



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių valstybinės kolegijos
STUDIJŲ PROGRAMOS "SOCIALINIS DARBAS"
(valstybinis kodas – 6531JX018)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "SOCIAL WORK" (state code -6531JX018)
STUDY PROGRAMME
at Šiauliai state college

Review' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMMĘ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	6531JX018
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	2002-08-30

* 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	6531JX018
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	30-08-2002

* 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

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study Programmes is based on the **Methodology for evaluation of Higher Education study Programmes**, approved by Order Nr. 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.	Actions and measures plan to improve the social work study Programme from 30 June 2017

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

The Social work higher education college Study Programme is implemented by Šiauliai State College (University), Faculty of Health Care Department of Social work (SER p. 2).

Social Work Study Programme is the Programme of Social Work study field in Social Sciences area (since 2017-2018 a.y. the Programme of Social Work study field of the group of fields of Social Sciences) (SER p. 4).

External international assessment of the Programme was carried out in 2006, 2010 and 2013 by Centre for Quality Assessment in Higher Education. Taking into account the conclusions of the experts assessment Nr. SV4-164 on May 29, 2013, by the decision of the Centre for Quality Assessment in Higher Education, the Programme was evaluated positively and *accredited for 6 years* till August 31, 2019 (SER p. 4).

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

The initial stage included preparation of the Self-assessment report by the University. This was read and commented on by the team of experts, after that the team visited the University in December 11, 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 Evaluation team held a meeting to discuss and amend the content of the evaluation report to represent the opinion of the whole group.

1.4. The Review Team

The Evaluation team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team in December 11, 2017.

1. Prof. dr. Skaidrite Alma Gutmane (team leader), *Rector of Latvian Christian Academy, Latvia*
2. Dr. Cristian Stark, *Head of Master Programme Social Work, Vice Dean for research and Internationalisation, University of Applied Sciences Upper Austria.*
3. Doc. dr. Marju Medar, *Associate Professor at Tallinn University, Estonia.*
4. Mr Saulius Davainis, *Head of Social Activity Departament at the Republican Hospital of Kaunas, Lithuania.*
5. Ms Marija Grinaitė, *graduate of Vilnius University study programme social work, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The overall aim of the Programme is to give qualitative education to Social work specialists who can be innovative initiators of positive changes in society and be able to empower individual persons, families, groups and communities to support the Social welfare development according to the principles of social responsibility and human rights. **The Programme is developed on the competence and approach based on the learning outcomes** (Meetings with administration and teaching staff, students, alumni and social partners).

Objective(s) and intended learning outcomes of the Programme are well defined, clear, they complement each other and are publicly accessible. They are clearly described in the Self-evaluation report (SER p. 5-6).

Orientation to the students-centered learning and flexible studies is evident. Stakeholders, students are involved in the Study Programme improvement (through surveys, consultations, seminars).

Aims and learning outcomes, teachers' consultations hours, all information related to the Study Programme is accessible on the ŠSSC website.

The aims and learning outcomes of the Programme are based on the Lithuanian Qualification Framework, academic (Higher education Study Cycle Descriptor) and professional requirements (Law for SW) and are linked to labour market needs. The knowledge and related activities are demonstrated in the Self-evaluation report (SER p. 6) and by the members of administration, teaching staff, alumni and partners during the visit (Meetings with administration and teaching staff, alumni and partners).

Objectives and intended learning outcomes of the Programme described in the Self-evaluation report correspond to the mission, operational objectives and to the strategy of the Šiauliai State College. The *organizational structure* allows to plan, organize, and control the Programme implementation as well as seek for the intended learning outcomes. These documents and related activities were expressed in Self-evaluation report (SER p. 4) and during meetings with the administration and teaching staff members, social partners and alumni (Meetings with administration and teaching staff, students, alumni and social partners).

Objectives and intended learning outcomes of the Programme are linked to both academic and professional requirements. The Self-evaluation report clearly defines knowledge of the Programme and its application necessary for a social worker, his abilities to carry out research, his social and personal abilities, also special abilities to recognise and critically evaluate needs, strengths and possibilities of a person, group and community, and to organize and provide social work services on both regional and municipality level (SER p. 5).

During the meeting with members of the teaching staff, students and alumni they expressed deep understanding of academic and professional requirements for social work (Meetings with teaching staff, students and alumni).

The title and intended learning outcomes of the Programme, its content and the qualification awarded are described in the documentation of the College along with results of the monitoring carried out by the administration. The College activities in Lithuanian higher education system, management, organization of studies and science, students and employees rights, duties and responsibilities, assurance of scientific applied research and study quality, litigations, use of property and funds are regulated by the *College Statute* (2012). The organizational structure allows to plan, organize, and to control the Programme implementation as well as seek the intended learning outcomes (SER p. 4). Publicizing of the Programme aim and intended learning outcomes is carried out systematically following the College unified plan for the Programme publicizing and student admission (Meetings with administration and teaching staff, students, alumni and social partners).

The title of the Programme, intended learning outcomes, the content of the Programme and the qualification awarded are well-tuned. The composition of the Programme leaves good impression both from the academic and professional achievements perspectives. It has good theoretical courses balanced with practical courses, and all courses are interwoven with personal empowerment and social responsibility of students. The scope of the Programme develops learning, elective or alternative study courses, and includes knowledge application as well as ability to conduct research and to develop communicative skills and values.

