



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO  
**STUDIJŲ PROGRAMOS *Socialinis darbas medicinoje***  
***(valstybinis kodas – 612L51001)***  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF STUDY PROGRAMME *Social Work in Medicine***  
***(state code - 612L51001)***  
at Lithuanian University of Health Sciences

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinis darbas medicinoje</i>
Valstybinis kodas	612L51001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Socialinis darbas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	4
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinio darbo bakalauras Socialinis darbuotojas
Studijų programos įregistravimo data	<b>2006-11-16</b>

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Bachelor in Social Work in Medicine
State code	612L51001
Study area	Social Sciences
Study field	Social Work
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	4
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Social Work Social Worker
Date of registration of the study programme	16 December 2006

Studijų kokybės vertinimo centras

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:

o.	Name of the document

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

Since 2011 the study programme Social Work in Medicine (hereinafter: SWinM)) is organized by the faculty of Public Health (department of Social Sciences and Humanities) of the Lithuanian University of Health Sciences (hereafter: LUHS) and corresponds to a workload of 240 credits. Initially, the ministry of Education approved the program in 2002 as a nursing specialization, leading to a diploma of Bachelor in Nursing. The nature/finality of the diploma seemed to have a negative impact on the employability of the graduates in the field of social work. For that reason the diploma became to be categorized in the subject field of Social Work since 2011.

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

The present review has been carried out under the guidelines and procedures of SKVC. Conducting evaluation of the Study Programme, the External Evaluation Team (hereinafter: EET) has acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of 20 December 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 a self-assessment report by the university. This was seen and commented on by the team of experts, following the observations and notifications of the team visit on 08/10/14.

During the visit the evaluation team had the opportunity to discuss the programme with faculty administrators, teaching staff, students, graduates and employers. The evaluators visited the library, offices, teaching space and facilities associated with the programme.

After the visit, the expert group held a meeting in which the content of the evaluation was discussed and amended 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 1-55 of 19 March 2007 of Acting Director of the Centre for Quality

Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 08/10/14.

1. Prof. Dr. Synnove Karvinen-Niinikoski (team leader), Professor of Social Work at University of Helsinki, Finland
2. Dr. Marju Medar, Director of the Institute of Social Work at Tallinn University, Estonia
3. Ms. Ann Bens, Head of International Office at University College Ghent, Belgium
4. Assoc. Prof. Dr. Rasa Naujaniene, Head of Social Work Department at Vytautas Magnus University, Lithuania
5. Ingrida Čenkute, students' representative, Lithuania

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

As the EET could read in the SER, the description of the programme submitted for the expert evaluation complies with the regulations of general and specific requirements for bachelor study programmes<sup>1</sup>. According to the SER, the aim of the study programme is clear, understandable and perspective. The programme is developed on a competence and learning outcomes based approach. The learning outcomes were clearly defined in the SER in correlation with the competences that future graduates have to acquire. We could also read that, the initial mission of the programme is “*the **humanization of medicine** trough education of social workers who would know how to create a humanizing surrounding, to enhance the dignity of the person beset by illness, disability, or social problems, and to stress the importance of interpersonal relationship, integrity, and a holistic approach in the context of social justice*” (SER, p.4.). Relating to this statement the EET recommends to reflect about the mission of the study programme. The mission, as formulated above, consolidates in a sense the position of specific client groups. The perception on which client groups are included is implicitly reflected in the course subjects and also in the range of practice placements. The EET is convinced about the need for Social Work bachelors in health care related social situations, but advises the academic staff to reflect about a more updated mission and to define more explicitly the client groups aimed to work with. It is also advisable to make it clear from the mission, and consequently the learning outcomes, in how far the programme is in accordance with the programme (Ministry,

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

2013): *change from institutional care to community and family provided care in 2014-2020*. The idea of having a mission of humanizing medicine is good as such, but seemingly narrow as medicine is not detached from the society nor defining it. What would be needed is an emphasis on the same and shared goals of social work and health in aiming to improve the well-being of the people and in providing adequate social and medical/health services. This would also make a gain in respective research and knowledge production.

The study programme is in accordance with the IFSW definition of Social Work and complies with legal acts. It was however pointed that it would be important to follow the newest international developments as the global definition of social work has been redefined in the July 2014 at the Melbourne World conference. In the SER the relationship between the study aims and learning outcomes is well demonstrated. The programme goals and learning outcomes are transparent. The EET could read in the SER and also learned from the discussions that while designing the study programme, the administration and academic staff were actively joined by social partners and students. The evaluation of the learning outcomes is an ongoing process, also with the expertise of partners from abroad.

