



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**VILNIAUS UNIVERSITETO
SOCIALINIO DARBO BAKALAURO PROGRAMOS
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF SOCIAL WORK (612L50001)
BACHELOR STUDY PROGRAMME
at VILNIUS UNIVERSITY**

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Išvados parengtos anglų kalba
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Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Socialinis darbas
Valstybinis kodas	612L50001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Socialinis darbas
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4 metai)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinio darbo bakalauras
Studijų programos įregistravimo data	19-05-1997 Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Work</i>
State code	612L50001
Study area	Social Sciences
Study field	Social Work
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Social Work
Date of registration of the study programme	19-05-1997 No. 565

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CONTENTS

I. INTRODUCTION.....	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the Vilnius University Faculty of Philosophy Social Work Study field/ Additional information.....	5
1.4. The Review Team	6
II. PROGRAMME ANALYSIS	7
2.1. Programme aims and learning outcomes.....	7
2.2. Curriculum design.....	7
2.3. Teaching staff.....	9
2.4. Facilities and learning resources	10
2.5. Study process and students' performance assessment	11
2.6. Programme management	13
III. RECOMMENDATIONS.....	15
IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE).....	16
V. SUMMARY	16
VI. GENERAL ASSESSMENT.....	20

I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

The Application documentation submitted by Vilnius University (VU) follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by VU during the site-visit: the list of practice placements for bachelor students and List of databases accessible at the Vilnius University.

1.3. Background of the Vilnius University Faculty of Philosophy Department of Social Work. Additional information

Vilnius University is structurally divided into academic and non-academic divisions. The principal activities of the academic divisions of the University are research and/or studies. The academic divisions consist from 12 faculties, 7 institutes, and 4 centers.

BA programme in Social Work (Programme) is implemented by the Social Work Department (Department) at the Faculty of Philosophy (Faculty). There are six other departments in the Faculty: General Psychology, Educational Sciences, Philosophy, Logic and History of Philosophy, Clinical and Organizational Psychology and Sociology, – and other branch academic divisions – Centre of Criminology Studies, Psychophysiology Laboratory, Psychological Innovations and Research Training Centre, Laboratory of Special Psychology. During the meeting with administrative staff it was stated that social work at the Faculty level is more and better treated discipline with own conceptual framework. Social work is one discipline among psychology, sociology, social policy and others that confirm multidisciplinary environment for bachelor social work students. The multidisciplinaryity was emphasized as a strong side of the Programme by the administrative staff of the Faculty with promise to look how to enrich this side in future as well.

VU is among first universities who started social work studies in Lithuania. Master studies were started in 1992, Bachelor studies had been started in 1995. Since that time, University develops social work studies, research and practice in systematic way. The Department of Social Work was established in 1996. Currently Department implements 4 programmes: full time Social Work Bachelor and Master's programmes, and Social Policy Bachelor and Master's programmes.

In self- evaluation report (SER) the exceptionality of BA programme in Social Work is presented in summary with all other programs that are implemented at the department. It is named that these programs are exceptional from other social work bachelor programs because “they aim at preparation of social workers who have not only mastered social work methods, but are able to apply them on a broader scale - for organization of social services and the field of social policy”. Based on curriculum design, especially focus on Social Policy was found as strong and distinctive feature of the Programme.

The last external evaluation of BA programme in Social Work was performed by the Centre for Quality Assessment in Higher Education (SKVC) in 2006. The evaluation of the Program was positive and gave full accreditation. The summary of the conclusions of this assessment is supplemented in the Annex No. 6.

SER is very well structured and written in very good English language. Report is based on: Lithuanian Laws that frame higher education in Lithuania; the Orders of the Minister of Education and Science; the Orders of the Director of the Centre for Quality Assessment in Higher Education; the Documents Issued by the Senate of Vilnius University; National Methodological Aids for study programs' development; National professional standards of Social Work study field accredited on April 9, 2008. Dublin Descriptors agreed in 2004 and Global Standards for the Education and Training of the Social Work Profession accredited in 2005 are also presented in self-evaluation report as source used during self-evaluation process. New definition of Social Work agreed in June 2014 was discussed during the meeting with staff who prepared SER and teaching staff.

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 9-10/10/2014.