2.2. Curriculum design

The Curriculum design supports the process and content of the Lithuanian State Legislative standards through appropriate objectives, instructional activities, instructional field works and assessments. The structure of the Programme based on the legal acts of Republic of Lithuania described in the Self-evaluation report (SER p. 10).

The content of the study subjects corresponds to the type and stage of studies. Full time studies – 3 years (6 semesters), part time studies – 4 years (8 semesters). The total scope of the Programme is 180 credits (4800 hours). The content and the structure of the Programme corresponds to the type of studies and is oriented towards the development of competences named in the Objectives of the Programme.

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

the Study Programme. The content and implementation of the Curriculum ensures its sustainable development and meets the four main aims of higher education – solution of problems related to personality, democratic society, development of research, meeting labour market demands.

The study courses are taught in consistent manner, subjects or topics are not repeated. The study courses are not overlapping, and the Curriculum design has several innovative approaches: 1) uniqueness in experimental voluntarily learning, 2) recognition of competences which were reached by students in a non-formal way, 3) strong methodological foundations for the work with different client groups. Students have different kinds of internships related to different client groups.

The Curriculum design benefits students and helps staff to teach efficiently. Students study not more than 5-7 subjects per semester in both study modes. The content of subjects facilitates achievement of the Programme's intended learning outcomes by following the principle of continuity. The subjects complement each other in hierarchical complexity: first of all these subjects are taught which will help to better assimilate the content of subjects studied later. Students can choose alternative subjects for more in-depth specialization according to their individual needs (SER p. 10-11).

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. Balanced workload distribution of the Programme students' self-study is ensured by *Students Self-study Workload Plan*. In order to determine the optimal time for the students' self-study, at the beginning of each semester the nature of students' individual work tasks, scope, timing, assessment methods and criteria, etc. are analyzed and adjusted when necessary. At the end of the semester teachers and students analyze individual workload suitability, and results are discussed at the Committee.

Contact work in part time studies is carried out in sessions and on weekends. The structure and scope of the Programme in both full-time and part-time studies are equal and meet the requirements set for Study Programmes by the law acts (SER p. 11; Annexes 1, 2; Meetings with teaching staff, students and alumni).

The content of subjects corresponds to the type and cycle of studies. The content of study courses of the First Cycle of Studies is aimed to practical training of Social workers, to practically applied knowledge, and to special and personal skills necessary for the work with different client groups. Study content of the course descriptions orient on acquisition of not only theoretical knowledge, but also practical application based on occupational knowledge. Study courses are related to *know-how* in work with different client groups. Students are taught also

basics of the applied research. Students have to give feedback in a way that teachers get conviction that their knowledge fit into European Qualification Framework structure (EQF).

The content of subjects and study methods enable to achieve the intended learning outcomes. When formulating the intended learning outcomes of the Programme and developing subject study content, methods were envisioned enabling to achieve intended learning outcomes. The correlation of the study subjects' outcomes with the content of subjects and study methods is presented in descriptions of the concrete study subjects (SER p. 12; Annex 2, 8; Meetings with teaching staff, students and alumni).

Teachers use innovative and active student-oriented teaching methods (reflection, debates, simulations of situations, study seminars, question-answer method, logical proof, distance teaching & learning, consulting on Google Classroom, Moodle, Adobe Connect environments, individual reflective analysis, information analysis and synthesis, a diary, etc.) (Annexes 2, 8; Meetings with teaching staff, students and alumni).

Studies are completed with the defense of the Professional Bachelor Final Thesis. Requirements for Final Thesis are regulated by *Graduation Paper Development, Defense and Assessment Procedure* (2016) and *Methodical Requirements for Graduation Paper Development and Defense* (2015).

In regards to the study methods in recent years there has been an increasing focus on individualized instruction in the College education. Among various systems of individualized instructions modular instruction is one of the newest, it combines many advantages of a number of separate instructional innovations, such as performance objectives, self-pacing and frequent feedback. It is needed for the College to implement modular courses and to increase students' penetrating interest.

Modular instruction needs to be further developed in the Curriculum, also methodology of interdisciplinarity is insufficiently introduced in the Curriculum design: a) Medical subjects' perspective needs more penetrating dialogue with Psychology so that objective criteria for more objective measurement of the effects of different theories and tools; b) Axiological approach to Social work is recommended along with reduction of Psychology subjects. Many Psychology subjects speak about fragmentation of the Curriculum and superficial approach to human *persona*; c) Methodological knowledge of the European Social Agenda needs to be integrated in the study courses (through categories like Mutuality, Solidarity, Subsidiarity, Inclusion, Cohesion, Poverty, Employability, Middle class, Social Dialogue, etc.).

The scope of the Programme is sufficient to achieve the learning outcomes. However, the scope of the Programme should be updated with a) European Social Agenda in regards to Social work development in Europe, b) key categories of European Social Agenda need to be

taught to students promoting deeper understanding the role of Social work in the process of integration and inclusion, c) the “Europe-2020” strategies evidently show that Social workers have certain role in how to enhance employment groups at risk, empowering and strengthening vulnerable groups and promoting their chances in the labor market. In this regard two approaches are possible: actions and measures can be preventive (avoiding employee’s becoming less employable, disabled or ill, etc.), or curative (strengthening the situation of people, precarious jobs, promoting employment of vulnerable unemployed or inactive groups). Students need special knowledge in integration and inclusion of vulnerable groups in EU labor market; d) holistic approach to Social work identity and the role of Social work in the development of the European integration should be promoted; e) also new challenges in promoting Health and Safety at Work need to be provided; f) more courses on Legislation related to different client groups; g) Conflict management, more theoretical and practical themes related to Individual and Group supervision should be added to the Curriculum.

