and transparent procedures. Information about the implemented Programme, the qualification awarded is provided in the Open Information, Counselling and Guidance System database (AIKOS) and on the College website (see www.marko.lt in the section "Admission"). **Fair learning environment for students is ensured** (Visiting classrooms, lecture halls, Library, other facilities).

The College has good marketing for the Study Programme promotion. Alumni and social partners are actively involved in the implementing and marketing of the Study Programme. Career Center organizes individual consultations for secondary education students,

helps to clarify their professional orientation and offers necessary support. The College organizes Open Days, during which the secondary education students are acquainted with the Study Programme, training facilities, and communicate with teachers and the College students. The students are also invited to participate in Career Days events (SER p. 22).

The College promotes Study Programme on the public College website. AIKOS database contains information about the Study Programme and qualification awarded (www.aikos.smm.lt), and other information about the admission to Lithuanian higher education institutions (SER p. 20; Visiting classrooms, lecture halls, libraries, other facilities).

2.6. Programme management

Responsibilities for decision making regarding the implementation, monitoring and evaluation of the Programme are clearly defined. Internal quality assurance mechanisms are clear, effective and updated regularly. Social work study programme committee is the central governing body in charge of study programme quality. The College follows ISO Quality Standard system. Main focus is put on the quality of studies and quality of the academic staff (i.e., participation in conferences, Library content). Attention is paid to the stakeholders' feedback (reflecting on the Programme and improving it actively) (SER p. 30, Meetings with administration, teaching staff, students, alumni, social partners).

Feedback from stakeholders of Study Programme is regularly collected and analysed. Feedback is used to improve the Programme. All stakeholders (teachers, students, social partners, alumni) are involved in the appropriate aspects of Programme management and administration. The College has strategic plan for 5 years and tactical plan for 1 year. College administration ensures implementation of plans by regular evaluation and reporting to the Council of the school. All stakeholders are involved in providing feedback (giving recommendations and examples for preparing questionnaire and Study Programme) (SER p. 30; Meetings with administration and teaching staff, students, alumni and social partners).

The Programme Committee has a good collaboration with social partners. Based on the initiative of the Programme Committee and social partners, annual scientific and applied conferences are organized, where College teachers, students, graduates and others participate as speakers and listeners. During the covered period there were more than 60 trainings, seminars for

current / future Social work professionals, other professionals, students, volunteers undertaken (SER p. 18).

Alumni are actively involved in the implementing and marketing process of the study programme. The College benefits from good collaboration with alumni. The College hosts and active Alumni club (involving celebration of the Social work Day; students and teachers together volunteer in companies, practice places and supervisions, they are undertaking several joint projects. College is developing the database of alumni. College supports the activities of alumni – incl. personal consultation, supervision (Meetings with administration and teaching staff, students, alumni and social partners).

Social work study programme has signed 16 cooperation agreements with social partners, according to which there is cooperation in implementation and development of social work study programme. College has a good partnership with communities and social institutions at the regional level. College has a good cooperation with region (project work, trainings etc.), it also has a big responsibility for educating the specialists that the region needs. Director of the college said - we are dependent on the psychological climate of the region (SER p. 30; Meetings with administration and teaching staff, students, alumni and social partners).

Programme committee has a good collaboration with the social partners. Based on the initiative of the programme committee and the social partners, scientific and applied conferences are organized annually, where College teachers, students, graduates and others participate as speakers and listeners. During the period covered, there were more than 60 trainings, seminars for current / future social work professionals, other professionals, students, volunteers undertaken. (SER p. 18).

Information about the Study Programme is made public, relevant and easily accessible. The College promotes the Study Programme on the public the College website. The aims and learning outcomes of the Social work Study Programme are made public on Marijampole College website <http://www.marko.lt/studiju-Programmeos/>, www.kurstoti.lt, in advertising leaflets and publications for applicants. AIKOS database contains information about the Study Programme and qualification awarded (www.aikos.smm.lt), and other information about the admission to Lithuanian higher education institutions. (SER p. 20; Visiting classrooms, lecture halls, Library, other facilities).

Experts indicated that the College's administration needs more flexibility and effectiveness (as it was already mentioned in previous section of the current Evaluation report). Bureaucratic structure needs to be reduced following the European Commission requirements for the higher education institutions. It is evident that administration of the College is not following the Bologna Process, it seems to be old-fashioned, incrustated structure, also showing unwillingness and defiance towards adequate reform measures among the responsible administrative staff. There seems to be lack of the dialogue culture, lack of skills-providing feedback in between the administration and Chair person of the Programme. All responsible persons should overcome the bureaucratic framework. The category of mutuality in relationships between administration and teaching staff must be enhanced strongly. Administration of a modern institution on the European Commission's proposed level is a crucial need.

