



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Panevėžio kolegijos
STUDIJŲ PROGRAMOS "SOCIALINIS DARBAS"
(valstybinis kodas – 6531JX013)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "SOCIAL WORK" (state code -6531JX013)
STUDY PROGRAMME
at Panevėžys college

Review' team:

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Išvados parengtos anglų kalba
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Vilnius
2017

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2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	6531JX013
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	6531JX013
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 No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	List of Students Final Works + Students Final Works
2.	List of participants of the meetings

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

Panevezys College of Applied Sciences - a state institution of higher education established by the Resolution No.1376, 30-08-2002 of the Government of the Republic of Lithuania Resolution. Its mission - to carry out science and practice based higher education studies,

providing students with modern competences with the economic and social value in smart society that determine the success of their professional career. To mobilize potential of the region in order to develop science and study-related activities having positive impact on the development of the region and whole country.

Social Work college study Programme was approved on 30-08-2002 in conformity with the UAS Director Order No.1514. For the 1 of June, 2017 there were 128 full-time and part-time students. Studies are being implemented in Panevezys (SER p. 4).

The Self-Assessment team was formed to analyze the implementation of the Programme and to prepare the self-evaluation report.

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

The initial stage included the preparation of the self-assessment report by the College. This was read and commented on by a team of experts, after which the team visited the College on 13th of December 2017. During the visit, the evaluation team had the opportunity to discuss the Programme with faculty administrators, teaching staff, students, alumni and employers. The evaluators visited the library, offices, teaching spaces and facilities related to the Programme. After the visit, the expert group held a meeting for discussing and amending the content of the evaluation report to represent the opinion of the whole group.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 13th of December 2017.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The overall aim of the mentioned Programme is to qualify Social work professionals who are able to determine and assess the situation, plan, coordinate Social assistance and to analyze Social assistance process and outcomes applying innovation in their professional activities (SER p. 5). **The Programme is developed on the competence and on the approach based on the learning outcomes** The programme objectives and the intended learning outcomes are described clearly and systematically, following the Description of the first Cycle – professional Bachelor study program in regards to the Description of Study Cycles approved on 16.11.2016.

The programme objectives are directly related to their purposes and formed according professional activity standards. They are logically connected with practical activity content of future social workers and their professional qualifications.

The aims of the study programme are clear and practically attainable. They define the necessary knowledge and its application for social workers abilities including to carry out research, and social and personal competencies to recognize and critically evaluate needs, strengths and capabilities of persons, groups and communities and to organize and provide social work services in regional and municipality level.

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

Aims and Learning Outcomes, teachers' consultations hours, all information in regards to the Study Programme is accessible at the PC website.

The aims of the Programme and the learning outcomes are based on the Lithuanian Qualification Framework, academic (Higher education Study Cycle Descriptor) and professional requirements (Law for SW) and are linked to the state strategies (*Strategy for National Progress "Lithuania 2030"*, *The National Progress Programme for Lithuania for the Period 2014-2020, etc.*), societal (*The Concept of Open Youth Centres and Spaces* (2010), *The National Youth Policy 2011-2019 Programme for the Development* (2010) and *The Action Plan of Ensuring Healthy Ageing in Lithuania 2014-2023* (2014)) and labor market needs. These knowledge and related activities are demonstrated in evaluation report (SER p. 6) and by the members of administration, teaching staff, alumni and partners during the visit.

The learning outcomes clearly define the knowledge and skills of a future social worker. They foresee that social work students as future professionals will have the newest social work knowledge about social work theory, methods and social work profession and that they will be

able to carry out practice-oriented empirical research and apply the received data implementing social work innovations.

The learning outcomes correspond to the requirements set for a professional bachelor in social work and are focused on reaching the aim of the programme. They are consistent with the study type and qualification level and are based on academic and professional requirements.

Full-time and part-time studies social work are equivalent and both study programmes objectives and learning outcomes are the same. Thus, the entrants can choose the acceptable study mode. During the visit teaching staff, students and alumni expressed the good understanding of “learning outcomes” of social work study programme.