2.3. Teaching staff

The teaching staff meets requirements of the legislation. All teachers have Master degree or an equivalent higher education degree in the field of the taught subject. The Programme is implemented by 2 professors, 3 associate professors and 20 lecturers and 2 assistants (SER p. 13).

Qualification of the Programme teachers is sufficient to achieve the aims and learning outcomes. 84% the of study field subjects are taught by teachers with practical work experience in the Social work area over the seven years, and meet the *Description of General Requirements of Studies Implementation* (by 2016). 89% of the study field subjects are taught by teachers with teaching experience in Social work, which corresponds to the *Description of the Study Field of Social Work* (2015) requirements. 89% of the study field subjects are taught by teachers who have not less than 3 years of practical work experience in the field of the taught subjects, which corresponds to requirements of the *Law on Higher Education and Research* (2016) (SER p. 13-14).

Participation of teachers in scientific research complies with their scientific research areas. Teachers' qualification corresponds to the requirements of law and ensures successful implementation of the Programme. The Programme teachers are involved in associations, scientific societies, committees, commissions, expert and research groups, reviewers and publishing groups, as well as societies activities. **The teaching and research experience of academic staff is sufficient for the attainment of learning outcomes.** The results of the research has been published in 59 scientific articles and other scientific articles have been published directly related to the Programme, and 39 methodological aids were

released. During the analyzed period the number of Doctors of science implementing the Programme was increased by 2 scientists (a total of 7 scientists) (SER p. 17-18; Annexes 3, 4; Meetings with administration and teaching staff).

The Programme teachers participate in the external consultation and educational activities. They are invited to consult, conduct seminars for external College stakeholders, to organize and carry out the non-formal adult training (there were total of 158 seminars and trainings conducted). In the past three years teachers and students of the Department have participated in Social Worker Skills Competition and they won (II) and (I) places. Research activities, didactic and intercultural competences of teachers have been improved by taking part in projects (28 projects) (SER p. 16-17; Annexes 3, 4, 5; Meetings with administration and teaching staff).

The College supports professional development of teachers with good working conditions and involvement. Teaching staff participates in conferences, seminars, courses, internships and mobility Programmes, research traineeships and trainings, actively participates in the Erasmus+ Programme, in the University Bilateral Agreements and other academic mobility measures. During the analyzed period 7 study field teachers have participated in exchange Programme (29%) and 32 mobility visits were carried out (SER p. 16-17; Meetings with administration and teaching staff).

The cohort of the academic staff is sufficient. The Programme is implemented on average by 27 teachers, 16 teachers among them teach study field subjects. **The ratio between the academic staff and students is enough, which supports the reach of the learning outcomes.** An average number of students in an academic group is 33. The ratio of the number of students and the teachers in the Social work study Programme conforms to the standard – 1 teacher for 24 students. This allows to achieve the intended learning outcomes of the Programme (SER p. 14; Meetings with administration and teaching staff).

The academic work of the Programme planned for teachers is in line with the principles of pedagogical workload of the *Description of the Workload of Teacher' Post.* Individual plan for the teacher tenure workload is considered at the Department meeting and is endorsed by the Vice Dean and approved by the Dean. One teacher' post. 1530 hours per academic year includes: contact work with students (for professors – 39 percent.; associate professors – 45 percent., lecturers – 52 percent., assistants – 58 percent of workload hours), non-contact work, scientific work, academic activities, research and experimental development publicizing, qualification improvement and organizational activities (SER p. 14; Meetings with administration and teaching staff).

Qualifications of the academic staff of the Programme are ensured by applying the University system of competition and assessment. The Department continuously analyzes the number of teachers and announces contests for position taking if necessary. The College follows concrete regulations-based principles of selection (SER p. 14; Meetings with administration and teaching staff).

There is no perfect measure in the College for research productivity. H-index, number of citations, impact factor of journals could be used in evaluation. More motivation for the performance on publications is needed. Common agreed platform among all teachers is needed since publications are „benchmark“ for measurement of the teachers' performance. It will escalate the value proposition of the ŠSSC as institution. The College would need at least 2 articles in print in the highly rated journals from each teacher responsible for the Social work theory and practice development.

Evidence is needed that clear teaching and research goals are set, and that there is healthy balance between administrative duties of some teachers with their teaching and research workload. As for younger teachers it is evident that they need to start research activity early in their career development.

2.4. Facilities and learning resources

Teachers and students have good facilities and appropriate equipment for attainment of the learning outcomes of the Programme. There are classrooms equipped with computers, software and other equipment (overhead projectors, scanners, printers, photocopiers, audio and video). Foreign language is studied in Business and Technologies Faculty building, in distance learning room, where are conditions to organize video conferences (Multimedia). The number of work places in rooms is sufficient for implementation of the Programme. **The premises for studies are adequate both in their size and quality** (SER p. 18-20; Visiting classrooms, Library, other facilities).

The College has facilities for both cultural and academic events, an Act Hall and the Conference Hall. Physical training take place in the gym and special room for student's activity.