III. RECOMMENDATIONS

1. Psycho-social climate at the College needs to be improved. It is stated in the Evaluation report as a weakness and it was also evident during the peer-review visit. Planned activities for strengthening teamwork and dialogue through participation in joint projects and open discussions between the administration and teaching staff are needed. Teachers' dream is to have "an academic pastor" at the College; students asked for psychological support centre for students, which needs to be developed. Experts indicate that administration needs more flexibility and effectiveness. Bureaucratic structure needs to follow European requirements since the administration doesn't follow the Bologna Process. All responsible persons must try hard to overcome the bureaucratic framework. The category of mutuality between administration and teaching staff must be enhanced strongly. Administration of a modern European institution is a crucial need.
2. The Programme subjects should be combined into modules in order to avoid interdisciplinary fragmentation. Further development of the Programme towards the module system is strongly needed. Currently there are no specialisations in the Study Programme and the modular system would give good opportunity to develop some needed specialisations. Modular system will support the development and evaluation of the Programme aims and learning outcomes. It will strengthen a student-centred education and improve the overall implementation of the Study Programme.
3. More focus on genuine Social work theory is needed. In the Study Programme no clear understanding of the Social work basic theories is described. The lecture course "Theory and methods in Social work" should be divided into two different
4. Teachers' workload is painful area in the College. Teachers are close to burn out due to excessive workload, and it must be reduced. Teachers have no time to go abroad.
5. Administration of the College doesn't pay sufficient attention to internationalization of the study process, and optimal use of the Erasmus+ possibilities. International mobility of teachers must be promoted and additional resources for funding teachers' visits as well as for attraction of scientists from other countries should be found. Provision of the updated knowledge must be done on European Commissions' requirement basis. It is a non-professional approach that teachers have to perform activities such as Erasmus+ mobilities or participation in conference in vacation time.
6. It is necessary to develop and diversify forms of cooperation with partner universities and organisations. In the evaluation report is stated that lectures during the evaluation period strengthened cooperation between teachers by discussions, trainings and etc., however the

strengthening of cooperation is continuous process and should be developed further. Further activity for better cooperation between teachers is necessary, e.g., team teaching, also professional experience sharing, etc. For this purpose the cross-subject cooperation between the Programme's lecturers is needed for better understanding of the contemporary Social work context in all subjects of the Programme, which would promote better understanding of objectives and intended outcomes of studies.

7. The European social dimension is lacking in the Study Programme. European Social Agenda should be included into the studies and research at least through categories such as Social Cohesion, Solidarity, Subsidiarity and Mutuality must be implemented. Based on the Bologna Strategy, it is necessary to decrease contact hours and increase students' individual work in the study process planning.
8. Students suffer from lack of communication skills in foreign language and consequently they stay away from the Erasmus+ mobility. It is necessary to promote language skills for both teachers and students.
9. Quality of final Theses should be analyzed and appropriate a quality assurance strategy should be developed. Final Theses have an old and mostly Lithuanian language references and English references are not used. Students use free electronic databases insufficiently. Activities encouraging the use of the English literature are in need, including the use of electronic databases. There are problems with students' skills and motivation to use databases.
10. The use of the newest literature in Social work and Social policy is insufficient. Literature, esp. in English, should be used more by both students and teachers. This needs more attention.
11. Access to education for people with disabilities should be improved. Facilities of the College should be more adapted.

IV. SUMMARY

The Social work Study Programme is a well-functioning Programme deserving high assessment from the interviewed people as well as from the evaluation team. The objectives and intended learning outcomes are well-defined, clear, and publicly disseminated. The Programme is linked well to the needs of the State, society and labour market. The aim and learning outcomes correspond to requirements of the first cycle studies in Lithuania. The title of the Programme, intended learning outcomes, the content of the Programme and the qualification awarded are in harmony. The Study Programme is presented to students at the start of their studies in a clear manner.

The Study Programme is unique, with focus on practical skills where both theory and practice are in a good balance. Students are offered good knowledge and skills in work with clients and communication with disabled people. Area-specific knowledge is provided through practice. Curriculum design is reasonable and has logical sequence, and is focused on development of the students' practical competences. Curriculum design and development towards modular system is a continuous process, which works for quality and learning outcomes of the Programme. Modular instruction should be developed in the Curriculum.

Combination of the individualized education with the modular instruction is proposed. The Bologna Process development proposes independent learning by application of such categories as "Personalization" and "Student-centered learning", but in the College it is not developed – teachers don't know how to organize this work in problem solving, and how to transfer responsibility for learning process from the teachers to student. Promotion the the independent learning would be significant in reduction of the teachers' workload. Also it would empower students' self-regulation.

