



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
STUDIJŲ PROGRAMOS *SOCIALINIS DARBAS (valstybinis kodas
– 653L50006)*
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SOCIAL WORK (state code - 653L50006)*
STUDY PROGRAMME
at KAUNAS COLLEGE

1. Prof. dr. Hans van Ewijk (team leader) *academic,*
2. Assoc. Prof. dr. Mare Leino, *academic,*
3. Ms. Ann Bens, *academic,*
4. Assoc. Prof. Dr. Violeta Ivanauskienė, *academic,*
5. Mr. Almantas Abromaitis, *students' representative.*

Išvados parengtos anglų kalba
Report language – English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	653L50006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Socialinis darbas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinio darbo profesinis bakalauras ir socialinio darbuotojo profesinė kvalifikacija
Studijų programos įregistravimo data	1998 rugsėjis

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Work</i>
State code	653L50006
Study area	Social sciences
Study field	Social work
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor in Social work and Social worker's professional qualification
Date of registration of the study programme	1998 September

© Studijų kokybės vertinimo centras
 The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design.....	7
2.3. Teaching staff.....	8
2.4. Facilities and learning resources	9
2.5. Study process and students' performance assessment	10
2.6. Programme management	11
III. RECOMMENDATIONS	14
IV. EXAMPLES OF EXCELLENCE *	14
V. SUMMARY	14
VI. GENERAL ASSESSMENT	16

INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1	List of international partners of the social work programme

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

Since 1998 the study programme Social Work (hereinafter: SWSP) is organized by the Social Work Department of the Faculty of Medicine of Kaunas University of Applied Sciences. The previous external international assessment was conducted in 2006. In 2007, after considering the findings and recommendations of the external evaluation, the programme has been accredited as a non-university Social Work programme.

The self evaluation group was formed to analyze the implementation of the programme and to prepare the self- evaluation report (hereinafter: SER).

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No 1-55 of 19 March 2007 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 13/11/2014.

- 1. Prof. dr. Hans van Ewijk (team leader)**
- 2. Assoc. Prof. dr. Mare Leino**, Tallinn University, Institute of Social Work, Associate professor, Estonia.
- 3. Ms. Ann Bens**, University College Ghent, Head of International Office, Belgium.
- 4. Assoc. Prof. Dr. Violeta Ivanauskienė**, Vytautas Magnus University, Faculty of Social Sciences, Vice-dean, Lithuania.
- 5. Mr. Almantas Abromaitis**, graduate of Vilnius University master study programme *European Studies*.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The description of the programme complies with the regulations of general and specific requirements for bachelor study programmes¹. The programme is developed on a competence and learning outcomes based approach. In the SER it is stated that *the aim of the SWSP is to prepare the social work professionals able to creatively and critically address social problems and to empower various groups of clients to independently and in cooperation with specialists from other fields solve social problems seeking positive social changes in the life of persons and society in a complicated and changing environment (SER, p.15)*. This aim is mostly reflected in the learning outcomes of the programme (hereinafter LO's) and also in the subject LO's, but they aim to prepare students to critically address social problems is rarely considered in the subject LO's. Moreover the Review Team wants to stress the importance of developing a professional identity for future social workers.

As we could read in the SER the learning outcomes are periodically reviewed, after consulting social partners, employers, graduates, teachers and students. It is also clear that the academic staff, in order to adjust the aim and learning outcomes, frequently analyses data of current research conducted in Lithuania, but also from abroad, on social work education and on professional issues published in scientific publications.

The intended link between the study programme LO's and the study subjects LO's is presented in a correlation table in the annexes. We also find the link with study methods and assessment methods. After discussions with students and staff and also after reading the course descriptions, the Review Team concluded that, indeed, a variety of teaching methods is used.