1. Prof. dr. Synnöve Karvinen-Niinikoski (team leader) *academic, University of Helsinki, professor of social work, Finland.*
2. Dr. Marju Medar, *Institut of Social Work, director, Estonia.*
3. Ms. Ann Bens, *University College Ghent, Head of International Office, Belgium.*
4. Assoc. Prof. Dr. Rasa Naujanienė, *Vytautas Magnus University, Head of Social Work Department, Lithuania.*
5. Ms. Ingrida Čenkutė, *students' representative.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims of the Programme and the learning outcomes are reflected in the statement of the SER. The Programme is developed on competence and on the approach based on the learning outcomes. Problem solving and preventive nature of social work in changeable multicultural environment is stressed in the aim of the programme.

The Programme aims and learning outcomes are well defined, clear and publicly accessible at VU website. They directly comply with the main objectives and mission of Vilnius University and are based on the academic, professional requirements and public needs. The structure of subject specific competences was designed taking into account the needs of today's labor market as well as socio economic development of the society and tendencies of the development of social work profession. They are formulated on the base of the legislation which regulates social work in Lithuania and on the base of international documents. During site visit at the university SER team expressed some disappointment because they noticed the gap between definition of social work in international level and definition in national practice level.

During meetings with teaching staff and team of SER awareness of social work mission was expressed. It was stated that social work is young profession and they see responsibility to build profession integrating theory with practice. How to make impact on the society and to develop welfare system was named as important issue.

The Social Work programme, its learning outcomes, content and offered qualification of bachelor in social work are mostly compatible with each other. Students during study process have possibilities to gain broad scope of knowledge from other social science disciplines as possibility to gain advanced social work knowledge and skills that enable them to demonstrate mastery and innovation, required to solve complex and unpredictable problems in social work field. While some learning outcomes could be considered as to be too small (for example: 7.3. "To solve a conflict between a client and his/her environment in changeable situations", some probably too ambitious (for example: 8.3. To analyze impact of intervention and the entire help process on a person, group, family, organization or community and submit valid suggestions for improvement of its efficiency.

2.2. Curriculum design

The curriculum design meets legal requirements for the University first cycle study programmes. The total scope of a programme is 240 credits. The scope of special social work
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subjects is 166 credits (including social work professional practice 24 credits), the scope of general university study subjects is 23 credits (including 8 credits for foreign language), the scope of elective subjects is 51 credits. The scope of final thesis is 12 credits. First two years of study students study 7 subjects every semester. Based on recommendations of the last evaluation process done in 2006 subject of „Introduction to social work“ was introduced at the beginning of the studies. During the meeting with students they expressed appreciation for opportunity to visit different social work institutions at the beginning of studies. During 3rd and 4th year studies the number of subjects is less, while during the last semester together with final thesis students study 5 subjects. Study subjects are spread evenly, their themes are not repetitive.

The content of the subjects is consistent with the first degree social work studies field. The design of BA programme is aimed not only guarantee the knowledge and skills necessary for a direct work with a person, group or/and community, it also enables graduates to administer and improve organization of social services, to influence social policy and improve one's professional performance. The curriculum design suggests that students during study process are able to get broad scope of knowledge from different study fields: sociology, social policy, economic, law, psychology and etc. During experts' team meeting with SER team it was stated that broad scope of subjects was put into curricula with intention to open possibilities for students in labor market.

Looking at the subjects' descriptions in some subjects it was found quite vague focus on social work field. As examples could be “Basics of Law”, “Introduction to Political Sciences”, “Psychology”, “Social Policy”, “Mental Health Policy”, “Introduction to Social Anthropology“. This suggests that content of some subjects could be developed more to correspond social work field.

The content and assessment methods of the subjects are mostly appropriate for the achievement of the intended learning outcomes. Projects, discussions during seminars, reflections, case study in groups and individual case study are used as types of assessments. While tests with open and closed questions are dominant method of assessment. In some subjects we can see no interim tasks and assessment is based only on assessment of knowledge. In descriptions of some subjects, for example “Introduction to Psychiatry” could be developed harmony between the programme outcomes, subject outcomes, topics, assessment methods and assessment criteria.

Different and relevant teaching and learning methods are used in study Programme for the achievement of the intended learning outcomes. Besides lectures, seminars and consultations among them are: reflections in a group, interactive teaching, group discussion of a case analysis,

problem based teaching, analysis of real situations provided by the student, group debates, learning from positive experience, role playing games and etc. Users' perspective is also discussed and integrated in teaching and learning methods. During the meeting with students and alumni it was named that during 3rd and 4th year lectures are more discussions, students attend lectures with big interest and they get a lot for they personality.

The scope of the programme is sufficient to ensure the learning outcomes. The content of the Programme reflects the latest achievements in social science generally and in social work study field specifically. Reflections in a group, group discussion of a case analysis are used for social work practice reflection. Commendable fact that "Basics of Qualitative Research" is considered to be compulsory in future not elective as it is at present.