The intended link between the areas of professional activities, learning outcomes of the study programme and the competences is presented in a correlation table in the SER. In the course descriptions, the translation has been made from competences into learning outcomes of the courses. The learning outcomes of the study programme mostly coincide with the learning outcomes of the courses. The learning outcomes of the courses are mostly clearly measurable.

The generic learning outcomes of the programme are in accordance with the Dublin-descriptors for bachelor level. According to these Dublin descriptors, students at bachelor level must be able to collect and interpret relevant data with the aim to form an opinion also based on considering relevant social, scientific or ethical aspects. A sufficient amount of credits is reserved to prepare students for evidence based research. The EET noted that this is also reflected in the elaboration of the final thesis. The EET further found that the distribution of the course load over generic and subject specific courses meets the legal requirements.

Although the EET determined from the discussions an awareness about the importance of international perspectives, this is not always reflected in the learning outcomes.

The learning activities at the home institution are not really internationally and intercultural defined, as far as the EET could conclude from the subject learning outcomes. However, foreign language sources are often used in course descriptions and in final reports, efforts have been made to integrate incoming staff from partner institutions in the courses.

Regarding the discussions with the academic staff, it is clear that the staff is aware about the opportunity for a multi-disciplinary approach between other health care professions in the institution. The EET wants to encourage the staff to make use of this opportunity and to further reflect about interdisciplinary as a specific, distinctive learning outcome of the course.

The practice is performed during each study year according to the student's choice. Students have practice opportunities in a wide range of health care related settings. The SWinM program uses the orientation found in the USA Council on Social Work Education Accreditation Standards, Educational Policy 2.3 , describing field education as the “signature pedagogy” of the profession.

During the visit it was found that the leader of social work programme is well informed about the educational market of social work and the recruitment and retention needs in social and health services. Good examples on practice placements and referrals to respective study programmes in other Lithuanian universities were given. In providing social work education it is important to be aware of the national situation and numbers of provided degrees and specifications needed in a national scale in order to estimate the scope and emphases of the programme and intake of students at the home university.

## ***2.2. Curriculum design***

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

The duration of the SWinM is 4 academic years. The programme has a workload of 240 ECTS. The programme includes 6403 academic hours (3288 contact hours and 3115 individual study hours) and follows the Regulations of LUHS. Individual studies comprises 49% out of all students' workload. The study plan has been renewed since 2012 increasing the number of individual study hours. Programme teachers are encouraged to include more hours for individual and group consultations into the contact hours. Tutorial field practice comprises 44 ECTS (18,3%), electives comprise 12 ECTS out of a total 240 ECTS. According to the SER the choice for the optional courses should be better guided, there is an insufficient array of elective courses, and lack of coordination with other programs that might provide mutually beneficial sharing of students.



The Problem-Solving Model and the Strengths Perspective are defined as the guiding conceptual frameworks of the programme. After the discussions the EET was convinced that those frameworks are used in a transversal way throughout the courses and therefore appreciates the coherence in the use of these social work methods throughout the courses. But on the other hand the EET wants to stress the need to confront students also with other methods promoting positive social change.

Students are exposed to a wide theoretical body of knowledge that develops from introductory, more deepening to specialist. From the study plan the EET could conclude that the subjects are gradually distributed throughout the academic year, which enables students to acquire necessary theoretical knowledge and develop skills for practical activities.

Practice starts from the second semester. During the first semester the practical experience is an integrated part of the introduction course to social work. Social Work Field Practice (I) is organized by a course teacher, and it is oriented to observation and beginning interaction in an organization where the student might be placed on a contractual learning basis. Field experiences are linked with specific courses in each semester and advances from social work from micro to macro level. During the final semester practice is linked with the final thesis. After the conversation with students, graduates and employers, the EET was convinced about the effectiveness of practice placements. Students declared to be well-guided during their practice and learned to apply their theoretical knowledge.

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

As already stated in part 1, the staff is aware about the opportunity for multidisciplinary between other health care professions in the institution. Since 2014 efforts have been made to develop joined courses - or update course contents- in cooperation with other departments and other faculties. Also an interdisciplinary group has been established together with the faculty of Public Health for developing the joint concept of teaching scientific research methodology. Exemplary, the students suggested during the discussions that “anatomy” could be a distinctive subject for social work students in health related social situations.

During the study visit the evaluators got acquainted with the Bachelor thesis and recognized that they did demonstrate that the students have gained the necessary learning outcomes. It concerns research competences and analyses of theoretical literature. Also, the use of foreign languages is sufficient, the available literature is up to date on the Bachelor level of a degree.