The Library is equipped according to the required standard. The quantity, quality and relevance of reading materials matches the needs of students. For students independent study work there is Library and Self-study Center and its subdivisions. The Library has 9 computerized workplaces and 20 workplaces in the Reading room (with both internet and intranet access provided). All students take advantage of virtual distance teaching (learning) environments – Moodle and Classroom.

All College computers have free access to the Lithuanian Research Library Consortium subscribed and tested scientific databases and electronic catalogs of higher schools. The Library has internet reading room. Library working hours are very fit. Following Programmes are installed on computers: *Tildės biuras*; MS Office; statistical software PSPP and SPSS; LibreOffice, etc. The College has an agreement with Šiuliai University which permits to use their Library. **The premises are mostly compliant with the requirements to meet the needs of students and teachers, as well as requirements set for Programme implementation.** However, students need more English literature on Social work theories and Social policy (SER p. 18-20; Visiting classrooms, Library, other facilities).

Teaching materials (textbooks, books, periodical publications, databases) are appropriate, adequate and accessible. Subscribed databases provide access to 16 438 electronic journals and 22 560 electronic books (most of them in English). Teachers and students use subscribed and tested databases by the College: EBSCO Publishing; Emerald Management eJournals Collection, Taylor&Francis. E-books from Kaunas University of Technology, Mykolas Romeris University and Vilnius Gediminas Technical University can be read using EZproxy software (SER p. 20; Visiting classrooms, lecture halls, libraries, other facilities).

During the analyzed period 205 literature resources (42 in foreign language) were acquired, 39 of which in the Social work field (15 foreign authors and 11 resources in a foreign language). However, visiting the Library *in situ*, the Evaluation team experts agreed that students need more English literature on Social work theories and Social policy. Lists of the textbooks present in the College libraries recommended in Lithuanian and English languages for each subject are in the descriptions of the subjects. The license agreement was signed for rent of MS products (MSDN, DreamSpark) that gives permission to use the latest software for teaching and learning purposes (SER p. 20; Annex 2; Visiting classrooms, lecture halls, libraries, other facilities).

The methodical materials published by the Programme teachers are presented in their Curriculum Vitae (Annex 4).

The College has a suitable base for practice placements. 34 cooperation agreements were signed with various practice institutions. The Study Programme organizes interim practice discussions in virtual environment (using Adobe Connect platform) with involvement of teachers delivering study field subjects. Presentations of the practice results are organized in dialogues (the College, the practice institution, practitioner). However, during the evaluation period a small choice of practice places in health care institutions was observed (SER p. 20; Meetings with teaching staff, students, alumni and social partners).

Students with disabilities receive social support from the College. During the analyzed period premises were adapted to the needs of students with disabilities (an external ramp was built and large room on the first floor was opened). The necessary premises were renovated, new furniture was acquired, visual and IT equipment was updated. **The number of rooms and specialized study rooms is sufficient and appropriate to pursue the implementation of the Programme, and complies with occupational safety and hygiene norm requirements** (SER p. 18; Visiting classrooms, lecture halls, libraries, other facilities).

Students are trained in the ‘learning to learn’ techniques, but it needs more attention in future. Consultations on electronic catalogue usage are provided orally or by the prepared methodological material.

The College has dormitory for students. Students have access to external stakeholders (methodological center) methodological aids at Šiauliai Municipal Social Day Care Center “Goda”, Independent Living Homes, Šiauliai City Municipality Foster Home, Public Institution Republican Šiauliai Hospital Branch, Psychiatric Clinic; Šiauliai Municipal Social Services Center, etc.

2.5. Study process and students’ performance assessment

Entrance requirements are well founded, consistent and transparent. New students are admitted on the basis of procedure for general admission to Lithuanian higher education institutions (LAMA BPO) and according to annually updated and publicly announced Admission rules (i.e., the competitive score in the State examinations in History, Mathematics, Lithuanian language and literature). **The Study Programme recognises competences which were acquired in a non-formal way.** Entrants to the Programme are motivated by additional points (recommendation or vocational training Programmes of the same field of Education, the acquired qualification, working in volunteering Programmes at least 6 weeks). The number of entrants to the Programme – graduates from the vocational schools – remains stable. Many of them have practical experience, possibilities are created for them to evaluate and recognise their learning outcomes achieved in a non-formal and self-directed way of learning (SER p. 21; Meetings with administration, teaching staff and students).

Organization of the study process ensures proper implementation of the Programme and the 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. The College assures good learning conditions for all students, depending on their individual needs (Visiting classrooms, Library, other facilities).

Students are encouraged to take part in scientific, artistic or applied activities. The Programme promotes implementation of the student-centred studies, which encourages active participation in the study process and to take part in scientific, artistic or applied activities.

The Faculty has organized students' international scientific-practical conferences "The Student. Science. Health" (separate section for Social work) (SER p. 25; Meetings with teaching staff, students and alumni).

Students can have individual consultations and methodological aids prepared by teachers. Teachers consult students regarding self-study, preparation of term papers and Final Thesis according to the schedule approved at the Department. Students can use study material and methodological aids prepared by teachers for learning in distance environment. Students are also consulted by email, telephone, *Skype*, using social networks *Facebook*, etc. 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 defending Final Thesis (SER p. 24-25; Meetings with administration, teaching staff and students).