Although most social work professionals believe that the number of social workers is insufficient there are few free vacancies for social workers announced in Labour Exchange. To improve future job-possibilities for students good contact is established between Panevezys college and employers to get recommendations and find new employees. So the Social Work Programme can flexibly respond to the labor market needs in the region. There is a study programme Committee in the social work programme which monitors market developments and cooperates with employers. The representatives of the employers confirmed during the visit the suitability of social workers prepared by Panevezys College for the labour market. They assessed the core general competences imparted by the Social Work programme such as communicative skills, cultural competencies and entrepreneurship as very important and significant. They participate in the Social Work study programme Committee, individual meetings and graduation papers presentations.

2.2. Curriculum design

The study Programme is designed for the full-time studies (3 years) and for the part-time studies (4 years). The workload of study Programme is distributed evenly. Internships are finished with project writing. Subjects topics are formulated with reference to subject learning outcomes complexity, which is in line with the requirements for the sixth level structure of the European Qualification Framework. Distribution between independent work and contact hours is adequate.

The subjects of the studies form a clear commitment to social work on a practical level. Study and student academic record assessment methods are clearly presented in subject course descriptions. The correlation of study subjects' outcomes with the content of subjects and study methods is presented in descriptions of concrete study subjects of the Programme.

Although lecture is the main form of theoretical classes, depending on situation various active methods are used in the Programme: demonstration, situation analysis, discussions,

problem tree, Socratic method, group work, practical, seminars and educational excursions. Especially significant for the Social work study Programme is the writing of a practice diary, which helps students to look at their professional activity during practice and express their feelings.

The design of the Curriculum connects theoretical knowledge with practical and optional subjects. In the first and second year students get knowledge of basic and comprehensive subjects, in the third respectively fourth year they learn special subjects and deepen their knowledge.

There are no more than 5-7 subjects per semester to study for the students in both modes of studies. The curriculum design has several innovative approaches: The study programme tried to adapt to current issues. Taking into account students' requests the module „Social work with youth“ was introduced, Due to the need for a deeper knowledge of community work the module „Community social work“ was introduced. Due to developments concerning violence against children the subjects *Child and Adult Welfare* and *Street Pedagogy* are taught or may be chosen. The subject *Family and Social Security Law* is delivered in the third course, because students being in the last course wanted to attain the latest knowledge about laws, regulations and other legal documents on social issues.

Studies are completed with the defense of the Professional Bachelor graduation paper. A student is allowed to defend the Graduation Paper after the successful passing of exams and project works intended in the Programme (SER p. 13; Annex 5). The purpose of the graduation paper is to deepen into a chosen topic under the supervision of a teacher.

However, there should be a better balance between theoretical and practical courses. Doing research together with students is not included in the curriculum.

Also, a modular system is rudimentarily installed. 3 modules are offered. So learning and teaching through modules could be strengthened in the curricula and support the achievement of learning outcomes. The whole curricula may be designed around modules.

The Programme claims to acquire the latest knowledge of social work theory and methods. Concerning this claim, the subject description gives no evidence that students get newest knowledge. Only systems theory is mentioned in the description. This is no genuine social work theory but a reference theory. No genuine social work theories are mentioned: such as social work as human rights profession, social work as problem solving, evidence based social work, critical social work. There is also no subject on history of social work. Also during interview neither staff nor students could show clear knowledge about genuine social work theories. So question may rise how students may get real social worker identity especially regarding the fact that there is only one skilled social worker among lecturers. The lecture

Theory and methods of social work should be divided into different lectures and the subject theory of social work must be focused genuine social work theories.

Some subjects are overlapping. Students also made a plea for more psychological adaptation to different client groups. In general more attention to specific client groups is needed and especially more medical knowledge, knowledge in palliative care and more knowledge in national legislation in regard to different client groups; e.g. there is no lecture (seminar, workshop) on social work with refugees or social work with homeless people.

Students mentioned that some subject are very difficult (e.g. psychology) and that there is too short time for learn and prepare examination. The subject should not be focused on one semester but could be extended over more semesters.

During the interviews neither the majority of the teachers nor the majority of the students could give evidence of languages skills corresponding to the outcomes described in the Subject course learning outcomes.

Considering the results of the last final theses question arise among the evaluation team how students can reach only top results (9 and 10) regarding the facts the team discovers that there are big deficiencies concerning the conduct of the thesis (no research question, wrong or no quotations, no scientific literature used). The supervisors of the theses don't seem to pay seriously attention to the students performance. This creates the impression that students do not know how to do scientific writing and research and also a lack among teachers to fulfil requirements for research on scientific level. The team also wondered that representatives of social partner without higher scientific education can be supervisor of final theses.