Students get group supervision every week during field practice. Practice teachers at university are part time teachers. Generally students are satisfied with practice teaching in the programme and they advocated for more practice, especially during first two years. During meeting with alumni it was stated that field practice during studies is one possibility to find a job. During meeting with students and social partners some lack of collaboration between university and practice placement was evident and social partners expressed willingness to cooperate with university more intensively.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements. The majority of staff are doctors of social sciences. The qualifications of the teaching staff are adequate to ensure learning outcomes. Part of the teachers not only conduct scientific research, but also have practice in the social work field. Teaching staff is active: in the field of social policy formation at national and municipality levels; in organization of different scientific activities; in participation in education policy and research; in different national and international professional organizations. European Association of Schools of Social Work (EASSW), Lithuanian association of social welfare, Nordic-Baltic Doctoral Network in Social Work (NBDNSW) and Lithuanian Board of Social Work are among the main associations and networks where staff is involved.

In SER it is named that the number of the teaching staff is adequate to ensure learning outcomes. Seven professors, 16 assoc. professors and 23 lectures and assistants, including doctoral students and professional supervisors are involved in the programme. Teaching staff turnover is mentioned in SER only in relation with maternity or parental leave, naming that

another staff substituted teachers. It could be considered that staff turnover ensure an adequate provision of the programme. During site visit at VU some critic from teaching staff was named concerning high teaching workload and not clear understanding how it is calculated.

The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme. Teachers go on long- and short-term visits to universities and research centers of different countries. From the SER it can be concluded that teaching staff of the programme is involved in research directly related to the social work study programme and social policy area. Most research carried out by the teachers is related to the subjects they teach. Field practice teachers are practitioners and professional supervisors that guarantee possibilities for professional supervision for students. Students were very positive toward professionalism and the enthusiasm of social work subjects' teachers while they expressed some disappointment toward attitude to them by teachers from other study fields (for example sociology).

2.4. Facilities and learning resources

The premises for studies are adequate both in their size and quality. As critical side of facilities could be considered fact that teaching staff of the programme (as well in other Programmes) do not have their personal working places. During site visit two rooms for social work teachers were demonstrated and one room for head of Social Work department and administrator.

The teaching and learning equipment are adequate both in size and quality. All rooms for lectures and seminars are equipped with overhead projectors and computers. One room is equipped with an interactive board. There are several computer classes with all needed operating software. All areas in the Faculty of Philosophy have wireless coverage, which the Faculty students and teachers can access free of charge provided they have a University e-mail address.

During site visit at VU it was presented the list of social work practice organizations in which 1 or 2 students do they practice. The list consist from 16 organizations. It could be stated as adequate arrangements for students' practice.

Teaching materials (textbooks, books, periodical publications, databases) are adequate to implement BA programme and are accessible. The list of readings in social policy, social welfare, social work comprises publications of 2507 titles (5946 copies), of which periodicals make up 52 titles (1,254 copies), of them 339 titles (2,644 copies) in the Lithuanian language and 2,031 titles (3,161 copies) in English and 588 titles (1,082 copies) in Russian. Methodological guidebooks prepared by teaching staff is also available for students. During site visit team of

experts had opportunity to become familiar with social work books in library, good equipped reading rooms.

Currently VU library is a subscriber to 62 full-text databases, 7 bibliographic data and 2 image databases, among them are: EBSCO, Oxford Journals Online, Sage Publications: Sage Journals Online, Taylor and Francis and etc. During meetings with students they expressed satisfaction with facilities and learning resources.

2.5. Study process and students' performance assessment

The admission requirements are well-founded. Admission to the BA programme in Social Work is organized pursuant to the regulations of general admission to Lithuanian universities. The student admission procedures, requirements and competitive grade composition are defined in the rules of admission to the principal and continuous studies that are approved in national legislation. In order to enter social work studies there is no any special exam or motivation test. Academic achievements of future students are the only criteria to enter the programme. VU and programme providers disseminate information about admission requirements. Motivation of students to study social work was stressed during site visit at the university. While admission procedure to enter into first cycle studies in social work not guarantee that motivated students would come.

The organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Critical issue for the programme is that national legislation for admission to first cycle studies is changing very often and makes difficulties to project intake of students to the programme. In period since 2008 the admission of students decreased almost three times. In SER it is presented that the decrease of a students' number might be explained by the fact that available job places are already occupied and the attractiveness of social work profession has significantly decreased and one reason of that is low salary system in the field. While during site visit at VU graduates of BA programme expressed that they didn't have problems to find a job after graduation. The problem is to find good paid job and this is the reason why some of them not chose career of social worker. Social partners during site visit at university stated that demand for professional social workers is really big, because Lithuania is aging society and a lot of other problems that have to be solved.

Some skepticism concerning social work profession was found among students. Low salaries were mentioned as disadvantage to look for job in social work field, especially in nongovernmental sector. Majority of students pay for the studies by themselves (mostly parents pay) and almost half of them are working because financial reasons.

Another critical issue in the programme is quite big numbers of students' drop out, especially in the last year of the studies. As it is stated in SER among reasons for students' drop out is that students in the last semester did not prepare their Bachelor thesis in time. Revision of curriculum design, especially decreasing number of study subjects during the last semester could be considered as helpful in order to decrease student's drop out. Another opportunity could be arrangements for students to discuss their bachelor theses progress in groups, not only individually with supervisor.

During studies students are encouraged to participate in research activities and have possibilities for that by the support of the Research Council of Lithuania; the Lithuanian Society of Young Researchers; participating in the competition of Lithuanian Science Academy for the best Bachelor final thesis support. Students have opportunities to participate in student mobility programmes and quite many students participate in Erasmus Study Exchange Programmes, Intensive Programmes, and Erasmus Practice Programme.

The University facilities, good geographical location of VU ensures an adequate level of academic and social support. Students were very positive toward teachers' collaborative manner of communication. University has Career Center who provides consultations for future career, just as it was told by students, working hours overlap with lectures, so they don't use services of this center. As it was stated in SER students are acquainted with possibilities of future career during lectures and practice.

The assessment system of students' performance is clear, adequate and publicly available. Principles of assessment are established by the Assessment Procedure of Learning Outcomes. Two evaluation systems run side by side at Vilnius University: ten-point system and pass/fail system. In the social work study programme only foreign language subject uses pass/fail system. Examinations are in writing or both in writing and orally. Examinations are taken at the specified scheduled time. A student is allowed to retake failed examination once within the first two weeks of a new semester, and a student, whose examination has been postponed, has to take the examination not later than within two weeks from the date of the postponement. The Examination Appeals Board is available for those students who disagree with assessment.

Generally students expressed satisfaction with assessment procedure, while it seems could be quite problematic and stressful for student to retake failed examination within first two weeks of a new semester. As it was stated in SER, the assessment grade of all courses is cumulative and students must complete a number of tasks which are assessed by grades and, finally, have to take an examination which makes up from 50 to 70 per cent of the cumulative grade. While in some subjects' descriptions it was found examination with less scope ("Counselling in social work"

20% for exam; “Classical sociological theories” 30% for final test) or on the contrary in the subject “Introduction to psychiatry” exam is 100%, in “Gerontopsychology“ - 90%.

Professional activities of the majority of graduates meet the Programme providers' expectations. The survey of graduates demonstrate that majority of graduates have a job after graduation of studies. While less than half of them work in social work field. Those who started to work in social work field work in social policy area, coordinators of the projects and a majority of them are social workers, some are senior social workers and some are assistants of social workers. Graduates work with families, people with intellectual disabilities, ethnic minorities, prisoners, homeless people, unemployed people and other fields in social work.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are mostly clearly allocated. As it was stated in SER the management of study programme and their quality as well as responsibilities of all administrative units is regulated by Study programmes' regulation.

Based on the evaluation report it can be concluded that the internal quality assurance measures are effective and efficient. Study Programme is carried out at 3 levels: 1) the Study Programme Committee at the Department of Social Work level; 2) at the Academic Commission at Faculty level; 3) Study Quality management center at the University level. Department is responsible for organization of studies, Committee is responsible for content of the programme. Students and social partners are members of Committee. As it was stated in SER Programme Committee, administrative as well teaching staff all together are responsible for identification of the programme aims, learning outcomes, curriculum design, monitoring implementation and quality, collection of students', social partners' and teachers' evaluations, and, in case of a need, implement changes in the programme. This shared responsibility could be considered as strong side, but also as not clear division among responsibilities.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. As it was told by administrative staff, every programme prepare Quality Assurance Plan: Faculty level, staff level and students' level is included. During site visit at the University it was told that once per month department has staff meeting and once per year strategic meetings for 3 days to discuss on curricula, readings for students, coordinate topics, workload for students. The internal quality assurance measures seems to be effective and efficient.