Students have the possibility to take part in the mobility programmes. The Department of International Relations and Project Management informs students about the Erasmus + Mobility Programme. Information about the Mobility Programme, partnering higher education institutions abroad is systematized and presented on the website of the College. During the analyzed period Programme students' participation in mobility Programmes became more active. The number of outgoing students increased by 2,6 times; of incoming by 1,4 times. This demonstrates implementation of experts' recommendation from the previous accreditation: to continue systematic development and activating of student mobility processes, improvement of the internationality dimension (SER p. 25)

The institution ensures proper academic and social support. Students of the Programme receive academic and social support. During the first information meeting *Introduction to Studies*, first year students are introduced to College activities, study regulations, the procedure of organization of studies, internal regulations, the procedures of allocating grants, loans and allowances, possibilities of the mobility programmes.

Tutors of academic groups are appointed for the full-time students. The Student Admission and Career Centre provides career management support. Students can have individual consultations on career planning and management issues. Students take part in information seminars on labour market trends and forecasts, in preparation for the labour market, in ways of job search, career modelling and adaptation to the labour market. The College organises "*Career Days*", seminars "How to Prepare for a Job Interview, how to Write a CV, Cover Letter, what

Homework must be Done”, etc. and offers conversations with the graduate of the College and social partners about their studies and further career (SER p. 25).

College offers Experiential Study Programme for the first-year studies aimed at meet-and-greet socializing, promotion of social adaptation at the College, formation of positive micro-climate in the group.

The system of assessing students’ achievements is clear, made public and appropriate. Learning outcomes are assessed in accordance with the study regulations of the College. The cumulative assessment and a ten-point criteria is used. Learning outcomes of the study subject and practice are assessed throughout the whole semester and during the examination period, using cumulative assessment and individual cumulative index (SER p. 23; Meeting with teaching staff and students).

The Procedure of Accreditation of Learning Outcomes is carried out and used. The College has created conditions for assessment and recognition of *learning outcomes acquired in a non-formal and self-directed learning* (the project “*Creation of the System for Formalisation of Non-Formally Acquired Competencies at the Higher Education Institution*”) (SER p. 23).

Professional activities of the majority of Programme graduates correspond to the expectations of Programme managers and employers. The College systematically collects and analyzes career data of graduates. The College keeps in touch with graduates, takes interest in their employment according to the acquired speciality and entrenchment in the labour market. Some students are employed according to the speciality while studying (about 40% of graduates are employed), while upon completion of studies graduates are employed within few months (SER p. 27-28; Meeting with students and alumni).

The Programme corresponds to future economic, social and cultural development needs of the State. The Programme corresponds to regional needs and is composed for future economic and social needs by doing qualitative Social work.

Students can participate in artistic, cultural, sports activities of the College. Students take active part in table tennis, football, basketball, track and field, cross-country competitions. Students can use the gym and its inventory. Students take more active part in the activities of Students’ Representation Office, Alumni Club, Volunteers’ Club and applied scientific activities.

Honest learning environment is ensured. The College has the Academic Ethics Committee. In case of plagiarism or in another case that requires greater transparency. Dean addresses The Academic Ethics Committee. The decision taken is made public on the website of the College. **Students are provided with opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures** (SER p. 28-29).

2.6. Programme management

Responsibilities for decision making regarding the implementation, monitoring and evaluation of the Programme are clearly defined. Processes and procedures of implementation, quality assurance of the Programme, responsibilities of implementers of the Programme are regulated by *The Statute of the College* and internal activity documents. The College has certified Quality Management System that complies with ISO 9001: 2015.

The Quality Management Department monitors the quality management system of the College, its implementation, and analyzes and improves the process. The Department of Social work is responsible for implementation of the Programme. The Department communicates with social partners and alumni, organizes professional events, summarizes results of the stakeholders' surveys, participates in publicising activities. (SER p. 29; Meetings with administration and teaching staff):

Internal quality assurance mechanisms are clear, effective and reviewed regularly. Data and other information about implementation of the Programme are periodically collected, analyzed and used. For implementing of the Programme, the Department performs regular monitoring and internal assessment of the study process, organizes feedback from stakeholders in various processes (in the course of study, after practices, after events).

Feedback from stakeholders of Study Programme is regularly collected and analysed. Feedback is used to improve the Programme. The Social work Study Programme Committee carries out self-evaluation of the Programme, reviews its content, updates the Programme, assesses subject descriptions, attests subjects, discusses quality of methodological aids prepared by teachers, monitors improvement activities of the Programme, analyses sufficiency of learning resources and methodological resources, ensures implementation of student-centred studies. Meetings of the Committee take place at least 3-4 times a year. The meetings are open. **Results of internal and external assessment of the Programme are effectively used for improvement of the Programme.**

The College has a good working and learning conditions. Key areas of cooperation with external social partners are: participation in improvement of the Programme, organization and implementation of the students' professional activity practices, reviews of Final Thesis, work in the Qualification Commission, Study Programme Committee, etc. (SER p. 30). **All stakeholders** (teachers, students, social partners, alumni) **are involved in the appropriate aspects of Programme management and administration.**

The College has good structure for marketing of the Study Programme. Alumni and social partners are actively involved in the marketing process.

Information about the Study Programme is publicly available, relevant and easily accessible. Publicizing aim and intended learning outcomes of the Programme is carried out systematically following the unified Programmes publicizing and student admission plan: in public specialized publications, on websites for studies at the College blog, at the College *Facebook* profile, etc. (SER p. 6; Meeting with administration and teaching staff, social partners and alumni).