In the course descriptions, the alignment has been made between the study programme LO's and the study subjects LO's. The Review Team noticed that the learning outcomes of the courses, but also the learning outcomes of the subjects are formulated as on the job competences. As a consequence the alignment is sometimes difficult and study subjects LO's are not always formulated smart and quite ambitious for some subjects². But the level to be reached is in

¹ *Description of General Requirements for Degree-awarding Undergraduate and Integrated Study Programmes*, approved by Order of the Minister of Education and Science of the Republic of Lithuania, 09/04/2004 No.V-501

² Learning outcome of Basics and History of Social Work: coordinate the actions of an interdisciplinary team in the proces of social support and cooperate with a client and his/her surrounding.

accordance with the Dublin-descriptors for bachelor. Also a sufficient amount of credits is reserved to prepare students for evidence based research. The Review Team noted that this is also reflected in the elaboration of the final thesis, but wants to stress the importance of a representative amount of data collection. It is also recommended to confront students with examples of quantitative research.

The experts concluded from the discussions an awareness about the importance of international perspectives and efforts have been made to integrate incoming students and staff from partner institutions in the courses.

2.2. Curriculum design

The curriculum design lives up to the expectations of the legal requirements for first level study programmes for higher education study programmes in the Republic of Lithuania.

The volume of studies accounts for 180 credits: general college study subjects consist of 15 credits (8.33%), study field subjects -135 credits (75 %), including professional practices – 30 credits (16.66%). Compulsory subjects are allotted 150 credits (83%) and optional subjects account for 30 credits (17%). There are optional subjects for specialization in the same field and free elective subjects. For the development of specialization, the students choose 5 optional subjects out of 10 offered which constitute 21 credits or 11,66%, while 9 credits are allocated as free elective subjects (5 %). The students can choose free elective subjects out of 148 subjects offered on the list of the KC educational offer. According to the SER, there seems, after considering remarks of social partners, to be an insufficient range of optional subjects for specialization in the Social Work study field. Concerning the curriculum design the Review Team regrets that the subject *Introduction to social work studies* is considered as a general subject. The learning outcomes of this course are relevant but not generic. It is advisable to redefine Introduction to social work studies as a specific study subject.

The SWSP is organized as a full-time (FT) and part-time (PT) course. In the FT mode, from 4 to 7 study subjects are studied during each semester. In the PT mode, the number of study subjects varies from 4 to 6 study subjects during each semester. Subject distribution during the semesters is regulated by the legal acts of the LR. The theoretical part of the SWSP accounts for 12 %, practical training, practical professional work for 33,98%, consultations for 15% and self-study accounts for 39,02 % of the number of credits.

FT studies last 3 years (6 semesters) and PT studies last 4 years (8 semesters). The volume of one year FT studies is 60 credits (1600 hours) and for PT studies - 45 credits (1200 hours). A semester of FT studies is equivalent to 30 credits. Study methods and assessment are the same in both study modes. In the FT mode, all general college study subjects are taught in the first semester. In the PT study mode, general college study subjects are taught in the first and second semesters. In both study modes, the social work study subjects are taught through all the semesters. Optional subjects for both study modes are taught from the third semester.

Students are exposed to a wide theoretical body of knowledge that develops from introductory, more deepening to specialist. From the study plan the Review Team could conclude that the subjects are gradually distributed throughout the academic year, which enables students to acquire necessary theoretical knowledge and develop skills for practical activities. The Review Team recognizes that students are prepared to integrate different social work models.

After discussions with students and staff and also after reading the course descriptions, the Review Team concluded that there is no overlap in the course content. The students also declared to be satisfied with the workload for each individual course. The nature and content of the courses is consistent with the level of studies. The content and methods of the courses are appropriate for achieving the intended learning outcomes of the programme in general.

During the study visit the experts got acquainted with the Bachelor theses' and recognized that they did demonstrate that the students have gained the necessary learning outcomes. Also, the use of foreign languages is sufficient, the available literature is up to date on the Bachelor level degree.

2.3. Teaching staff

During the site visit the review team noticed that the study programme is provided by a highly motivated staff with very different individual competences.

It was clear, after the discussions, that most of the teachers are active professionals, who participate mostly in national research projects. All teachers involved in the study program seem to keep deepening their expertise and building up knowledge in their interest areas through research and publications. After the discussions the experts could conclude that workloads are well designed in order to provide time for active participation in research and project

development. The academic staff conducts research to better understand the current and emerging needs of the profession in response to the changing situation in the labour market³. Within the period 2012 – 2013, an increase in the number of teachers participating in professional development was observed. This is due to the involvement in the project of the Ministry of Education and Science of LR⁴.