Information and data on the implementation of the programme are regularly collected and analysed. The results of surveys are presented in the Council of the Faculty, placed on the Faculty website, sent to all teachers by e-mail.

The evaluation and improvement processes involve stakeholders. Social partners (employers) are involved into the monitoring of the quality of the study Programme and its implementation in a few ways: as partnership in the Bachelor Programme study committee, teachers presentations to the colleagues about content of courses offered in the Programme, participating in the Commission for the Defense of Bachelor theses, organizing and supervising of students in practice placements and having discussions in “Socionom” club which was initiated by the Social Work department.

III. RECOMMENDATIONS

1. Learning outcomes are well developed, while some statements could be revised in order to describe more broad and essential achievements of students.
2. Learning, teaching and assessment methods are developed in relevant way while some revision could be useful especially in order to make study process more student-centered teaching and learning.
3. The curriculum design is developed in systematic way and has distinctive interdisciplinary feature, while content of some social work field study subjects have to be more explicitly focused on specific social work learning outcomes.
4. Providers of the programme could consider how to encourage and empower social work students to advocate for social work as specific and unique study programme which is extremely important for welfare development in society.
5. Social work practice is quite well coordinated at University while some strengthening of collaboration between main actors in the field practice has to be advisable.
6. The elaboration of the strategy how to attract motivated and socially oriented people to study social work would be useful in order to develop BA study programme.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

The professionalism and composition of the staff as well as curricula design of the programme demonstrate that BA programme in social work is very well integrated among other study fields: psychology, sociology, political science, economy and especially with social policy. This integration could be considered as exceptional feature of the programme if other study subjects not shade social work field study subjects.

V. SUMMARY

Social Work is a first cycle study programme in the field of Social Work, implemented at Vilnius University. The programme was offered for the first time to students in 1995 and has many years tradition in educating social work professionals. The main strengths and weaknesses of the programme are as follows:

Programme aims and learning outcomes

The Programme aims and learning outcomes are well defined and based on academic and professional requirements defined by national and international legislation. Programme learning outcomes correspond to generic social work paradigm. This set of learning outcomes is proper for future graduates to be successful in labor market in Lithuania, where infrastructure of social services is quite poor developed. The set of learning outcomes is compound by 15 learning outcomes related with generic competencies and by 21 learning outcome related with specific social work competencies. This big amount of learning outcomes of the programme suggest precise designing of the programme, but from other side it could lead to some fragmentation of the programme.

Based on SER and during site visit at VU administrative and teaching staff, students, alumni and social partners demonstrated understanding of social and economic issues in the society and advocated for the need of professional social work.

Curriculum design

The curriculum of BA programme in social work is properly designed and meets requirement and expectations towards the University first cycle study programmes. The process of designing a curriculum was reflected by teaching staff with involvement students and social partners. Study subjects from other study fields (social policy, psychology, sociology, management, law, education and economic) are freely integrated among social work study field subjects.

Interdisciplinary nature of the programme is definitely considered as a strong side of the programme, while in some subjects more explicit focus on social work study field is required.

Curriculum design is characterized by many subjects, from 7 to 6 subjects are studied almost every semester. Even during last semester when students work with final theses, students study 5 subjects.

The content, teaching, learning and assessment methods are mostly appropriate for the achievement of defined learning outcomes, especially in specific subjects of social work. The scope of study subjects is mostly sufficient to ensure learning outcomes and the latest achievements in social science generally and in social work study field specifically are reflected in curriculum design. Critical theory, feminist theory, postmodern social work theories, human rights subject, professional ethic are included into curricula. Qualitative Research methodology as well quantitative research methodology are thought. Subjects related with social work interventions and methods are well developed and even more credits could be allocated for some subjects.

Internationalization of the programme is desired in future, some subjects are prepared to teach in English, teaching staff is competent in English, students also mostly are good in English and are willing to learn some social work subjects in foreign language. Field practice is coordinated in systematic way just some lack of collaboration was evident.

Teaching staff

Teaching staff meet legal requirements and the majority of staff are doctors of social sciences, some are doctoral students and some of them are professionals in social work. Teaching staff are active in social policy formation, they implement national and international research in social work and social policy areas. Teachers are authors of many scientific and methodological publications related with subject they teach. Generally, it could be considered that teaching staff is very well qualified and composition of staff is proper to meet expectations of the programme. Teaching staff have good opportunities for the professional development, only not enough understanding how teaching workload is calculated was found as problematic issue.