Knowledge of the European Social Agenda should to be integrated in the study courses. The scope of the Program should be updated with European Social Agenda in regards to Social work development in Europe to promote students deeper understanding of the role of social work in the process of integration and inclusion and the "Europe-2020" strategy.

2.3. Teaching staff

The teaching staff meets the requirements laid down in the legislation. All teachers have Master's degree or an equivalent higher education degree in the field of the taught subject. The teachers workload consists of contact, non-contact and other academic activity hours. One teacher works approximately with 18 students. One teacher has to supervise a maximum of 8 graduation papers during the academic year.

Teachers working in the Study Programme have sufficient qualification to achieve learning outcomes.

The teachers in the Programme regularly improve qualification by taking part in the courses, trainings, conferences, seminars, projects and practice internships. Since 2012 all teachers working in the Programme have been participating in qualification development events. Teachers get 300 Euro per year for participating in conferences and trainings.

At the end of every academic year the assessment of teachers' academic and scientific activity is performed in the Faculty. Following the Regulations of Subject Attestation (2017) teachers update the content of subjects taught and every five years present their subjects for the study Programme Committee and Subject Attestation Committee of the Faculty for assessment. Evaluation of performance of teachers is connected to salary. If minimum requirements are not reached teacher get lower job level. Lecturer must teach 822 hours a year, assistants over 900 and professor about 600 hours a year.

The Programme teachers are involved in associations, scientific societies, committees, commissions, expert and research groups and societies activities.

The teachers also participate in internships and mobility Programmes, research traineeships and trainings and use actively the Erasmus+ Programme and other academic mobility measures. During the analyzed period 11 study field teachers carried out 27 mobility visits.

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 team found however that there is no adequate measure in the College for research productivity such as H-index, number of citations, impact factor of journals could be used in evaluation. More motivation for the performance on publications is needed. A minimum of 1 paper in 5 years was mentioned during the interview.

On average the 11 Programme lecturers have only one 1 publication per year. 54 scientific articles were published from 2012 to 2017. The publications do not always correspond to the topic they teach. The College would need more articles in the highly rated journals from each teacher responsible for the Social work theory and practice development.

Evidence is needed for setting of clear teaching and research goals, and balance of administrative duties of some teachers with teaching and research workload. As for younger teachers it is evident the need to start research early in career development. There is no perfect measure at the College for the research productivity. The Study Programme has practical orientation and therefore research activities are less developed than practical aspects of the Programme. There are good practical supervisors for practical development of students, however final Thesis of Graduation papers show that research requirements for teachers themselves are

not sufficient. Minimum of one article per 5 year are not enough to reach the goal of quality supervision of the student's research.

Also, teachers language abilities are very low: only 4 from 11 lecturers have English B2 level, 4 have level B1 and the rest has level A 2. Also during staff interview the majority of the teacher could not perform English on a B 2 level and needed translation.

The number of incoming teachers from foreign universities and colleges coming for first study cycle studies teaching is insufficient.

2.4. Facilities and learning resources

Teachers and students have a very good facilities and equipment that is appropriate for the attainment of the learning outcomes of the Programme. There are classrooms equipped with computers, software and other equipment like overhead projectors, scanners, printers, photocopiers, audio equipment.

The premises for studies are adequate both in their size and quality. Wireless Internet connection is available in the dormitory and auditoriums so students can use their personal computers.

The Library is equipped according to the required standard. The quantity, quality and relevance of reading materials matches the needs of students. The Library work is fully computerized. Students do not need to order publications in advance, they are provided immediately, on presentation of an identity document. The Library staff provides timely information about educational and scientific books, the newest publications and publishes them in the College website. There are more than 8490 units, 3120 titles books and textbooks for the Social work study Programme. Teachers' orders for new literature acquisition are met. Students are provided with basic social work textbooks and can use more than 100 books and publications in English.

The infrastructure of Panevezys town and region social services is in line with the requirements for social work students' practical training. Students can perform their practice in the state or in the private sector and achieve their practice in due time according to the schedule of the study process in the work place similar to that. The Panevezys College has concluded over 10 cooperation agreements with social service sector institutions where SW study Programme students can accomplish their practice.