Teachers are employed according to the legal regulations (on permanent terms for 5 years). After evaluation, KC chooses to nominate teachers with a positive evaluations as *certified* teachers. Presently the study programme is realized by 1 associate professor, 10 lecturers and 8 assistants. Study field subjects are taught by 3 PhD teachers.

All the teachers have long-term practical experience in social work, two of them have a social work expert qualification.

The teacher and student ratio is on average 1/ 12.71 students. One supervisor of final theses has on average 7-8 students. The supervisors of final theses are qualified professionals, i.e. teachers with practical work experience in the area of the subject taught and a background in research.

We encountered a large group of teachers mastering the English language quite well and noted that this had a significant effect on the number of outgoing international mobility. In the implementation of the study programme also teachers from foreign universities have been involved. Participation at international conferences in the field of social work seemed to be sufficient.

The staff turnover guarantees the provision of the FT and PT study programme.

2.4. Facilities and learning resources

The KC has a long-term tripartite agreement with social service agencies and other institutions in Kaunas and other Lithuanian regions in related fields. The department organizes training for *mentors for social work practices*. The students are recommended to conduct professional practices in institutions where social workers with acquired mentors' competences

³ "Changes in the Expression of Social Workers Competences", Motivation for Students' Choice of Profession", "Further Studies and/or Employment Opportunities to the Graduates of Social Work Study Programme"

⁴ Project "Creation and Implementation of the National Scheme of International Practice and Qualification Development of Lithuania's Teachers and Students of the Schools of Higher Education"

work. Besides, students can choose practice locations abroad. The SWSP provides for three types of practice of professional activities: non-residential care services, inpatient social work and inpatient social work with cases. A database on professional practice sites has been created, which allows the students to choose the most suitable practice location.

The review team visited the library. Computers have free access to internet and are provided with the necessary software. The library has recently implemented Aleph Integrated Library system ALEPH 500. The KC Library subscribes to all Lithuanian academic journals and the main international periodicals and databases. The databases are available from the KC computer network. The students and teachers have access to the online (subscription-only) databases⁵ from home as well. The opening hours are observed as user friendly.

The library is well equipped with a sufficient number of latest literature in the field of study, with a sufficient number of foreign language books and magazines.

The Review Team could find evidence of the use of Moodle as a common used learning tool.

However the experts are convinced that the SWSP team is an example for promoting inclusive education (see2.5), the review team regrets that the building, where courses are organized, is not provided with facilities for wheel chair users.

2.5. Study process and students' performance assessment

The Review Team encountered during the student panel sessions very active and enthusiastic students, who are often engaged in volunteering.

The rules of student admission are drawn up according to a range of regulations⁶. Information about the admission and its procedure is described on the KK website.

Following the SER, admission to the SWSP is carried out in accordance with the general procedure of admission approved by the authorized institution LAMA BPO⁷. The general admission is organized in accordance with the general conditions for students' admission to

⁵ <http://www.kaunokolegija.lt/studentams/biblioteka/duomenu-bazes/>

⁶ the Law on Science and Studies of the LR, the orders approved by the Minister of Education and Science and the documents approved by the president of the Lithuanian College Directors' Conference.

⁷ Lithuanian Higher Schools Association for organization of general admission Description of the LAMABPO Procedure of General Admission to Lithuanian First Cycle and Integrated Studies, 2011. Approved by Order No 11-02 of the president of Lithuanian Association of Higher education Institutions for organization of general admission 12-05-2011.

college studies⁸. The score of admittance to the state-funded places of full-time students and part-time students keeps a sufficiently high level and remains stable during the last years, while the score to non-funded places shows a minor growth.