Since the university is in an early phase of implementing ECTS, the student oriented approach is challenging for many instructors and administrators. It was clear after the discussion that the staff is aware of this transition phase and is really motivated to further being immersed in the new student oriented approach with the support of the University Study Centre. After discussions with students and staff and also after reading the course descriptions, the EET concluded that, in this phase already, a variety of teaching methods is used.

### ***2.3. Teaching staff***

During the site visit the expert team found out that the study programme is provided by a staff with very different individual competences. In the field of social work at this university there are six teachers, two of them full time teachers, the others working as a part-time teachers.

All teachers involved in the study program seem to keep deepening their expertise and building up knowledge in their interest areas trough research and publications. According to the SER the teachers' workloads are well designed in order to provide time for active participation in research and project development. Contradictory, the EET also could read in the SER that it seems to be difficult for teachers to make long term commitments as most of the contracts are temporary and the conditions for permanent appointments are not specified clearly. More-over a lot of teachers are employed in a wide range of courses. In February 2014 there has been a successful appointment of a new full-time teacher in addition two existing ones. Even some recent efforts in re-distributing teaching subjects in a more relevant way between the teaching staff were reported to have been done.

Teachers are employed according to the legal regulations of LUHS: either on permanent terms for 5 years or for a contract on one year. The workload of teachers is governed by the Regulations of Estimating Teaching Workload and Wages Fund for the LUHS subdivision. One

problem concerning teachers' work-load is the high rate of contact hours. Teachers' workload includes as much as 600 academic hours per year and this does not allow enough time to deal with research and collaboration for social work for developmental projects in connection to the improving the practices of social work. During the visit it was however found that this norm can be reduced on based the agreed plans and aims in personal workloads according to agreed strategies for gaining the programme aims and personal and academic development of the academic and teaching staff.

The number of technical staff is ensured by the chair of the subdivision of LUHS. The department of Social Sciences and Humanities has a chair and an administrator who are responsible for the organization of the teaching process and the study program. Co-operation between teachers is well-organised in the programme committee level, which is not very regular and is varying according to tasks at the time. A more regular collaboration for a continuing development of the programme and the research area of social work in the multi-disciplinary environment of the programme might be helpful.

According to the SER there is a rich range of mentors or practice teachers in the field who are trained and supported in their mentoring roles. This has been confirmed after the meetings with all the interest groups. The EET could also conclude after the discussions that most of the teachers are active scientists, who participate in national and international research projects. The main research areas, themes and questions seem to closely correspond with the courses and teaching responsibilities and areas of expertise as well as academic interests.

The ratio of teachers to students is ensured by the requirements set in the Labour Code of the Republic of Lithuania. The teacher student ratio in 2014 has been counted 1/10 in the SWinM.

Due to the conditions mentioned above (quite a lot of teachers have their permanent work at various other departments) the certification and development of qualification takes place in their own departments according to the regulations of the university.

LUHS hosts the Centre of Teachers' Educational Competency (hereinafter: CTEC) that is responsible for continuous monitoring and development of educational competencies by complying with the procedure of teachers' educational competency assurance in LUHS.

CTEC provides information on seminars being organized and announces the topics of seminars and timetables on the LUHS website and weekly newspaper. Funds for the development of educational competencies are allocated to the CTEC from the LUHS budget.

The expert team has found evidence that teachers are taking active part in the CTEC programme. All teachers participate in Educational Seminars and workshops for LUHS teachers. Four study field teachers finished tutors education program of problem based learning LUHS.

All the teachers in the study field of social work have acquired the qualification of supervisor (counsellor of professional relationships) after an intensive two years study program which was provided by professional supervisors of Münster Academy together with Social Welfare Institute of Vytautas Magnus University. The EET is convinced that the qualifications and the number of the academic staff are adequate to ensure learning outcomes, but regrets that there is not a chair of a Professor in Social Work. This kind of a Professor's chair would be necessary for a convincing – even in the international scale – development of both the present Bachelor programme and possible higher degrees either in LUES or in collaboration with some other Lithuanian universities and especially of the research area of social work in the context of health and welfare.

On the other hand, the ETT encountered a large group of teachers mastering the English language quite well and noted that this had a significant effect on the number of outgoing international mobility. In the implementation of the study programme also teachers from foreign universities have also been involved. After the discussions, the ETT could also conclude that the academic staff was very active in the field of professional development. Participation at international conferences in the field of social work seemed to be sufficient.