Facilities and learning resources

The Department of Social Work is settled in the Vilnius Old town center, in premises that were renovated in 2005. Teaching rooms, library, reading rooms, arrangements for practice are adequate both in their size, quality and equipment. The Faculty students use the nearby canteen; the Faculty has a small area for bicycle parking. The only problematic area is working rooms for teaching staff that was partly solved by providing teaching staff with service laptops with the

necessary software installed. There are many professional and relevant textbooks, books, periodical publications, databases needed to implement BA programme in social work in proper way.

Study process and students' performance assessment

The admission requirements are defined at national level. The university and department organize that information about admission requirement would be available for people in interest.

The admission procedure and perverted prestige of social work studies among young people creates difficult situation for the programme development. Having no possibility to do prognosis about future numbers of students programme providers experience difficulties in planning workload for teaching staff. Majority of students pay for the studies that makes situation that students experience financial problems. Grants system is not considered as a proper, as consequences students try to combine they studies with job responsibilities in order to manage financial situation.

Every student has individual supervisor for writing final theses and academic support could be considered as relevant. While big numbers of students' drop out in last year because not preparing final thesis suggest that this individualistic way of supervision could be revised. The analysis of curriculum design of the last semester could be fruitful in finding the best solution.

The assessment system of students' performance is clear and mostly students are satisfied while cumulative assessment have to be introduced in the programme more proper. Graduation of the BA programme in social work at VU guarantee better situation in labor market, even almost half of graduates choose not social worker career. The main reason of that is low salary in social work field. Those who work in social work field have they jobs in social work with families, people with intellectual disabilities, ethnic minorities, prisoners, homeless people, unemployed people and etc.

Programme management

Programme management is implemented at three levels: department, Faculty and Univeristy. Study programme committee that include teaching staff, students and social partners is mainly responsible for the content of the study programme. As it is stated in SER, administrative staff, teaching staff and programme committee is responsible for designing programme, implementation and quality monitoring. This description suggests that probably division of functions and responsibilities is not enough well defined at the department level.

The Academic Commission at Faculty level and *Study Quality management center* seems to be more monitoring and supervising implementation and quality of the programme. While during

the meeting with administrative staff it was stated that the *Study Quality management center* gives support and consultations as well.

The evaluation and improvement processes involve students and stakeholders. Social partners are involved into the monitoring of the quality of the study programme inviting them to Bachelor Programme study committee, participating in the Commission for the Defense of Bachelor theses, organizing and supervising of students in practice placements and having discussions in “Socionom” club which was initiated by the Social Work department and some other activities.

VI. GENERAL ASSESSMENT

The study programme of Bachelor Social Work (612L50001) at Vilnius University 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	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	20

*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. Synnöve Karvinen-Niinikoski
Grupės nariai: Team members:	Dr. Marju Medar
	Ms. Ann Bens
	Assoc. Prof. Dr. Rasa Naujanienė
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SOCIALINIS DARBAS (VALSTYBINIS KODAS – 612L50001) 2014-12-30
EKSPERTINIO VERTINIMO IŠVADŲ
NR. SV4-630 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Socialinis darbas* (valstybinis kodas – 612L50001) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Socialinis darbas yra pirmosios pakopos socialinio darbo krypties studijų programa, vykdoma Vilniaus universitete. Programa pirmą kartą studentams buvo pasiūlyta 1995 m. ir turi

ilgametę tradiciją rengiant socialinio darbo specialistus. Pagrindinės šios programos stiprybės ir silpnybės yra tokios:

Programos tikslai ir studijų rezultatai

Programos tikslai ir studijų rezultatai yra gerai apibrėžti ir pagrįsti šalies ir tarptautiniuose teisės aktuose numatytais akademiniais ir profesiniais reikalavimais. Programos studijų rezultatai atitinka bendrąją socialinio darbo paradigmą. Šis studijų rezultatų rinkinys yra tinkamas būsimiems absolventams sėkmingai įsitvirtinti darbo rinkoje Lietuvoje, kur socialinių paslaugų infrastruktūra yra gana prastai išplėtotą. Studijų rezultatų rinkinį sudaro 15 studijų rezultatų, susijusių su bendrosiomis kompetencijomis, ir 21 studijų rezultatas, susijęs su dalykinėmis socialinio darbo kompetencijomis. Tokia programos studijų rezultatų gausa reikalauja tikslios programos sandaros, bet iš kitos pusės gali lemti tam tikrą programos fragmentaciją.

Remiantis savianalizės suvestine (SS) ir apsilankymu universitete galima teigti, kad VU administracija ir dėstytojai, studentai, alumnai ir socialiniai partneriai parodė, kad jie supranta socialinius ir ekonominius klausimus visuomenėje, ir patvirtino profesionalaus socialinio darbo poreikį.