A lot of methodological publications is used in the study process: printed, also prepared by use of information technologies; 7 teachers have released 8 teaching aids (2012 – 2016) (SER p. 21). Students are introduced to Moodle at the beginning of the subject studies. Teachers work successfully in virtual environment. There are 39 training video cassettes, electronic versions of

26 subjects, 72 situational tasks, 3 audio cassettes, 184 practical tasks, 250 situational tasks etc. Premises for Social work studies are very good to execute the Programme (SER p. 21).

2.5. Study process and students' performance assessment

Students are admitted based on the procedure for general admission to Lithuanian higher education institutions and according to annually updated and publicly announced student admission rules. Those who wish to study social work are well informed about the Social work Study Programme, study conditions and are given advice on study mode.

The study process, conditions and procedures and the schedule of studies are organised on the basis of the study plan of the Programme Studies implemented by semester. In average 3-4 lectures are held by day. During the period under analysis the number of admitted Social work study Programme students remains stable except the year 2016 when the number of full time students decreased significantly. The reasons were identified as unfavourable long time demographic tendencies (falling birth rate and emigration) and falling number of school-leavers.

The most the Social work study Programme students are state-funded. Other students pay for the tuition the yearly fee, determined by the College Council.

The number of students at the Programme remains quite stable, but the increasing number of part-time students and the decreasing number of full-time students is observed (meeting with teachers).

Students are involved into research and social activities. Every student is stimulated to participate and constantly informed about appropriate possibilities to prepare presentations and to participate in conferences. The College's Student Scientific Society organizes student research work conferences every year, publishes the periodical collection of the student research studies and also takes part in other higher school organized conferences.

Students are encouraged to participate in academic exchange Programmes. Information about the Erasmus Programme is available in the Colleges' website and in the meetings with the coordinator of the Department of International Relations. For students leaving under ERASMUS+ Programme learning outcomes are included and they are paid an incentive scholarship from the College. From 2012–2016 10 Social work students participated in ERASMUS+ academic exchange Programme. Students of the SW study Programme are given regular academic, career planning, financial and adaptation and other support.

By the order of the Dean of the Faculty tutor are installed, who help first-year students to get used to the new environment a lot quicker. In compliance with the order of the Dean of the Faculty students have the possibility to combine their work and studies according to an individual schedule. Due to illness or other substantial reasons, the practical study period might

be changed. Students are allowed to take examinations some other time, which does not coincide with the schedule of the examination session.

Students can get individual consultations and methodological aids prepared by teachers. Teachers are offering individual consultations, round-table discussions are organized on how to overcome fear of public speaking, stress while preparing for the examination session and defending final Thesis (SER p. 21; Meetings with administration, teaching staff and students).

Students have the possibility to take part in mobility Programmes. Students get information about ERASMUS+ Programme. Five students accomplished ERASMUS Programmes practice in different European countries. College has cooperation agreements with different institutions SER p. 19, Table 12). Two students went to Portugal. One collaboration agreement with Konin College (Poland) was signed. On the other hand, the Quantity and Quality of participation in the Mobility Programmes is low because of insufficient English language skills. Few students apply for Master programme after the Bachelor programme.

The student financial support system consists of the two parts: student support through the scholarship system and the loan system. The survey of the College students demonstrated, that the financial support is not sufficient. All the students are provided with the opportunity to live in the College's dormitory. The month rent is around 35–40 Euros.

The students are provided with academic, counseling and methodical support. There are study content descriptions and needed literature lists. Study methods are explained to the students at the beginning of each subject training. Tutors of academic groups are appointed for full-time and part-time students.

Once per week students can get consultation by teachers according to their needs. Consultation time is fixed in the timetable.

Students organize social events by themselves.

Evaluation criteria of students performance are clearly expressed. No complaints could be found by the students. Students are acquainted with the results of assessments. Assessment results are not announced in public. Every student gets personal information.

During the first six months after graduation more than a half of the graduates start their career in Lithuania. Over 80% of employed graduates are working according to their specialty. During the first year the graduate average salary exceeded slightly the Government established minimum salary (380 Euros), and later it does not increase significantly. Social workers working more than 1 year do not earn Lithuanian average wage (615.90 Euros).