2.7. Examples of excellence

Uniqueness of this Study Programme is experimental voluntarily learning and flexibility of teaching methods used to different groups of students.

Direction on the preparing of mobile social work professionals. Practical knowledge is oriented through sensitive cooperation with social partners.

III. RECOMMENDATIONS

1. The Evaluation team agreed with the idea presented in the Self-evaluation report (SER p. 9): deeper analysis of both Lithuanian and European labor market is needed and the publicizing aim and intended learning outcomes of the Programme is necessary, along with participation in both national and international events.
2. Strategically divide the Curriculum in modules is recommended. We recommend whole Curricula of the interdisciplinary Programme to be designed around modules. Learning and teaching through modules would support the achievement of the learning outcomes.
3. Methodology of interdisciplinarity is not strongly introduced in the Curriculum design. The objective criteria for measurement of the effects of using different theories and tools can be analysed more objectively. Training in teamwork need to be on interdisciplinary basis, and teaching of the case analysis should put more focus on the multidisciplinary teamwork.
4. The European dimension in aims and learning outcomes of Study Programme should be strengthened. The European dimension should be understood as „a principle present in College education system and in every study course, enhancing understanding of wider European context and educational perspectives, opening horizons for social workers of European thinking and intercultural understanding.“
5. Students and alumni ask for more knowledge and skills in supervision, both theoretically and practically
6. Axiological approach to Social work is recommended along with reduction of Psychology. Students need more discussions about the conflict management.
7. Alumni asked for more knowledge in professional medical rehabilitation which is multi-disciplinary approach to disability under qualified physician who directs a plan of management and specifying goals of maximum recovery. This approach may include also social services. Alumni asked for more knowledge in this field, as well knowledge of rehabilitation theory related to people leaving imprisonment.
8. The Evaluation team agreed that both teachers and students need better understanding of research as scientific approach to Social work. Perhaps teachers at the College need empowerment from the University colleagues in doing proper research with updated methodology not only in interdisciplinarity, but also other methodologies. Research platform is of increasing importance for innovation and value creation across all facets of the Social work development. There is evident need for implementation of research based on corporate platforms which would strengthen capacity of the profession. Much stronger theoretical collaboration with the University is recommended. Participation of teachers in scientific conferences need to be strategically improved.

9. Teachers' workload is totally full and they are close to burn out. 52-58% from 1530 hours per academic year goes for contact work with students – this proportion is very high and teachers could not do research.
10. The quality of Final Thesis must be seriously analysed and a strategy for the quality assurance of Theses must be developed. Students need more guidance in use of methodological tools and skills improvement (bibliography requirements should be improved, students do not use all opportunities of data basis and probably need help in this regard). The Evaluation team agreed with the Self-evaluation report (SER p. 29) that there is a need to organize social partnership days for familiarising social partners with students' preparation and possibilities to conduct third party research and to involve the Alumni Club in this activity.
11. The strategy of internationalisation should be improved. The Evaluation team agreed with SER (p. 18) that there is a need to initiate a joint Social work research in cooperation with foreign partners which would promote improvement of teachers' research and intercultural skills.

IV. SUMMARY

The Social work Study Programme is both innovative and interesting. The Evaluation team had a busy day full of very good conversations and rich materials, and we thank you for this. Meetings with administration, teaching staff, students, alumni and social partners were very positive. The Programme seems to be highly valued as useful and inspiring to all groups. The regional labour market value was seen as high and collaborative relations left good impression.

The Programme is well-functioning and the interviewed people were highly satisfied with it. The objectives and intended learning outcomes are well defined, clear and publicly announced. The Programme is well linked to the needs of the State, society and labour market, and in line with the mission and vision of the College. The aim and learning outcomes correspond to the requirements of first cycle studies in Lithuania. The title of the Programme, intended learning outcomes, the content of the Programme and the qualification to be obtained are in harmony.

Study Programme is in line with legislative requirements. The structure and scope of the Programme for full-time and part-time students are equal and meets requirements set for the Study Programmes by the law acts. An appropriate range of the first-cycle study methods and assessment instruments are used in the Programme delivery. There are three mechanisms for ensure the Programme quality: student comments and feedback, stakeholder and alumni feedback, and teaching staff input.

The strenght of the study Programme is that the aims and tasks, and study results are clear and practically attainable, they are set in compliance with the aims, set by the College and regulative documents for the college education in Lithuania.

The Programme is delivered by 27 professional teachers. All teachers have Master degree or an equivalent higher education degree in the field of the taught subject. The Programme is implemented by 2 professors, 3 associate professors and 20 lecturers and 2 assistants. The requirements regarding staff composition and qualifications are met and exceeded. The age structure of teaching staff is favourable for the implementation and development of the Programme.

Another strenght of the Study Programme lies in fact that the teachers are professionals in Social work and they are involved in the Social work practice. Motivation and enthusiasm among Programme staff, also among the students is high. Staff of the Programme demonstrates outstanding professional pedagogical development, mobility, internal and external co-operation.

The Programme is currently supported with a wide range of high-quality resources including physical facilities, data-bases, software Programmes, simulation licenses, subscription of case-study repositories and the like. The Library is well-developed and offers an access to the

majority of internationally well-known electronic databases. However, more English language literature on the topics of Social Work theories and Social Policy are needed for the improvement of the quality of study and research.