According to the SER the staff regrets that *“Field practice education as the central pedagogy has not been understood by some staff from other disciplines that do not have professional social work backgrounds and experience with advanced extensive field education.”* The EET wishes that as a consequence of the efforts that are made/will be made for interdisciplinary collaboration the awareness of the LUHS on the relevance of advanced extensive field education will increase. This practice-relationship has, however, at LUHS good traditions when it concerns medical and nursing education. The problem with social work is that there are no University Hospitals to be used as practice teaching environment and learning communities, especially, when it concerns social services and other social work practices in the communities outside the hospital. However, the care and treatment chains not before (the preventive dimension) and after (the rehabilitation, recovering and reorientation perspectives of health and social welfare). Social work as an area of professional practice and scientific and practice-oriented research could be developed in LUHS to contribute fruitfully to the multi-professional and multi-scientific expertise.

#### ***2.4. Facilities and learning resources***

The allocation of infrastructural resources for the implementation of the study process in the SWinM is performed by the Study Centre, which strives to an efficient use of auditoriums and seminar classes. A new modern building of the Faculty of Public Health (FPH) is planned and meanwhile the course administration makes a lot of efforts to cope with the problems of a temporary inconvenience in infrastructure and locations. One issue that might be a concern is that the social work programme has not a budget of its own but is counted within the department's budget.

The EET visited the library and information centre. The facilities can be described as absolutely up to date. Computers have free access to internet and are provided with the necessary software. The library has 344 working places for readers and 56 working places in the computer lab; 3 classes are available for groups work, a multimedia class, a class for readers' training and conference and seminar rooms. According to the SER the availability of auditoria for groups work is insufficient. The library uses the advanced RFID system. The wireless network provides the possibilities to access all information resources of the Library. Training courses to learn about various databases and search systems are available free of charge to all the readers.

The opening hours are observed as user friendly. The students can use the collection of professional social work literature at two reading rooms.

The library is well equipped with a sufficient number of latest literature in the field of study, with a sufficient number of foreign language books and magazines. The LUHS Library subscribes to all Lithuanian medical journals and the main international periodicals and databases (in total 27). The databases are available from the LUHS computer network. The EET recommends to subscribe also to a wider range of international social work journals.

Remote access to most subscription databases from computers not connected to the LUHS computer network is available by using LUHS VPN or EZ proxy.

The external evaluation team could find evidence of the use of Moodle as a common used learning tool. At the time of the visit, and in the SER, the ETT heard from students that communication with the staff is done by means of e-mail groups

The study programme has an extremely rich range of placements (14 in health care settings, 14 in health related settings, 21 are in organizations that clearly, but less directly, serve people whose social conditions affect their health and medical status). The affiliate university clinic allows students to practice beside students and professionals from other professions.

### ***2.5. Study process and students' performance assessment***

Some courses of general higher education are taught together with students of other study programs. According to the SER, SWinM wants to focus on student oriented teaching and individual professional growth. The number of students and teachers ratio is adequate to ensure the study program aims and learning. Practical projects are given to small groups up to three students. Group supervisions of the practice is organized to groups from 10 students with the aim to create the perfect conditions for reflection. During their practice periods students are well-guided and there is a close interaction between supervisor and the placement organization. The ratio of students working on their final theses to their supervisors is optimal: one supervisor has no more than 1 -3 students writing their final theses.

The law in social services that came into force on July 1, 2011, stipulates that only educated professionals can work in social services. After talking with employers, the EET is ready to conclude that there is a realistic need for a social work BA programme with a profile on a close collaboration with medicine. However, there is risk of biases in recruitment and funding for social work studies. Since 2009 students have been admitted according to the general requirements for admission to first-cycle and integrated studies at Lithuanian institutions of higher education and the rules for students' admission to LUHS. Applicants are admitted based on their competitive scores, based on a formula of grades in competitive subjects (with weighted coefficients) and additional scores. State-funded places are distributed to the applicants with the highest scores, within the study area, which includes social work, psychology, educology, management. The number of funded places in these social studies programmes is decreasing. Information about the program is available in the national AIKOS data base and the website of LUHS. University Open Days are organized once a year and SWinM is presented annually during "The Market of Lithuanian High Schools."