The strength of the Study Programme is its good contact with municipalities and social partners, and good expansion for dissolving regional problems. In this way aims of the Programme correspond to the College's mission and vision. They flexibly respond to the labor market needs in this region. Regular feedback from stakeholders on placement practice and practical engagement of students is very positive. Students and social partners keep good contact with the College, practice places, including the municipality. Interpretative methods and supervision are used in practice.

An appropriate range of first-cycle study methods and assessment instruments were used during the Programme delivery. Teachers are using attractive and innovative teaching methods, such as reflective practice, involvement of disabled people in the learning process, collaborative research with students, etc., which is highly assessed. During professional practice a group supervision of students is carried out. The content of the study subjects is enriched with active,

innovative methods, stimulating internal motivation. The Study Programme addresses highly motivated students who are active at different stages and levels of the study process.

The study process is supported by different facilities and learning resources, such as effectively working IT support, well organized study process and students` assessment systems. The College has good-quality resources including physical facilities, data-bases, software, simulation licenses, subscription of the case-study repositories and the like for supporting the study process. The Library is well-equipped and offers access to the majority of internationally well-known electronic databases.

The Programme is delivered by 12 teachers, 4 of them have PhD and 7 MA degrees. Most of them have Social work qualifications and a Social work background, but more practice in foreign universities would be good for improving the English language and research skills. Teaching staff is supported by IT services and they supply the teachers with the necessary technological equipment. Motivation and enthusiasm of the Programme staff is high, but their workload is too high and this needs reconsidering. Teachers need to be more involved in cooperation with other universities. Teaching staff of the Programme demonstrates outstanding professional pedagogical development and enthusiasm for internal and external co-operation.

The Programme is supported by the College structure. There is obvious tendency to decrease bureaucracy, which is a good way to optimise the Programme implementation and achieve good study quality. Administration needs to be more updated by European Commission`s requirements of the Bologna Process, and efficient reference to the European Union standards for a modern higher education institution. In this regard the College must follow the Bologna Process. Bureaucratic administrative burden upon teaching staff must be reduced. All responsible persons must try hard in establishing the culture of mutual dialogue and communication between the teaching and administrative staff.

V. GENERAL ASSESSMENT

The Study Programme *Social work* (6531JX014) at Marijampole College is given **positive** evaluation.

Study Programme assessment in points by evaluation areas.

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

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

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

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

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

Team leader: Prof. dr Skaidrite Gutmane

Team members: Doc. dr. Marju Medar

Dr Cristian Stark

Saulius Davainis

Marija Grinaitė

**MARIJAMPOLĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
SOCIALINIS DARBAS (VALSTYBINIS KODAS 6531JX014) 2018-04-20 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-55 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Marijampolės kolegijos studijų programa *Socialinis darbas* (valstybinis kodas 6531JX014) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Socialinio darbo studijų programa yra gerai organizuojama ir buvo įvertinta aukštu balu tiek apklaustųjų, tiek vertinimo grupės. Uždaviniai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai prieinami. Programa yra susieta su valstybės, visuomenės ir darbo rinkos poreikiais. Tikslas ir studijų rezultatai atitinka Lietuvoje keliamus pirmosios pakopos studijų programos reikalavimus. Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir įgyjama kvalifikacija dera tarpusavyje. Studijų programa aiškiai pristatoma studentams studijų pradžioje.

Studijų programa yra unikali, orientuota į praktinius įgūdžius, išlaikanti pusiausvyrą tarp teorijos ir praktikos. Studentams siūlomos vertingos žinios ir gebėjimai dirbant su klientais ir bendraujant su neįgaliaisiais. Su konkrečiomis sritimis susijusios žinios suteikiamos per praktiką.

Programos sandara yra racionali ir pagrįsta logine seka, orientuota į studentų praktinių gebėjimų ugdymą. Programos sudarymas ir modulinės sistemos vystymas yra tęstinis procesas, kurio metu keliami programos kokybė ir vystomi studijų rezultatai. Programoje turi būti įgyvendintas modulinis mokymas.

Siūloma derinti individualizuotą mokymą ir modulinį mokymą. Bolonijos procese siūloma įgyvendinti savarankišką mokymąsi, taikant tokias kategorijas kaip „Personalizavimas“ ir „Į studentus orientuotas mokymasis“, tačiau kolegija jo nėra įgyvendinusi – mokytojai nežino kaip organizuoti darbą per problemų sprendimą ir kaip perkelti mokytojų atsakomybę už mokymosi procesą studentams. Savarankiško mokymosi skatinimas padėtų ženkliai sumažinti mokytojų darbo krūvį. Taip būtų sudarytos sąlygos studentų savireguliacijai.

