



STUDIŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ KOLEGIJOS
SOCIALINIO DARBO PROGRAMOS (65305S209)
VERTINIMO IŠVADOS

EVALUATION REPORT
of ***SOCIAL WORK (65305S209)***
STUDY PROGRAMME

at Siauliai College

Grupės vadovas:
Team leader: Prof. dr. Mirja Satka

Grupės nariai:
Team members: Prof. dr. Reinhold Stipsits
Prof. dr. Anita Lidaka
Audronė Vareikytė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2010

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	65305S209
Studijų sritis	socialiniai mokslai
Studijų kryptis	socialinis darbas
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3,5), iššęstinė (4)
Studijų programos apimtis kreditais ¹	140
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	socialinio darbo profesinis bakalauras, socialinis darbuotojas
Studijų programos įregistravimo data	2002-08-30

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	<i>Social work</i>
State code	65305S209
Study area	social sciences
Study field	social work
Kind of the study programme	college studies
Level of studies	first
Study mode (length in years)	full-time (3,5), part-time (4)
Scope of the study programme in national credits ¹	160
Degree and (or) professional qualifications awarded	professional bachelor of social work, social worker
Date of registration of the study programme	30-08-2002

¹ – one credit is equal to 40 hours of student work

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

CONTENTS

I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes.....	4
1.1. Programme demand, purpose and aims.....	4
1.2. Learning outcomes of the programme.....	5
2. Curriculum design	6
2.1. Programme structure.....	6
2.2. Programme content.....	7
3. Staff	8
3.1. Staff composition and turnover	8
3.2. Staff competence	9
4. Facilities and learning resources	9
4.1. Facilities	9
4.2. Learning resources.....	10
5. Study process and student assessment.....	11
5.1. Student admission.....	11
5.2. Study process.....	11
5.3. Student support.....	12
5.4. Student achievement assessment.....	12
5.5. Graduates placement.....	13
6. Programme management	13
6.1. Programme administration	13
6.2. Internal quality assurance	14
III. RECOMMENDATIONS	14
IV. GENERAL ASSESSMENT.....	16

I. INTRODUCTION

This report covers the evaluation of the college Social work study programme (in variation of full-time and part-time). Social work study programme was established in 2002 and is implemented by Social Work Studies Department at the Health Care Faculty.

The study programme was evaluated previously in 2006 by the international expert group and was accredited temporarily. This assessment was undertaken to determine, in particular, whether the Social Work Studies Department has successfully addressed the shortcomings identified in 2006 and has effectively implemented the recommendations given in the final report after the previous evaluation.

This report combines comment on the information provided in the self-evaluation report with the information collected during the visit made to the Šiauliai College.

This evaluation report has been produced in the following way: the experts of the group received the self-evaluation report on February 2010. All members of the assessment group were individually reading the self-evaluation reports and preparing draft report. The rest of the evaluation was completed by Mirja Satka, Reinhold Stipsits, Anita Lidaka and Audronė Vareikytė since Raymond Kloppenburg was unable to participate in the visit to the College and the finalizing phase of the evaluation reports. After the visit the expert group who had done the visit held a meeting in which the contents of the evaluation report was discussed to represent the opinion of the whole group.

This report was prepared and structured according to the rules expressed in the Methodological Guidelines for Experts developed by the Centre for Quality Assessment in Higher Education.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

The programme is focused on the needs of social institutions of the country and mostly the city of Šiauliai and region. The expert group has been informed by Lithuanian social work academics that the area of social services is one of the fastest growing sectors of the Lithuanian labour market. The self-evaluation report indicates that in Šiauliai regional strategic plan for 2007-2013 it is planned to expand the infrastructure of social services institutions and run new social services for different social groups. Therefore, the demand for social workers in this region is on constant increase.

The programme offers four branches (specializations): social work with the disabled, social work with the elderly and old people, social work with families having social problems and social work with addictive people. The specializations of the programme respond to the changing situation in the labour market in Šiauliai region.