The risk of this study programme is a small number of students. Currently, 44 students are enrolled in the curriculum. This seems to be a national problem of Lithuanian higher

education policies as the funding system in a peculiar way negotiated on academic institution levels with various competitive and traditionally well vested interests of the different programmes seem to make the intake system insteady with fluctuating yearly numbers of students. This gives respectively problems in programme development and maybe even problems for the university programmes meeting real labor-market need as well as needs in developing the basic services in the society. The number of entering students and the choice for SWinM as first priority is increasing. As a result of educational reform that included a higher entrance requirement for non-funded places, the SWinM intake of 2010 was redistributed to other universities, resulting in a smaller overall number of SWinM students in 2013. Between 2009 and the present, a trend toward higher competitive scores for SwinM entering students is evident.

The EET could read in the SER that the ratio of SWinM students who entered and who graduated has varied since 2007, has a trend toward a decreasing dropout ratio. The effective student number is low. According to the SER, the biggest proportion of students leaving the program are those who intend to enter other biomedical study programmes after the first year of study. The staff seems to encourage students to find and pursue their areas of interest. To retain students, the staff evaluates students' progress and midterm results, and discusses problematic situations with students. Students are encouraged to monitor their own progress through reflections and self-evaluation. Group and individual progress, and particularly potential dropouts, are discussed at the end of each semester by the Study Programme Committee and the department.

The order of allocating scholarships and support for students is stipulated by the documents approved by LUHS. Students can be granted social scholarships, allocated and administrated by the State Studies Foundation according to the resolution of the Government of the Republic of Lithuania. Based on the decision of the LUHS Scholarship Committee, merit-based scholarships can be granted. These scholarships are awarded to students admitted to state - funded and non-funded studies for the best entrance results and strong academic achievements shown during the studies. Special nomination scholarship can be awarded for students who actively participate in students' activities or those who need financial aid (students with deceased parents or guardians, disabled parents or students who are from large families).

At the beginning of each course, teachers introduce students to course learning outcomes, assessment strategy, and timetable. Information for students is available on the LUHS

website and on the faculty and department notice board. Students have numerous opportunities to get feed-back about their performance. According to the SER the staff maintains traditions of informal meetings of the programme community in order to help students to become integrated and socialized in the university and its specific activities,

The EET concluded, after panel sessions with the students, that the evaluation criteria were clearly introduced to students, and also on demand, students are provided with the necessary feed-back. The EET encountered during the student panel sessions, indeed, very active and enthusiastic students. From the feedback given from students it could also learned that the expectations concerning students' independent learning were are high so that some students experienced the attention of the teachers was given for good learners. The encouragement by teachers to students for presenting a high professional identity was seen both as a meaningful learning outcome preparing the students to cope in the working life. During the meeting of students said that teachers are trying to establish a learning community of equal colleagues with whom students can talk about everything on friendly terms. Teachers are seen as professionals providing new information, realistic examples of their work, and they are also associated with practice. Teaching is regarded as research-based providing statistical data and practical knowledge and experiences on based different conferences and practical work. Databases are available. Lecturers are constantly presenting new information. The EET appreciates the positive, empowering and motivating approach of teachers toward students which ensures students' individual psychosocial and academic support.

The assessment of student learning achievements is directly linked to learning outcomes, and the principles of assessment are transparent via the LUHS Regulations of Studies for each subject.

Students are directly informed about their academic achievements by the Internet database with their own username and password. A 10 point scale is used to evaluate student's academic performance. The lowest positive grade is 5. If the student disagrees with a mark, he/she has a right to lodge an appeal based on a fixed procedure. According to SER, plagiarism is difficult because of the close and constant collaboration of students with thesis advisors and field teachers.

Students and teachers can participate in the Erasmus + programme, Nordplus and other mobility activities. There are bilateral agreements with Hogeschool Utrecht (NL), Högskolan



Kristianstad University (SE) and Mälardalen University (SE). According to the discussions outgoing student mobility is low because Erasmus grants are inadequate.

In 2012/2013 universities were able to suggest an exchange program only for the third year students, but the study program SWinM did not have the third year students. No incoming exchange student studied in the SwinM programme.

The academic staff organized international seminars for students and social work professionals by inviting teachers from abroad (USA, NL). Teachers prepare and deliver conference presentations with students.

## ***2.6. Programme management***

The assessment of the department's performance and the study programme is systematic, i.e. yearly. Results of self-assessment over several years are compared, presented to the administration and ways of performance improvement are discussed. Statistical differences in responses to questionnaires have been explained during the discussions.

The EET could also conclude that different measures are used to involve students in the process of improving study quality. The relationship with social partners from Kaunas guarantees the impact of the social partners on the quality of the study programme. After meeting the social partners the EET could conclude that there is indeed a close and profound professional relationship with the work field, i.e. internship provision and guidance. During the discussion, the EET noticed that the Quality Management system seems to outgrow the initial stage, but the EET recommends to upgrade benchmarking as a tool of TQM.