2.6. Programme management

The management of the Programme is based on updated quality management system, certified according to international standards. Responsibilities in the management processes of the study Programme are clearly allocated. All stakeholders are involved into study Programme quality assessment and development processes. Graduates' inclusion/involvement in the processes of the study Programme assessment and improvement is insufficient. Monitoring and evaluation procedures of study Programmes are determined in the Description of the Management Procedure of the Panevezys College's Study Programmes. The key role in the Programme management belongs to the Study field study Programme Committee a competent group of persons formed by the order of the Director and responsible for the quality of Programme's implementation. The Committee analyzes and improves the content of the study Programme, if necessary updates it and submits to the Academic Board for approval. The Panevezys College uses following quality assessment methods: self-assessment (of the College, yearly), observation (student wastage, lecturer activities - yearly), interrogation (of entrants, students, teachers, employers and graduates), document analysis (student academic record; students and lecturers' mobility; scientific applied activity reports; graduate career data monitoring - yearly); interview (with entrants, with first-year students and with practice guides - annually).

The Quality guide with a description of the procedures approved by the order of the UAS Director is announced in the virtual learning environment of the UAS. In June, 2013 the UAS management system was certified according to the international standard LST EN ISO 9001:2008 requirements. Every year the certification surveillance audits are performed. In May 2017 the UAS Quality management system was recertified according to renewed standard LST EN ISO 19001:2015 requirements.

Every year measurable quality targets and indicators are set.

Students' participation in the management processes of the study Programme is ensured by organization of their participation in regular surveys, talks with the academic groups and involvement of students' representative in the study Programme Committee, self-assessment team, the study modules (subjects) attestation committee and the Academic Board.

Teachers directly participate in the evaluation of quality: they personally initiate and arrange student surveys about the subjects taught, the assessment of learning outcomes, appropriateness of study methods..

Participation of employers in the management of the Programme is ensured by cooperation agreements and, work in the Committee of the Study Programme.

2.7. Examples of excellence

- The Study Programme has a strong focus on supervision and practice learning. Social partners are strongly involved in practice learning, and students are adapted to regional needs.
- College has very good facilities. The Library is well-equipped with SW literature and journals.

III. RECOMMENDATIONS

1. A reconstruction of the whole teaching staff body is necessary. High qualified researchers should be employed. Some high-level field specialists in SW are needed (as not full-time teachers). Adequate measure in the College for research productivity such as H-index, number of citations, impact factor of journals should be introduced and used in evaluation. Research understanding need to be developed in scientific way. Teaching staff need empowerment by College colleagues for doing the proper research using updated methodology. More cooperation especially strong theoretical collaboration with universities in research area is needed.
2. It is necessary to improve teachers' and students ability to communicate in a foreign language.
3. More focus on social work theory is needed. In study Programme no clear understanding of social work basic theories is described. The lecture Theory and methods of social work should be divided into two different lectures and the subject theory of social work must be focused on genuine social work theories.
4. Subjects concerning history of social work and social work with refugees and homeless people should be installed.
5. Module system should be strengthened in the curricula and support the achievement of learning outcomes. The whole curricula may be designed around Modules.
6. The European dimension should be strengthen. Subjects of European Social Agenda need to be integrated in study courses.
7. Teachers workload are 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 in this conditions teachers could not do research.
8. It is necessary to analyse the quality of final thesis and develop a strategy for the quality assurance of theses. The supervision procedure and the assessment need big improvement.

IV. SUMMARY

The objectives and intended learning outcomes are well defined, clear and publicly announced. The aims and the tasks of the study Programme and study results are clear and practically attainable, they are set in compliance with the aims, set by the college and normative, regulative documents for college education in Lithuania. The Programme is well linked to the state, societal and labour market needs, also 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 congruent.

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.

The College has a good cooperation with employers and social partners.

However, there is not enough of newest knowledge in social work theories and social work research. More attention to improving the quality of teachers and students research are needed related to the updated European Social Agenda requirements to integrate. Modular instruction needs to be developed in the Curriculum.

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 management meets good standards. The processes of quality assurance, the roles and responsibilities of the different bodies, committees and positions are well described. The College has implemented student feedback and improvement system. The overall student satisfaction is high. The strenght of the study Programme is a good contact with municipalities and social partners a good expansion for disolving regional problems. In this way the aims and task correspond to the colleges mission and vision. They flexibly respond to the labor market needs in this region.