The self-evaluation report indicates that Social work programme is one of the most popular programmes in the College – the competition to one state-funded place as the first preference in

2009 was 3,33. The most part of the students (78,6%) of full-time Social work programme chose this study programme as the first preference.

According to the self-evaluation report, the main peculiarity of this programme is the fact that programme satisfies the needs of the development of social support and care in Šiauliai region. The experts came to conclusion that the programme considers demands of the labour market, interests of employers and students.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The programme meets the formal regulations for social work study field and is related to the College mission. Social work study programme is based on the principles of life-long learning, study accessibility, continuity and correspond to national and international directives.

1.1.3. Relevance of the programme aims

The study programme is oriented to the practical training of specialists in work with clients and organizing social services in the community. The goals and tasks of the study programme were modified in response to comments after previous evaluation.

The renew aims and objectives of the study programme have been worked out on the basis of practical consultations with employers, analysis of actual situations and considering the new laws and national regulations of social work study field.

As indicated the self-evaluation report, the aim of social work study programme is „to train social workers who can apply their professional skills in many areas of social life while forming favorable conditions for acquiring knowledge, instilling skills and values“. According to this report, „the programme aims were linked to the following: a) An elaborate programme purpose (table 2.1.1.1); b) The study object and study aims stated in the regulation of social work study field; c). Professional performance description stated in the social worker’s Training Standard“.

The expert group has the opinion that in the self-evaluation report the aims of the programme are not clearly defined – they are expressed in very broad terms. The clarity and rationale of the purpose and aims of the study programme could be somewhat better.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

The study programme is directed towards preparing specialists for their professional practice. In the programme the learning outcomes comprise competences of a social worker which are determined in the Professional Education Standard of Social worker. According to the Standard, student should gain professional competence such as identifying/assessing social problems/needs, planning, providing and analyzing the process of social support, improving a professional competence.

The graduates were mostly happy with the skills, knowledge and competences developed through the study programme. The employers were pleased too with the knowledge and attitude of the graduates of the programme and expressed satisfaction with the level of professional qualities of the graduates.

1.2.2. Consistency of the learning outcomes

The self-evaluation report states that the learning outcomes on the programme level go together, don't duplicate and supplement each other.

However, the experts found that better consideration could be given to how the programme aims and learning outcomes are reflected to subject programmes elements and subject learning outcomes. There is weak interconnection between different study subjects. The objectives and learning outcomes of some subjects (for example, educology, law, social economics, etc.) seem to be on a very broad level and could be identified more clearly and more oriented to the professional activity of the social workers.

One way of making the aims and learning outcomes more coherent would be to reconsider the competences and to prepare Social work study programme not only according to the determined standards regulating the studies, but by grouping the learning outcomes according to the subject proximity. This way would make it easier to evaluate whether the learning outcomes are met during the study period.

1.2.3. Transformation of the learning outcomes

The evaluation of the learning outcomes is performed twice in academic year. During the meetings the learning outcomes are also assessed by social stakeholders. According to the self-evaluation report, the validity of the learning outcomes on the subject level is assessed after the subject is completed, by making the subject self-analysis and analyzing students' questionnaire data on teaching/learning quality. The main reasons for renewal of the learning outcomes are: differences between the learning outcomes and study content, repetition of the learning outcomes in different subject programmes, new demands of the labour market, new study management, remarks from employers' and students.

Feedback from employers on student's competence seem to be constructive, relevant and in general satisfactory.

Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

According to self-evaluation, this programme has been updated according to the new legal documents, conclusions and recommendations of expert group during the international study programme evaluation in 2006. New branch of the study programme – Social work with addictive people - was prepared, the structure of professional practical placement was changed and improved.

Total volume of the programme for both full-time and part-time studies is 140 credits that correspond to 5600 hours. (1 credit – 40 hours). It runs along 7 terms for full-time studies and 8 terms for part-time studies.