The College has good cooperation with social partners, what is a unique resource to contribute to the students practice, research and development activities involving teachers, students and partners. More attention to improving the quality of teachers and students research is needed in regards to the updated European Social Agenda requirements.

The application procedure to the Programme is carried out online and all the information about the admission process and requirements is conveniently presented on the website. Students are provided with opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures. The Programme is targeted on working professionals and it is reflected in the admission criteria.

The Programme management meets the standards. The processes of quality assurance, the roles and responsibilities of the different bodies, committees and positions are well described. The University has implemented student feedback and improvement system. The overall student satisfaction is very high.

V. GENERAL ASSESSMENT

The study Programme Social work (6531JX018) at Šiauliai State 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.

Grupės vadovas:

Team leader:

Prof. dr Skaidrite Gutmane

Grupės nariai:

Team members:

Doc. dr. Marju Medar

Dr Cristian Stark

Saulius Davainis

Marija Grinaitė

**ŠIAULIŲ VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *SOCIALINIS DARBAS* (VALSTYBINIS KODAS 6531JX018) 2018-04-20
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-57 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių valstybinės kolegijos studijų programa *Socialinis darbas* (valstybinis kodas 6531JX018) 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 novatoriška ir įdomi. Vertinimo grupė turėjo įtemptą dieną, per kurią dalyvavo turininguose pokalbiuose ir įgijo vertingos medžiagos, todėl norėtų už tai padėkoti kolegijai. Susitikimai su administracija, dėstytojais, studentais, absolventais ir socialiniais dalininkais praėjo labai teigiamai. Panašu, kad programa yra labai vertinama kaip naudinga ir įkvepianti visas grupes. Vertė regioninei darbo rinkai yra didelė, o bendradarbiavimo pastangos paliko gerą įspūdį.

Programa vykdoma gerai ir apklaustieji buvo ja labai patenkinti. Uždaviniai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai prieinami. Programa yra glaudžiai susieta su valstybės, visuomenės ir darbo rinkos poreikiais, atitinka kolegijos misiją ir viziją. 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 atitinka teisės aktų reikalavimus. Programos struktūra ir apimtis nuolatinių ir iššestinių studijų studentams niekuo nesiskiria ir atitinka teisės aktų nustatytus

studijų programų reikalavimus. Programos vykdymo metu naudojami pakankamai platūs pirmos pakopos studijų metodai ir vertinimo priemonės. Programos kokybė užtikrinama trimis mechanizmais: studentų komentarais ir grįžtamoju ryšiu, socialinių dalininkų grįžtamoju ryšiu bei dėstytojų įnašu.

Studijų programos stiprybė yra ta, kad tikslai, užduotys ir studijų rezultatai yra aiškūs ir praktiškai pasiekiami, suderinti su tikslais, numatytais kolegijos ir reglamentuojančiuose švietimo Lietuvos kolegijose dokumentuose.

Programą vykdo 27 profesionalūs mokytojai. Visi mokytojai turi magistro laipsnį arba lygiavertį aukštojo mokslo laipsnį dėstomo dalyko srityje. Programą įgyvendina 2 profesoriai, 3 docentai, 20 dėstytojų ir 2 asistentai. Personalo sudėties ir kvalifikacijos reikalavimai įvykdyti ir viršyti. Dėstytojų amžiaus struktūra yra palanki programos įgyvendinimui ir tobulinimui.

Dar vienas studijų programos plusas – mokytojai yra socialinio darbo profesionalai, dalyvaujantys socialinio darbo praktikoje. Personalo ir studentų motyvacija ir entuziazmas yra labai dideli. Dėstytojai dalyvauja pedagoginės kvalifikacijos kėlime, naudojami judumo galimybėmis ir bendradarbiauja su kolegomis bei socialiniais dalininkais.

Šiuo metu programą palaiko platus spektras kokybiškų išteklių, įskaitant fizines patalpas, duomenų bazes, programinę įrangą, modeliavimo licencijas, atvejų tyrimų duomenų bazių prenumeratas ir pan. Biblioteka yra aprūpinta ir suteikia prieigą prie daugelio tarptautiniu mastu pripažįstamu elektroninių duomenų bazių. Tačiau, norint pagerinti studijų ir tyrimų kokybę, reikia daugiau anglų kalbos literatūros apie socialinio darbo teorijas ir socialinę politiką.

Kolegija glaudžiai bendradarbiauja su socialiniais dalininkais ir tai yra unikalūs išteklius, prisidedantis prie studentų praktikos, tyrimų ir ugdymo veiklos, įtraukiantis mokytojus, studentus ir partnerius. Reikia daugiau dėmesio skirti mokytojų ir studentų tyrimų kokybei gerinti, atsižvelgiant į atnaujintus Europos socialinės darbotvarkės reikalavimus.

Paraiškų teikimas priėmimui į programą atliekamas internetu, o visa informacija apie priėmimo procesą ir reikalavimus patogiai teikiama svetainėje. Studentams suteikiamos galimybės teikti skundus ir apeliacijas aiškia, vieša ir skaidria tvarka. Programa skirta profesionalams ruošti ir tai atsispindi priėmimo kriterijuose.