Programos sandara

Socialinio darbo bakalauro studijų programos sandara yra tinkamai parengta ir atitinka Universiteto pirmosios pakopos studijų programos reikalavimus ir siekinius. Programos sudarymo procesas byloja, kad jame dalyvavo dėstytojai, taip pat studentai ir socialiniai partneriai. Kitų studijų sričių dalykai (socialinės politikos, psichologijos, sociologijos, vadybos, teisės, ugdymo ir ekonomikos) yra laisvai integruoti į socialinio darbo studijų krypties dalykus. Tarpdalykinis programos pobūdis yra neabejotinai stiprioji programos pusė, nors kai kuriais atžvilgiais daugiau dėmesio turėtų būti skirta socialinio darbo studijų krypties dalykams.

Programą sudaro daug dalykų, beveik visuose semestruose studijuojami 7 ar 6 dalykai. Net paskutinį semestrą, kuomet studentai rengia baigiamąjį darbą, jie studijuoja 5 dalykus.

Turinys, dėstymo, studijų ir vertinimo metodai daugiausia yra tinkami nustatytiems studijų rezultatams pasiekti, ypač konkrečių socialinio darbo dalykų. Studijų dalykų apimtis yra pakankama studijų rezultatams pasiekti. Programos sandaroje atsispindi naujaisi pasiekimai apskritai socialiniame moksle ir konkrečiai socialinio darbo studijų srityje. Kritinė teorija, feministė teorija, postmodernizmo socialinio darbo teorijos, žmogaus teisių dalykas, profesinė etika yra įtraukti į studijų programas. Dėstoma kokybinių tyrimų metodologija, taip pat kiekybinių tyrimų metodologija. Su socialinio darbo intervencijomis ir metodais susiję dalykai yra gerai parengti ir kai kuriems dalykams galėtų būti skiriama net dar daugiau kreditų.

Pageidautina, kad ateityje programa būtų tarptautiškesnė. Kai kurie dalykai parengti dėstyti anglų kalba, dėstytojai kompetentingi dėstyti anglų kalba, studentai taip pat dažniausiai gerai ją moka ir yra pasirengę mokytis kai kuriuos socialinio darbo dalykus šia kalba. Profesinė praktika koordinuojama sistemingai, nors kai kur akivaizdžiai trūksta bendradarbiavimo.

Personalas

Personalas atitinka teisinius reikalavimus, dauguma dėstytojų turi socialinių mokslų daktaro laipsnį, keletas yra doktorantai ir kai kurie iš jų atlieka profesinį socialinį darbą. Dėstytojai aktyviai dalyvauja formuojant socialinę politiką, jie įgyvendina nacionalinius ir tarptautinius mokslinius tyrimus socialinio darbo ir socialinės politikos srityse. Dėstytojai yra daugelio mokslinių ir metodinių leidinių, susijusių su jų dėstomu dalyku, autoriai. Apskritai galima teigti, kad dėstytojų kvalifikacija yra labai gera, jų sudėtis yra tinkama programos rezultatams pasiekti. Dėstytojų profesinio tobulėjimo galimybės geros, tik nepakankamai suprantamas dėstytojų krūvio skaičiavimas ir šis klausimas kelia problemų.

Materialieji ištekliai

Socialinio darbo katedra įsikūrusi Vilniaus senamiesčio centre 2005 metais renovuotose patalpose. Auditorijos, biblioteka, skaityklos, praktikos vietos yra tinkamos tiek dydžio, tiek kokybės ir įrengimo aspektu. Fakulteto studentai naudojami netoliese esančia kavine. Fakultetas turi nedidelę dviračių statymo aikštelę. Vienintelė problemiška sritis – dėstytojų darbo kabinetai. Ši problema iš dalies išspręsta suteikiant dėstytojams nešiojamuosius kompiuterius su įdiegta reikiama programine įranga. Yra daug profesinių ir kitų vadovėlių, knygų, periodinių leidinių, duomenų bazių, kurių reikia tinkamai įgyvendinti socialinio darbo bakalauro programą.

Studijų eiga ir jos vertinimas

Priėmimo reikalavimai yra apibrėžti šalies lygiu. Universitetas ir katedra pasirūpina, kad informacija apie priėmimo reikalavimus būtų prieinama visiems besidomintiems.