Studijų programos stiprioji pusė yra geras ryšys su savivaldybėmis ir socialiniais dalininkais bei indėlis sprendžiant regionines problemas. Šiuo atžvilgiu programos tikslai atitinka kolegijos misiją ir viziją. Jie lanksčiai pritaikyti darbo rinkos poreikiams šiame regione. Labai teigiamas nuolat gaunamas grįžtamasis ryšys iš socialinių dalininkų apie studentų atliekamą praktiką ir jų dalyvavimą. Studentai ir socialiniai dalininkai palaiko gerus ryšius su kolegija, praktikos vietomis, įskaitant savivaldybę. Praktiškai naudojami interpretaciniai metodai ir supervizija.

Programos vykdymo metu naudojami pakankamai platūs pirmos pakopos studijų metodai ir vertinimo priemonės. Mokytojai naudoja įdomius ir novatoriškus mokymo metodus, tokius kaip reflektyvusis mokymasis, neįgaliųjų įtraukimas į mokymosi procesą, bendri moksliniai tyrimai su studentais ir kt. – tai vertinama labai palankiai. Profesinės praktikos metu atliekama studentų supervizija grupėje. Studijų dalykų turinys praturtintas aktyviais, naujais metodais, skatinančiais vidinę motyvaciją. Programos studentai yra labai motyvuoti ir aktyviai dalyvauja įvairiuose studijų proceso etapuose ir lygmenyse.

Studijų procesas palaikomas įvairiomis patalpomis ir materialine baze, pavyzdžiui, veiksmingai dirbančiu IT palaikymu, gerai organizuojamu studijų procesu ir studentų vertinimo sistemomis. Kolegija turi kokybiškus studijų procesą palaikančius išteklius, įskaitant fizines patalpas, duomenų bazes, programinę įrangą, modeliavimo licencijas, atvejų tyrimų duomenų bazių prenumeratas ir kt. Biblioteka yra aprūpinta ir suteikia prieigą prie daugelio tarptautiniu mastu pripažįstamu elektroninių duomenų bazių.

Programą vykdo 12 dėstytojų, 4 iš jų turi daktaro, 7 – magistranto laipsnį. Dauguma iš jų turi socialinio darbo kvalifikacijas ir patirtį, tačiau jiems praverstų daugiau praktikos užsienio universitetuose anglų kalbos ir mokslinių tyrimų įgūdžiams pagerinti. Dėstytojus palaiko IT skyrius, kuris tiekia mokytojams reikalingą technologinę įrangą. Dėstytojai yra motyvuoti ir entuziastingi, bet jų darbo krūvis yra per didelis, todėl jį reikia mažinti. Mokytojai turi aktyviau

dalyvauti bendradarbiavime su kitais universitetais. Dėstytojai entuziastingai dalyvauja pedagoginės kvalifikacijos kėlime ir bendradarbiauja su kolegomis bei socialiniais dalininkais.

Programą palaiko kolegijos struktūra. Yra akivaizdi tendencija mažinti biurokratiją, o tai yra geras būdas optimizuoti programos įgyvendinimą ir siekti aukštos studijų kokybės. Administracija turi būti geriau informuota apie Europos Komisijos Bolonijos proceso reikalavimus ir veiksmingiau taikyti Europos Sąjungos standartus kuriant šiuolaikišką aukštąją mokyklą. Šiuo atžvilgiu kolegija turi vadovautis Bolonijos procesu. Turi būti mažinama dėstytojų biurokratinė administracinė našta. Visi atsakingi asmenys turi stengtis kurti kultūrą, kurioje skatinamas mokytojų ir administracijos dialogas ir bendradarbiavimas.