Programos valdymas atitinka standartus. Aiškiai aprašyti kokybės užtikrinimo procesai, įvairių organų, komitetų ir funkcijų vaidmenys ir atsakomybė. Kolegijoje įgyvendinta studentų grįžtamojo ryšio ir tobulinimo sistema. Bendras studentų pasitenkinimas yra labai aukštas.

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III. REKOMENDACIJOS

1. Vertinimo grupė pritarė savianalizės suvestinėje (9 psl.) pateiktai idėjai, kad reikalinga išsamesnė Lietuvos ir Europos darbo rinkų analizė, būtina viešai paskelbti programos tikslą ir numatytus studijų rezultatus bei dalyvauti nacionaliniuose ir tarptautiniuose renginiuose.
2. Rekomenduojama strategiškai padalinti programos turinį į modulius. Rekomenduojama visą tarpdisciplininės programos turinį planuoti aplink modulius. Mokymas(is) moduliais padėtų siekti studijų rezultatų.
3. Programos sandaroje nėra aiškiai suplanuotas tarpdiscipliniškumas. Kriterijai, skirti įvairių teorijų ir priemonių naudojimo įtakai vertinti, galėtų būti išanalizuoti objektyviau. Komandinio darbo mokymai turi būti tarpdisciplininio pobūdžio, o atvejų analizės dėstytojų metu daugiau dėmesio turi būti skiriama tarpdisciplininiam komandiniam darbui.
4. Reikia sustiprinti Europos aspektą studijų programos tiksluose ir studijų rezultatuose. Europos aspektas turėtų būti suprantamas kaip „kolegijos švietimo sistemoje ir kiekviename studijų dalyke taikomas principas, didinantis supratimą apie platesnį Europos kontekstą ir švietimo perspektyvas, plečiantis europinio mąstymo ir tarpkultūrinio supratimo akiratį socialiniams darbuotojams“.
5. Studentai ir absolventai pageidauja daugiau teorinių ir praktinių supervizijos žinių ir įgūdžių.
6. Rekomenduojamas aksiologinis požiūris į socialinį darbą, mažinant psichologijos dalį. Studentams reikia daugiau diskusijų apie konfliktų valdymą.
7. Absolventai pageidauja daugiau žinių apie profesinę medicininę reabilitaciją, t. y. tarpdisciplininę negalių gydymo metodiką, kuriai vadovauja kvalifikuotas gydytojas, sudarantis gydymo planą ir nustatantis maksimalaus pasveikimo tikslus. Ši metodika gali apimti ir socialines paslaugas. Absolventai pageidauja daugiau žinių šioje srityje, taip pat žinių apie reabilitacijos teoriją, skirtą iš kalėjimo išėjusiems žmonėms.
8. Vertinimo grupė pritarė, kad dėstytojams ir studentams reikia geriau suprasti mokslinius tyrimus, kaip mokslinį socialinio darbo atlikimo būdą. Galbūt kolegijos mokytojams reikėtų imti pavyzdį iš kolegų universitete kaip atlikti tinkamus mokslinius tyrimus, taikant naujausią tarpdiscipliniškumo bei kitą metodiką. Tyrimų platforma tampa vis svarbesnė naujovėms ir vertės kūrimui visais socialinio darbo vystymo aspektais. Akivaizdu, kad reikalingas mokslinių tyrimų vykdymas, grindžiamas bendradarbiavimu su socialiniais dalininkais platformomis, profesinių gebėjimų stiprinimui.

Rekomenduojamas daug glaudesnis bendradarbiavimas su universitetu teorijos srityje. Mokytojų dalyvavimas mokslinėse konferencijose turi būti strategiškai gerinamas.

9. Mokytojų darbo krūvis yra maksimalus, mokytojai arti persidirbimo. Iš akademiniais metais skiriamų 1530 valandų, 52–58 proc. skiriama darbui su studentais – ši dalis yra labai didelė, todėl mokytojai neturi laiko imtis mokslinių tyrimų.
10. Baigiamųjų darbų kokybę reikia rimtai išanalizuoti ir parengti baigiamųjų darbų kokybės užtikrinimo strategiją. Studentams reikia daugiau patarimų kaip naudoti metodines priemones ir lavinti įgūdžius (reikia gerinti literatūros reikalavimus, studentai neišnaudoja visų duomenų bazių galimybių ir šioje srityje jiems tikriausiai reikalinga pagalba). Vertinimo grupė pritaria savianalizės suvestinėje pateiktam pareiškimui (29 psl.), kad reikia organizuoti dienas, per kurias socialiniai dalininkai galėtų susipažinti su studentų rengimu ir galimybėmis atlikti trečiųjų šalių mokslinius tyrimus, bei įtraukti į šią veiklą absolventų klubą.
11. Internacionalizacijos strategija turi būti tobulinama. Vertinimo grupė pritarė savianalizės suvestinei (18 psl.), kad reikia pradėti bendrus socialinio darbo tyrimus su užsienio partneriais, kurie skatintų mokytojų tyrimų ir tarpkultūrinių įgūdžių lavinimą.

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2.7. Išskirtinės kokybės pavyzdžiai

Šios studijų programos išskirtinumas – eksperimentinis savanoriškas mokymasis ir mokymo metodų pritaikymas skirtingoms studentų grupėms.

Orientuojamasi į judžių socialinio darbo profesionalų ruošimą. Praktinių žinių kryptingumas nustatomas glaudžiai bendradarbiaujant su socialiniais dalininkais.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)