The Review Team could read in the SER that opportunities are provided to acknowledge study subjects completed in a Lithuanian or foreign institution of higher education in accordance with the order of recognition of learning achievements⁹ for students of both study modes. KC offers also possibilities for recognition of early acquired competences¹⁰. Further the Review Team read in the SER that KC supports systematically students with financial problems. The SER gives also several examples about formal organized flexibility for students with special needs. The review team found evidence of this by talking with a student with hearing impairment and a blind student during the panel sessions.

During the period reported the percentage of study advancement is 98 % in FT studies and 93 % in PT studies. Students are assessed according a cumulative assessment scheme that was presented in the annexes. Referring to the assessment of the final thesis the Review Team wonders if there is not a tendency to give to positive scores.

Since 2011 the department offers scheduled and non-scheduled consultations.

For each year of studies a study calendar is published on the KC website. Studies are offered in the Lithuanian Language, but, if a group of exchange students participate to the courses, teachers are prepared to teach in English. The Review Team could, indeed, conclude that a lot of students and teachers master the English language. On the other hand opportunities are provided for students to participate in exchange studies in various countries

The Students' Scientific Association involves students of the SWSP, and in the last three years the association is even chaired by SWSP students.

⁸ the Description of the Order of the List of Best Secondary School Graduates and according to the Study Order of KK.

⁹ The Order of Recognition of Learning Achievements at KK, No 1-182 13 06 2013

¹⁰ Order of Assessment of Learning Achievements and Competences Acquired through Non –formal and Informal Learning No 1-329, 29 09 2010

According to the SER, the KC has been implementing in 2010 a state project¹¹ to develop a career management information system. As a consequence data were collected for graduate career monitoring, career management training courses were provided for the KC students in five areas: career education, career counselling, career assessment, learning about career possibilities and search for job and practice. During the evaluation period, the department has organized a survey on the need of professionals in Kaunas region. It revealed that there is a slight shortage of professionals in the social field. The survey also highlighted the need for training courses for social workers who work with older people, young people, in health care institutions or in social services organization. The results of a survey on graduates employment shows that a considerable number get employed in their professional fields (65 % during the reported period), others are employed in areas other than the social work profession (30%). The number of graduates continuing their studies in other Lithuanian and foreign institutions of higher education is increasing. During the evaluation period, data of the Lithuanian Labour Exchange show that about 90% graduates are employed.

We could also read that the Faculty of Medicine organizes a Health Day each year during the autumn semester for first-year students involving teachers, tutors and heads of departments.

The organization of the study programme seems to be adequate for FT and PT studies. FT studies are organized by semesters, 2-4 weeks are reserved for evaluation. PT studies are organized by sessions. The duration of a session is 4 weeks of which 3 weeks are scheduled for theoretical and practical classes, mid-session reports and 1 week is scheduled for self-study reports and examinations. The FT students have professional practices in the second, fourth and sixth semesters, The PT students in the third, fifth and seventh semesters. There is a sufficient influx for both study modes.

The Review Team could find evidence of the use of Moodle as a common used learning tool.

2.6. Programme management

According to KC Statute, the collegial governing bodies are the Council and Academic Council. KC is headed by the director. The advisory body is the Directorate. SWSP is realized by the

¹¹Project “Creation and Implementation of Models of Career Development and Monitoring for Students of Higher Education Institutions, Qualification Development and Designing Instruments for Specialists of Professional Orientation of Students“,

Social Work Department (headed by the Head of department) within the Faculty of Medicine (headed by the Dean).

The SER sums up the relevant documents supporting the realization of the programme within KC¹² and also the realisation of the programme's quality management¹³. All these documents are available in electronic document management system "Kontora".

According to the SER, an important role in the management of this specific programme is played by the SWSP Committee, composed by represented teachers, students, graduates and social partners, but also researchers. The composition of the SWSP Committee is proposed by the head of department and approved by the dean. The assessment of the department's performance and the study programme is systematic, yearly, as described in the SER.

The Review Team could also read that different measures are used to involve students in the process of improving study quality. After consultation of the students the Review Team concluded that questionnaires are systematically used for improving the study quality.

The relationship¹⁴ with social partners from Kaunas guarantees the impact of the social partners on the quality of the study programme in Social Work in general. After meeting and talking with the social partners we found evidence of a close and profound professional relationship with the work field.