<...>

III. REKOMENDACIJOS

1. Turi būti gerinamas kolegijos psichologinis ir socialinis klimatas. Vertinimo ataskaitoje tai nurodoma kaip trūkumas ir tuo buvo įsitikinta vizito metu. Reikalinga veikla, skirta stiprinti komandinį darbą ir dialogą dalyvaujant bendruose administracijos ir dėstytojų projektuose ir atvirose diskusijose. Mokytojai pageidautų kolegijoje turėti „pastorių“ akademiniais klausimais; studentai norėtų psichologinės pagalbos centro (jį reikėtų įkurti). Ekspertai nurodo, kad reikalingas didesnis administracijos lankstumas ir veiksmingumas. Biurokratinė struktūra neatitinka Europos reikalavimų, kadangi administracija nesilaiko Bolonijos proceso. Visi atsakingi asmenys turi stengtis mažinti biurokratinį aparatą. Turi būti ženkliai stiprinamas administracijos ir dėstytojų abipusis bendradarbiavimas. Būtina šiuolaikiškos Europos institucijos reikalavimus atitinkanti administracija.
2. Programos dalykus reikia apjungti į modulius, kad išvengtų jų išsibarstymo po skirtingas disciplinas. Būtina toliau plėtoti programą modulių sistemos atžvilgiu. Šiuo metu studijų programoje nėra specializacijų, todėl modulinė sistema leistų jas sukurti. Modulinė sistema padės plėtoti ir vertinti programos tikslus ir studijų rezultatus. Ji sustiprins į studentus orientuotą mokymą ir pagerins bendrą studijų programos įgyvendinimą.
3. Reikia daugiau dėmesio skirti autentiškai socialinio darbo teorijai. Studijų programoje trūksta aiškaus pagrindinių socialinio darbo teorijų suvokimo apibrėžimo. Paskaitų kursas „Socialinio darbo teorija ir metodai“ turi būti išskaidytas į du.
4. Mokytojų darbo krūvis yra jautri tema kolegijoje. Mokytojams užkraunamas per didelis darbo krūvis, jį reikia mažinti. Mokytojai neturi laiko vykti į užsienį.
5. Kolegijos administracija nepakankamai dėmesio skiria studijų proceso internacionalizacijai ir optimaliam „Erasmus+“ galimybių išnaudojimui. Turi būti skatinamas tarptautinis

mokytojų judumas ir ieškoma papildomų išteklių mokytojų vizitams finansuoti bei mokslininkams iš kitų šalių pritraukti. Atnaujintos žinios turi būti teikiamos remiantis Europos Komisijos reikalavimais. Nef profesionalu, kad mokytojai turi atlikti tokias veiklas kaip „Erasmus+“ ar dalyvauti konferencijoje atostogų metu.

6. Būtina plėtoti ir įvairinti bendradarbiavimo su partnerių universitetais ir organizacijomis formas. Savianalizės suvestinėje teigiama, kad vertinimo laikotarpiu prarastos paskaitos sustiprino mokytojų bendradarbiavimą diskusijų, mokymų pagalba ir kt., tačiau bendradarbiavimo stiprinimas yra tęstinis procesas ir turi būti toliau vystomas. Reikalinga tolesnė mokytojų bendradarbiavimą stiprinanti veikla, pavyzdžiui, komandinis mokymas, taip pat dalijimasis profesine patirtimi ir kt. Tam reikalingas skirtingų programos dalykų dėstytojų bendradarbiavimas, kad būtų geriau suprastas šiuolaikinis socialinio darbo kontekstas visuose programos dalykuose ir būtų geriau apibrėžiami studijų uždaviniai ir numatomi studijų rezultatai.
7. Studijų programoje trūksta Europos socialinio aspekto įgyvendinimo. Į studijas ir mokslinius tyrimus turi būti įtraukta Europos socialinė darbotvarkė arba bent jau jos kategorijos „Socialinė sanglauda“, „Solidarumas“, „Subsidiarumas ir abipusiškumas“. Remiantis Bolonijos procesu, planuojant studijų procesą, būtina sumažinti kontaktinių valandų skaičių ir padidinti studentų savarankiško darbo valandas.
8. Studentai stokoja bendravimo užsienio kalba įgūdžių, todėl vengia „Erasmus+“ galimybių. Būtina stiprinti tiek mokytojų, tiek studentų kalbos įgūdžius.
9. Reikia išanalizuoti baigiamųjų darbų kokybę ir parengti atitinkamą kokybės užtikrinimo strategiją. Baigiamuosiuose darbuose teikiami seni literatūros šaltiniai (dažniausiai lietuvių kalba), trūksta literatūros šaltinių anglų kalba. Studentai nepakankamai naudojami nemokamomis elektroninėmis duomenų bazėmis. Reikalinga veikla, skatinanti naudoti anglišką literatūrą, įskaitant elektroninių duomenų bazių naudojimą. Problematiški studentų įgūdžiai ir motyvacija naudotis duomenų bazėmis.
10. Nepakankamai remiamasi naujausia socialinio darbo ir socialinės politikos literatūra. Tiek studentai, tiek mokytojai turi dažniau remtis literatūra, ypač anglų kalba. Tam reikia skirti daugiau dėmesio.
11. Turi būti stiprinamos neįgaliųjų galimybės gauti išsilavinimą. Kolegijos patalpos turi būti labiau pritaikytos.

<...>

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)