The SER sums up all participants in the process of improving the study programme. The administration and quality of the study programme at the University is governed by the LUHS statutes, the Regulations of Studies, the Work Regulations of the Senate, the Regulations of the Assessment of Learning Outcomes, the Regulations of the Faculty Council, the Provisions of Study Programme Committees, the Procedure of the Development, Improvement and Management of Study Programmes, the Provisions of Study Quality Assurance, the Procedure for the Organisation and Certification of Admission to LUHS Teacher's and Scientific Worker's Positions. These documents are published on the website of the University.

At the University level the management of the study programme is administered by the Council, Senate, and rector of the University. The organization and administration of the entire

study process at the University is delegate to the Study Centre. The supervision of the activities of the Study Centre and the entire study process is delegated to the vice -rector for studies.

At the faculty level SWinM is located administratively in the Faculty of Public Health (FPH), Department of Social Sciences and Humanities. The responsibility in the management of the study programmes within the faculty is shared among the Faculty Council, the dean and the Study Programme Committee. The main function of the Council is the organization of studies and research in the faculty. The dean is responsible for the supervision of the implementation of decisions made by the Council. At the departmental level, the department organizes studies, discuss study plans and the content of subjects in learning outcomes, organizes instructors' professional development and requalification, and investigates in research and study tools.

In January 31, 2013, the Study Programme Committee was approved by the Rector (Order No. V-83). Committee functions and responsibilities are defined by the Regulations of Study Programme Committees of the university. The committee is constituted by staff members, the chair of Department of Social Sciences and Humanities, social partners and students' representative (s). The Committee is responsible for the renewal and implementation of the study programme, ongoing assessment and changes for maintenance of resources needed for ongoing program quality assurance, prepares recommendations for the improvement of the entire study programme or a particular subject. Officially, the Programme Committee is led by the chair of the department of Social Sciences and Humanities. At the beginning of the academic year the chair of the committee has to prepare and to present an annual report and an action plan for the Faculty Council. The report and plan are approved by the dean.

The discussions with LSMU Vice-Rector for studies as well as the authorities from the faculty of Public Health were initiated regarding the position of the head of SWinM study programme committee. The importance of the head as the person from the social work field was emphasized and also recommended by EET. Meanwhile, new documents and regulations concerning this issue are in the process of preparation at LSMU.

### **III. RECOMMENDATIONS**

1. It is necessary to further align learning outcomes with teaching methods.
2. It is recommended to reflect about an up to date mission and to define explicitly the client groups aimed to work with. Here it is worth of noticing that LUHS has an excellent multi-disciplinary environment for developing a true and equal interdisciplinary community for integrated interests in promoting health and welfare both in preventive and holistic approaches.
3. It is also advisable to make it clear from the mission, and consequently the learning outcomes, in how far the programme is in accordance with the programme (Ministry, 2013): change from institutional care to community and family provided care in 2014-2020).
4. It is recommended to elaborate the possibilities for multidisciplinary learning in a higher institution preparing graduates for the labor market in health care and welfare services.
5. It is necessary to further reflect about interdisciplinary as a specific, distinctive learning outcome of the course.
6. It is recommended that the University Study Centre further motivates staff to the student oriented approach.
7. It is highly recommended that social work is recognized as a separate discipline for PHD studies (EQF 8).
8. It is valuable to upgrade benchmarking as a tool of TQM.

#### **IV. SUMMARY**

Relating to the mission statement the aim of the study programme is clear, understandable and perspective. But the EET recommends to reflect about an up to date the mission of the study programme taking into account the ministerial programme ( 2013): change from institutional care to community and family provided care in 2014-2020.

The curriculum design lives up to the expectations of the legal requirements for first level study programmes for higher education study programmes in the Republic of Lithuania. Tutorial field practice comprises 44 ECTS (18,3%), electives comprise 12 ECTS out of a total 240 ECTS. According to the SAR, talks with the administration, staff, stakeholders and students, the programme is needed for the region and personal growth of the specialists.

Mostly the content and methods of the courses are appropriate for achieving the intended learning outcomes of the programme. The distribution of the study (course) load over generic and subject specific courses meets the legal requirements, but tends somehow too much towards the training of a class room teacher.

After the conversation with students, graduates and employers, the EET was convinced about the effectiveness of practice placements. Students declared to be well-guided during their practice and learned to apply their theoretical knowledge.