The SER describes also the process of certifying study subjects and teachers as a tool for KC quality management. The review team appreciates this process to improve the quality of the programme.

¹² the Law of Science and Studies of the LR, the Statute of KK, the Strategy of KK, the Quality Manual of KK, the Regulations of Academic Board of KK, and the Rules of the Study Programme's Committee

¹³ the Study Order of KK, Description of Certification Procedures of the Study Subjects, E-study Subject Description, Description of the Study Subject Teaching Methodology, Description of the Final Theses Preparation, the Order of Organization of Free Elective Subjects; Associate professor's, lecturer's and assistant's job descriptions

¹⁴ internship provision and guidance, membership Subject Certification Board, member Qualifying Board of assessing Final Thesis, membership Study Programme Committee.

III. RECOMMENDATIONS

1. It is recommended to describe in the learning outcomes how students will be prepared to critically address social problems and to improve the program in developing a stronger social work professional identity based on a thorough knowledge of social work theory.
2. To improve the learning outcomes in making them (even more) SMART.

IV. EXAMPLES OF EXCELLENCE *

The department organizes a mentor training, which is a good example of cooperation with the professional field.

The process of certifying teachers and certifying subjects is an adequate tool for quality management.

The cooperation with the Social Service Centre in Jonava district is a good example of applied research related to regional needs.

V. SUMMARY

The aim of the study programme is clear, understandable, perspective and meets the 4 criteria under consideration. The aim is mostly reflected in the learning outcomes of the programme, but it is not clear how students will be prepared to critically address social problems. The Review Team also wants to stress the importance of developing a professional identity for future social workers. The learning outcomes are formulated too much as on the job competences, what makes the alignment with the learning outcomes of some study subjects quite difficult. The Review Team determined a manifest awareness about the importance of internationalization. The “final thesis”, as a study subject, meets in general the envisaged learning outcomes, but some copies were lacking a representative amount of data.

The curriculum design lives up to the expectations of the legal requirements for first level study programmes and the content and methods of the courses are appropriate for achieving the intended learning outcomes. The Review Team only regrets that the subject Introduction to social work studies is considered as a general subject. The distribution of the study (course) load over generic and subject specific courses meets the legal requirements. It was noticed that students are prepared to integrate different social work models.

The Review Team appreciated that the **staff** systematically reflects upon the professional profile of a social worker, especially when it concerns the employability in a region with changing needs. The qualifications and the number of the academic staff are adequate to ensure learning outcomes and the evaluation resulted in a positive and distinctive assessment for the criteria under consideration.

Facilities and resources are adequate. The library is accessible and well equipped. The Review Team is convinced about the effectiveness of practice placements. However the SWSP team is an example for promoting inclusive education, the review team regrets that the building, where courses are organized, is not provided with facilities for wheel chair users.

Study process and students' performance assessment. Flexibility and openness to a diversity of prospective students is a distinctive feature (recognition of early acquired qualifications and competences, inclusive education, incoming student mobility). Study process and students' performance assessment are further positively assessed, only the Review Team advises to reflect on the extreme high scores for the evaluation of final thesis'.

The assessment of the **programme management** is positive. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated, information and data on the implementation of the programme are regularly collected and analysed the outcomes of internal and external evaluations of the programme are used for the improvement of the programme and all relevant stakeholders are involved. The process of certifying teachers and certifying subjects is an adequate tool for Quality Management.

VI. GENERAL ASSESSMENT

The study programme Social Work (state code – 653L50006) at Kaunas 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	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	4
6.	Programme management	4
	Total:	21

*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.