The volume of the study programme in full-time studies is the following: the volume of classroom work is 44% (theoretical studies – 21%, practical classes – 23%), students' self-study work makes up 38%, professional practice training activities – 18%. The volume of the study

programme in part-time studies is the following: the volume of classroom work is 26% (theoretical studies – 14%; practical classes – 12%), students' self-study work makes up 63%, professional practice training activities – 11%. Optional study subjects make up to 6% of the programme. Field practice is 27 credits (1080 hours). In full-time and part-time studies practice and other work-related practical training comprise no less than one third of the study volume.

Structure of the programme meets requirements for study programmes.

2.1.2. Consistency of the study subjects

The four specializations of the programme cover different professional activity areas, thus provides the entrants with wide choice of opportunities. There is a good balance between contact hours and students' self-study work.

According to the self-evaluation report the programme consists of 27-28 study subjects during the studies, and graduation paper on the final semester. The report does not link the subject courses in large study modules, and this makes it a bit difficult for an outsider to grasp how well the main areas required for Professional bachelor degree in social work will be covered in the actual practice of teaching and learning.

Though the basic underlying approach in teaching/learning in all courses is that of critical thinking, analysis, comparison and interpretation of various views, the critical theories and development of critical thinking could be more visibly seen both in the content and the selection of the teaching/learning methods.

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts

The programme is organised as follows: general part of the study programme, basics of the programme part, and the special (professional) part. The amount of each part is to confirm the General requirements for study programmes and regulations in social work fields study. The studies are completed with the graduation paper, in which a student demonstrate at least one competence from all areas of professional activities.

Subject descriptions present the aims and learning outcomes of each subject.

The content of social work study programme conforms to curriculum design descriptions determined in the regulations of social work study field.

2.2.2. Comprehensiveness and rationality of programme content

Students have an opportunity to acquire theoretical knowledge as well as practical skills, because the methodologies of work are based on various teaching methods: theoretical lectures, practical classes, individual work with students, project work, seminars, work in groups, self-study work, supervision. The study methods are outlined in section 21 of the self-evaluation report.

Students are encouraged to use different study methods. During the studies they have an opportunity to acquire skills of a researcher too, as there are theoretical courses, course paper and graduation paper.

According the self-evaluation report the choice of methods depends on the learning outcomes of the subject.

The experts found that though the basic underlying approach in teaching/learning in the subjects is that of critical thinking, analysis, comparison of various views, the critical theories and development of critical thinking could be more visibly seen in the content of the courses and the selection of teaching/learning methods.

More attention should be given in the curriculum to the social worker as a change agent, also to human rights and equal opportunities. The key bibliography in some subject programmes is not renewed and not updated.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition.

There are 30 teachers engaged in the programme. The curricula vitae show an adequate qualification of the teaching staff. According to the information provided to the experts, the situation is as follows: there are 1 professor, 3 assoc. professors, 13 lectures and 13 assistant lectures involved in the study programme of Social work. The qualification of the staff teaching in the study programme has been improved – 2 teachers are taking doctoral studies abroad in the area of social work.

Specialized professional subjects are taught by 66% of the teachers, who have master's degree in social work and have gained more than three year social work teaching and practical work experience. The number of teachers, who have acquired practical work experience is increasing (currently 76%).

The ratio of the number of students and the teachers, working in the social work study programme divides rationally, it conforms to the standard number of students per 1 academic worker (14 students). The average number of students in an academic group is 25 students. Such number conforms to general requirements of study programmes, as 88% of the scope of fundamental subjects is taught by full-time teachers. Teacher's workload is distributed following the order of setting teaching workload at Šiauliai College. The scope of regular teacher's working hours accounts for 1584 hours during the academic year.

The balance between highly experienced and younger generation of teachers seems to be good.

3.1.2. Turnover of teachers

According to the self-evaluation report, during the period of assessment the number of full-time teachers has increased from 56 percent to 78 percent.