Although the EET determined from the discussions an awareness about the importance of internationalisation, this is not reflected in the learning outcomes. Apart from the learning outcomes described in the language courses, the learning activities at the home institution are not really internationally and intercultural oriented, as far as the EET could conclude from the subject learning outcomes. Moreover, foreign language sources are not often used, neither in course descriptions nor in final thesis.

The “final thesis”, as a study subject, meets the envisaged learning outcomes.

The EET appreciated that the staff systematically reflects upon the professional profile of a social worker in medicine in relation to other professions (e.g. social workers in general, social educators...), especially when it concerns the employability in a region with changing needs.

The qualifications and the number of the academic staff are adequate to ensure learning outcomes. Recently efforts have been made to cope with the work overload of some teachers and to strive into the direction of more FTE's.

During the panel session, the evaluation team saw a very active group of students, met a competent team of staff, trying to adapt creatively to the working conditions regarding the problems of a temporary inconvenience in infrastructure and locations.

The staff is very committed and the relation between students and staff seems to be professional, dedicated and correct. The evaluators appreciated that a lot of interviewees mastered a foreign language.

Facilities and learning resources are promising. The library and information centre is extremely up to date, while professional social work literature especially international textbooks of social work, textbooks on social work practice methods and social work research methods has to be enriched.

ICT facilities for students are more than sufficient, both in their quantity and quality, and are easy accessible. Each student gets a personal laptop. The Moodle system is, at the time of the visit, frequently used. At the time of the visit, the ETT heard from students that communication with the staff is done by means of e-mail groups.

The Quality Management System of KJRF seems to outgrow the initial stage and is system-oriented. During the discussion, the ETT, found no evidence of benchmarking as a tool of TQM within the organisation. More interaction with other educational institutions out of the region would bring them on a higher level.

## V. GENERAL ASSESSMENT

The study programme Social Work in Medicine (state code – 612L51001) at Lithuanian University of Health Sciences, Medical Academy is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

<b>No.</b>	<b>Evaluation Area</b>	<b>Evaluation of an area in points*</b>
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	4
6.	Programme management	3
	<b>Total:</b>	<b>19</b>

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

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

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

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

Grupės vadovas: Team leader:	Prof. Dr. Synnöve Karvinen-Niinikoski
Grupės nariai: Team members:	Dr. Marju Medar
	Ms. Ann Bens
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	Ms. Ingrida Čenkutė

**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO PIMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *SOCIALINIS DARBAS MEDICINOJE* (VALSTYBINIS KODAS –  
612L51001) 2014-12-30 EKSPERTINIO VERTINIMO IŠVADŲ  
NR. SV4-628 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Lietuvos sveikatos mokslų universiteto studijų programa *Socialinis darbas medicinoje* (valstybinis kodas – 612L51001) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
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	4
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>19</b>

\* 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**

Misijoje studijų programos tikslas yra aiškus, suprantamas ir perspektyvus, tačiau ekspertų grupė rekomenduoja atnaujinti studijų programos misiją, atsižvelgiant į 2013 m.

patvirtintą ministerijos programą: pereiti nuo institucinės globos prie bendruomenėje ir šeimoje teikiamų globos paslaugų 2014–2020 m.

Programos sandara atitinka numatomus teisinius reikalavimus, nustatytus pirmosios pakopos aukštojo mokslo studijų programoms Lietuvos Respublikoje. Iš bendro 240 ECTS skaičiaus profesinei darbo praktikai skirta 44 ECTS (18,3 proc.), pasirenkamiesiems dalykams – 12 ECTS. Iš savianalizės suvestinės, taip pat pokalbiuose su administracija, personalu, socialiniais dalininkais ir studentais išsiaiškinta, kad programa reikalinga regionui ir specialistų asmeniniam tobulėjimui.

Dalykų turinys ir metodai yra tinkami numatytiems programos studijų rezultatams pasiekti. Bendrųjų ir specialiųjų studijų (dalykų) paskirstymas atitinka teisinius reikalavimus, tačiau vis dėlto daugiau orientuotas į auditorines studijas.

Pasikalbėjusi su studentais, absolventais ir darbdaviais, ekspertų grupė įsitikino praktikos vietų veiksmingumu. Studentai patvirtino gerą vadovavimą per praktiką ir mokymą taikyti teorines žinias praktikoje.

Nors susitikimų metu ekspertų grupė nustatė, kad visi supranta tarptautiškumo svarbą, tačiau studijų rezultatuose tai neatsispindi. Išskyrus kalbos kursuose aprašytus studijų rezultatus, studijos savo šalies institucijoje nėra orientuotas į tarptautinį ir tarpkultūrinį aspektą, kiek ekspertų grupė galėjo padaryti išvadą iš nagrinėtų studijų rezultatų. Be to, užsienio kalbų šaltiniai nėra dažnai naudojami dalykų aprašuose ir baigiamuosiuose darbuose.