Priėmimo tvarka ir iškreipta socialinio darbo studijų reputacija tarp jaunų žmonių kelia sunkumų programos plėtrai. Neturėdami galimybės prognozuoti studentų skaičiaus ateityje, programos vykdytojai susiduria su dėstytojų darbo krūvio planavimo sunkumais. Dauguma studentų moka už studijas, o tai sudaro finansinių sunkumų studentams. Grantų sistema nėra tinkama, todėl studentai bando derinti studijas su darbu, kad galėtų susimokėti už mokslą.

Kiekvienam studentui skiriamas baigiamojo darbo vadovas, todėl akademinė parama laikoma tinkama. Pernai nubyrejo daug studentų, nes jie neparengė baigiamojo darbo, o tai rodo, kad šį individualų vadovavimo darbams būdą reikia iš naujo apsvarstyti. Paskutinio semestro programos sandaros analizė galėtų padėti rasti geriausią sprendimą.

Studentų pasiekimų vertinimo sistema aiški ir studentai dažniausiai yra patenkinti, nors kaupiamojo balo vertinimo sistema galėtų būti geriau įdiegta. Baigusieji socialinio darbo bakalauro programą Vilniaus universitete galėtų užsitikrinti geresnę situaciją darbo rinkoje, bet beveik pusė absolventų pasirinko kitą, o ne socialinio darbuotojo karjerą. Pagrindinė tokios situacijos priežastis – mažas darbo užmokestis socialinio darbo srityje. Tie, kurie dirba socialinio darbo srityje, teikia socialinio darbo paslaugas šeimoms, žmonėms su protine negalia, etninėms mažumoms, kaliniams, benamiams, bedarbiams ir t. t.

Programos vadyba

Programos vadyba vykdoma trimis lygiais: katedros, fakulteto ir universiteto. Studijų programos komitetas, kurį sudaro dėstytojai, studentai ir socialiniai partneriai, iš esmės atsako už studijų programos turinį. Kaip nurodyta SS, administracijos darbuotojai, dėstytojai ir Studijų programos komitetas atsako už programos sudarymą, įgyvendinimą ir kokybės stebėseną. Šis aprašymas rodo, kad funkcijų ir atsakomybės paskirstymas galbūt nėra pakankamai gerai apibrėžtas katedros lygiu.

Akademinė komisija fakulteto lygiu ir Studijų kokybės vadybos centras, atrodo, daugiau stebi ir prižiūri programos įgyvendinimą ir kokybę. Nors susitikime su administracijos darbuotojais buvo konstatuota, kad Studijų kokybės vadybos centras taip pat teikia paramą ir konsultacijas.

Studentai ir socialiniai dalininkai dalyvauja vertinimo ir tobulinimo procese. Socialiniai partneriai dalyvauja studijų programos kokybės stebėsenoje, jie kviečiami į Bakalauro studijų programos komitetą, dalyvauja Bakalauro baigiamųjų darbų gynimo komisijoje, organizuoja studentų praktikos vietas ir vadovauja praktikai, dalyvauja *Socionom* klubo, kurį inicijavo Socialinio darbo katedra, diskusijose ir kitoje veikloje.

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III. REKOMENDACIJOS

1. Studijų rezultatai gerai parengti, nors kai kuriuos teiginius būtų galima iš naujo apsvarstyti, siekiant kai kuriuos iš jų plačiau aprašyti ir nurodyti esminius studentų pasiekimus.

2. Studijų, dėstymo ir vertinimo metodai tinkamai parengti, nors tam tikras patikslinimas būtų naudingas, ypač siekiant, kad studijų eiga – dėstymas ir studijavimas – būtų labiau orientuoti į studentą.
3. Programos sandara sukurta sistemingai ir pasižymi išskirtiniu tarpdalykiniu bruožu, o kai kurių socialinio darbo krypties studijų dalykų turinys turi būti aiškiau orientuotas į konkrečius socialinio darbo studijų rezultatus.
4. Programos vykdytojai galėtų apsvarstyti, kaip skatinti ir suteikti galimybių socialinio darbo studentams propaguoti socialinį darbą, kaip specifinę ir unikalią studijų programą, kuri yra labai svarbi visuomenės gerovei kurti.
5. Socialinio darbo praktika yra pakankamai gerai koordinuojama Universitete, tačiau rekomenduojama stiprinti praktikoje dalyvaujančių pagrindinių veikėjų bendradarbiavimą.
6. Parengti strategiją, kaip pritraukti motyvuotus ir socialiai orientuotus žmones studijuoti socialinį darbą, ji padėtų plėtoti bakalauro studijų programą.

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