V. GENERAL ASSESSMENT

The study Programme Social work (6531JX013, 635L50008) at Panevėžys 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	2
3.	Teaching staff	2
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	17

*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

**PANEVĖŽIO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
SOCIALINIS DARBAS (VALSTYBINIS KODAS 6531JX013) 2018-04-20 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-56 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Panevėžio kolegijos studijų programa *Socialinis darbas* (valstybinis kodas 6531JX013) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	17

* 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

Uždaviniai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai prieinami. Studijų programos tikslai, užduotys ir studijų rezultatai yra aiškūs ir praktiškai pasiekiami, suderinti su tikslais, numatytais kolegijos ir reglamentuojančiuose švietimo Lietuvos kolegijose dokumentuose. 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.

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.

Kolegija glaudžiai bendradarbiauja su darbdaviais ir socialiniais dalininkais.

Nepaisant to, trūksta naujausių žinių apie socialinio darbo teorijas ir tyrimus. Reikia daugiau dėmesio skirti mokytojų ir studentų tyrimų kokybei gerinti, atsižvelgiant į atnaujintus Europos socialinės darbotvarkės reikalavimus. Programoje turi būti įgyvendintas modulinis mokymas.

Paraiškų teikimas priėmimui į programą atliekamas internetu, o visa informacija apie priėmimo procesą ir reikalavimus patogiausiai teikiama svetainėje. Studentams suteikiamos galimybės teikti skundus ir apeliacijas aiškiai, viešai ir skaidriai tvarka.

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 aukštas. Studijų programos stiprioji pusė yra geras ryšys su savivaldybėmis ir socialiniais dalininkais bei indėlis sprendžiant regionines problemas. Šiuo atžvilgiu programos tikslai ir uždutys atitinka kolegijos misiją ir viziją. Jie lanksčiai pritaikyti darbo rinkos poreikiams šiame regione.

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III. REKOMENDACIJOS

1. Būtina pertvarkyti visą mokymo personalą. Reikia įdarbinti aukštą kvalifikaciją turinčius tyrėjus. Reikalingi aukšto lygio socialinio darbo srities specialistai (kaip ne visą darbo dieną dirbantys mokytojai). Reiki įdiegti ir naudoti vertinimui tinkamą mokslinių tyrimų cituojamumo rodiklį, pvz., H indeksą, citatų skaičių, žurnalų poveikio koeficientą („impact factor“). Tyrimų žinios turi būti vystomos moksliskai. Kolegos turėtų skatinti dėstytojus atlikti tinkamus tyrimus, naudojant atnaujintą metodiką. Reikalingas glaudesnis bendradarbiavimas, ypač stiprus teorinis bendradarbiavimas su universitetais mokslinių tyrimų srityje.
2. Būtina ugdyti mokytojų ir studentų gebėjimą bendrauti užsienio kalba.
3. Reikia daugiau dėmesio skirti socialinio darbo teorijai. Studijų programoje trūksta aiškaus pagrindinių socialinio darbo teorijų suvokimo apibrėžimo. Paskaita „Socialinio darbo teorija ir metodai“ turi būti išskaidyta į dvi, o dalykas „Socialinio darbo teorija“ turi būti orientuotas į autentiškas socialinio darbo teorijas.
4. Reikėtų dalykų, kuriuose nagrinėjama socialinio darbo istorija bei socialinis darbas su pabėgėliais ir benamiais.
5. Modulinė sistema turi būti stiprinama ir padėti siekti studijų rezultatų. Visa programa galėtų būti organizuojama moduliais.
6. Europos aspektas turi būti stiprinamas. Europos socialinės darbotvarkės dalykai turi būti įtraukti į studijų dalykus.
7. 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.
8. Reikia išanalizuoti baigiamųjų darbų kokybę ir parengti baigiamųjų darbų kokybės užtikrinimo strategiją. Priežiūros tvarka ir vertinimas turi būti ženkliai pagerinti.

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2.7. Išskirtinės kokybės pavyzdžiai

- Studijų programoje daug dėmesio skiriama supervizijai ir praktiniam mokymui. Socialiniai dalininkai aktyviai dalyvauja praktiniame mokyme, studentai rengiami pagal regiono poreikius.
- Kolegija turi labai geras patalpas. Biblioteka labai gerai aprūpinta socialinio darbo literatūra ir žurnalais.

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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)