Grupės vadovas: Team leader:	Prof. Dr. Hans van Ewijk
Grupės nariai: Team members:	Assoc. Prof. Dr. Mare Leino
	Ms. Ann Bens
	Assoc. Prof. Dr. Violeta Ivanauskienė
	Mr. Almantas Abromaitis

**KAUNO KOLEGIJOS PIMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *SOCIALINIS*
DARBAS (VALSTYBINIS KODAS – 653L50006) 2015-01-12 EKSPERTINIO
VERTINIMO IŠVADŲ
NR. SV4-8 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Socialinis darbas* (valstybinis kodas – 653L50006) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	21

* 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 programos tikslas yra aiškus, suprantamas, perspektyvus ir atitinka keturis vertinimo kriterijus. Tikslas daugiausia atsispindi programos studijų rezultatuose, tačiau nėra

aišku, kaip studentai bus pasirengę kritiškai spręsti socialines problemas. Ekspertų grupė taip pat nori pabrėžti, kad svarbu plėtoti būsimų socialinių darbuotojų profesinį identitetą. Studijų rezultatų formuluotės yra pernelyg pagrįstos darbo kompetencijomis, o tai apsunkina kai kurių studijų dalykų rezultatų suderinamumą. Ekspertų grupė įsitikino, kad visi suvokia tarptautiškumo svarbą. Baigiamasis darbas, kaip studijų dalykas, iš esmės atitinka numatytus studijų rezultatus, tačiau kai kuriuose darbuose trūko nemažai duomenų.

Programos sandara atitinka pirmosios pakopos studijų programai numatytus teisinius reikalavimus, dalykų turinys ir metodai yra tinkami numatomiesiems studijų rezultatams pasiekti. Ekspertų grupė tik apgailestauja, kad dalykas *Ivadas į socialinio darbo studijas* yra priskiriamas bendriesiems dalykams. Dalykų (modulių) paskirstymas tarp bendrųjų ir specialiųjų kursų atitinka teisinius reikalavimus. Pastebėta, kad studentai yra pasirengę integruoti įvairius socialinio darbo modelius.

Ekspertų grupė vertina, kad **personalas** sistemingai apsveria socialinio darbuotojo profesinį apibrėžimą / aprašymą, ypač, jei tai susiję su įsidarbinimu regione dėl pasikeitusių poreikių. Dėstytojų kvalifikacija ir skaičius yra pakankamas studijų rezultatams pasiekti, todėl ši sritis pagal vertinimo kriterijus vertinama išskirtinai teigiamai.

Materialieji ištekliai yra pakankami. Biblioteka gerai įrengta, jos prieiga yra garantuota. Ekspertų grupė įsitikino profesinės praktikos vietų veiksmingumu. Socialinio darbo studijų programos komanda yra pavyzdys, kaip skatinti įtraukiamąjį ugdymą. Tačiau Ekspertų grupė apgailestauja, kad pastatas, kuriame vyksta studijos, nėra aprūpintas įrenginiais, skirtais tiems, kurie naudojami vežimėliais.

Studijų eiga ir jos vertinimas. Lankstumas ir atvirumas įvairių perspektyvių studentų atžvilgiu yra skiriamasis bruožas (pirmiau įgytos kvalifikacijos ir kompetencijų pripažinimas, įtraukiamasis ugdymas, atvykstančių studentų judumas). Studijų eiga ir studentų pasiekimų vertinimas yra vertinamas teigiamai, tačiau Ekspertų grupė siūlo atkreipti dėmesį į ypatingai aukštus baigiamųjų darbų vertinimo balus.

Programos vadyba vertinama teigiamai. Atsakomybė už programos įgyvendinimo sprendimus ir stebėseną aiškiai paskirstyta, informacija ir duomenys apie programos įgyvendinimą reguliariai renkami ir analizuojami, programos vidinio ir išorinio vertinimo

rezultatai naudojami programai tobulinti, visi svarbūs socialiniai dalininkai įtraukiami į procesą. Dėstytojų atestacijos ir dalykų atestacijos procesas yra tinkama kokybės valdymo priemonė.

<...>

III. REKOMENDACIJOS

1. Rekomenduojama studijų rezultatuose aprašyti studentų pasirengimą kritiškai spręsti socialines problemas ir patobulinti programą, sukuriant tvirtesnį socialinio darbo profesijos identitetą, grindžiamą išsamiomis socialinio darbo teorijos žiniomis.

2. Patikslinti studijų rezultatus, kad jie (dar daugiau) atitiktų tikslų kokybės užtikrinimo struktūrą (angliškai įvardijama santrumpa SMART).

<...>