Baigiamasis darbas, kaip studijų dalykas, atitinka numatytus studijų rezultatus.

Ekspertų grupė vertina tai, kad dėstytojai sistemingai apsvarsto socialinio darbuotojo medicinoje profilį kitų profesijų atžvilgiu (pvz., socialinių darbuotojų bendrąja prasme, socialinių pedagogų, ...), ypač kuomet tai susiję su įsidarbinimo galimybėmis regione įvertinus besikeičiančius poreikius.

Akademinio personalo kvalifikacija ir skaičius yra pakankamas studijų rezultatams pasiekti. Neseniai buvo imtasi priemonių per didelio kai kurių dėstytojų darbo krūvio problemai spręsti ir stengiamasi daugiau pereiti prie visos darbo dienos ekvivalentų.

Vizito universitete metu ekspertų grupė susitiko su labai aktyvių studentų grupe, kompetentingų dėstytojų komanda, kurie stengiasi kūrybiškai prisitaikyti prie darbo sąlygų, kurios kelia problemas, susijusias su laikiniais infrastruktūros ir vietos nepatogumais.

Dėstytojai labai atsakingi, studentų ir dėstytojų santykiai yra profesiniai, pasiaukojami ir teisingi. Ekspertų grupė vertina, kad dauguma apklaustųjų galėjo kalbėti užsienio kalba.

Patalpos ir materialieji išteklių teikia daug vilčių. Biblioteka ir informacijos centras yra ypač naujoviški, nors profesinę socialinio darbo literatūrą, ypač tarptautinius socialinio darbo



srities leidinius, vadovėlius apie socialinio darbo praktikos metodus ir socialinio darbo mokslinių tyrimų metodus, reikėtų tobulinti.

Informacinės ir ryšių priemonės studentams yra daugiau nei pakankamos pagal kiekį ir pagal kokybę bei yra lengvai prieinamos. Kiekvienas studentas gauna asmeninį nešiojamąjį kompiuterį. *Moodle* sistema veikia ir vizito metu buvo dažnai naudojama. Vizito metu ekspertų grupė iš studentų išgirdo, kad bendravimas su dėstytojais vyksta sukūrus elektroninio pašto grupes.

KJRF kokybės valdymo sistema, atrodo, išaugo iš pirminio etapo ir sudaro sistemą. Susitikimuose ekspertų grupė nepastebėjo, kad kokybės palyginimas universitete būtų naudojamas kaip visuotinės kokybės valdymo priemonė. Aktyvesnis bendradarbiavimas su kitomis ugdymo institucijomis leistų joms pasiekti aukštesnį lygį.

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### **III. REKOMENDACIJOS**

1. Toliau derinti studijų rezultatus su dėstymo metodais.
2. Rekomenduojama atnaujinti programos misiją ir aiškiai apibrėžti klientų, su kuriais bus dirbama, grupes. Čia verta pastebėti, kad LSMU turi puikią daugiadalykę aplinką, kuri gerai pritaikyta tikrai ir kompetentingai tarpdalykinei bendruomenei kurti, užtikrinti bendrus interesus ir skatinti sveikatą ir gerovę per prevencinę ir holistinę perspektyvą.
3. Siūloma, kad iš misijos ir atitinkamai studijų rezultatų būtų aišku, kaip programa atitinka 2013 m. Ministerijos patvirtintą programą: pereiti nuo institucinės globos prie bendruomenėje ir šeimoje teikiamos globos 2014–2020 m.
4. Rekomenduojama detaliau išaiškinti daugiadalykių studijų galimybes aukštojo mokslo institucijoje rengiant absolventus sveikatos priežiūros ir socialinės rūpybos paslaugų darbo rinkai.
5. Būtina toliau akcentuoti tarpdalykiškumą, kaip konkretų, išskirtinį dalyko studijų rezultatą.
6. Rekomenduojama Universiteto studijų centrui toliau motyvuoti personalą taikyti į studentus orientuotą studijų metodą.
7. Ypač rekomenduojama siekti, kad socialinis darbas būtų pripažintas kaip atskira doktorantūros studijų disciplina (aštuntas Europos kvalifikacijų sąrangos kriterijus).

8. Būtų naudinga atnaujinti palyginimą, kaip visuotinės kokybės vadybos priemonę.

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