At the period of assessment according to the structure of positions the number of assoc. professors has increased from 18% to 23%, lecturers from 25% to 42%, the number of assistant lecturers has decreased from 50% to 35%. The numbers provided reveal the tendencies of the teachers' competence development, which has great impact on the quality of study programme implementation and learning outcomes.

Seeking closer cooperation and innovation of study programme guest teachers from Šiauliai University and Vytautas Magnus University are invited to deliver lectures.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

All the teaching staff has teaching experience (8 years on the average). The experience of work with students is proved by constant qualification improvement, application of different teaching, study result assessment methods, consulting students.

81% of all the academic staff has more than 3 years of practical work experience (the average – 9 years). 85% of those who teach theoretical subjects have practical work experience, 38% of which is in the sphere of social work.

Professional practical training is organized by the teachers whose practical work average in the sphere of social work is no less than 13 years.

3.2.2. Consistency of teachers' professional development

The self-evaluation report indicates that „Academics staff has favorable conditions for systematic and constant professional development. Every year teachers introduce their applied scientific work to the members of academic staff of the department and the results are confirmed by the board of the faculty“. Yet, the interviews with the staff have not brought out specific references to the existence of a clear continuing professional development programme.

The teaching team expressed a strong commitment to international collaboration, although analysis of the staff CV's presented in the annex suggest there is more to do to make this reality. For example, much of the published work from this Department is written only in Lithuanian and is often published by and for the College itself.

The experts found that the teachers are not enough active in research.

The main way to support the professional development of staff and broadening of students' views involves direct contacts with foreign countries, either through staff and student mobility, or through courses and seminars given by visiting scholars. Department has already established partnerships with some higher schools (Belgium, Spain, Latvia, Poland and Finland) across Europe. Yet, there is scope for increasing these collaborations.

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

The number of classrooms and specialized rooms for the implementation of the study programme and achievement of goals is sufficient. Faculty premises as well as Šiauliai College premises are used while executing the study programme.

Studies are taken place in well equipped buildings, with necessary space of classrooms.

It is possible for the students to work in groups or individually on the premises. Self-study tasks are carried out in the well-stocked library, reading room, self-study centre. Internet is available to all the students. Many students have their own computers.

Part of the premises is intended for the cultural activity (assembly hall – 200 seats, conference hall – 60 seats), sport activities (sports hall), library and self-study centre for self-study task fulfillment and premises for the students' representation. Health Education Centre and Socialization Centre of the Disabled enable to develop informal education and involve students into voluntary activities.

Premises used for the implementation of the study programme, are in conformity with the requirements of work safety and hygiene norms.

4.1.2. Suitability and sufficiency of equipment for studies

Specialized classrooms and computer laboratories are used for the execution of the study programme. There are 14 computer classes in the College which can be used by the students. The faculty library is equipped with 9 computers intended for the students's self-study. The library information system has been created. The library provides conditions for teachers and students to access different data bases, provide various other services. All the students are provided with the main study material, have access to additional literature and other literature funds, dictionaries.

4.1.3. Suitability and accessibility of the resources for practical training

Practical training is well-organized. The structure of professional practice placement was improved after carrying out the self-analysis of the programme in 2006. The structure of professional practice placement was improved – the primary practical placement (20 credits) was divided into the primary (10 credits) and the final (10 credits).

Professional practical training is organized by the teachers whose practical work average in the sphere of social work is no less than 13 years. The Department is developing relations with the local social partners. It has signed cooperation contracts with different institutions that provide for employers' participation in programme improvement and cooperation in organizing students' practice. The experts found these developments satisfactory and encourage the Department to go further in this direction.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

Learning resources, especially library funds, are gradually being improved. The number of rooms and library facilities seem to be sufficient. The library is well-operated and supportive for students needs. Equipment and facilities in general to be fine, and with good access to international literature. However, more work needs to be done to encourage the students and teachers to use of foreign literature.

4.2.2. Suitability and accessibility of learning materials

The department takes care of the constant support with materials and equipment. During the assessment period the teachers prepared 41 methodical publications, which are available for students and teachers. The equipment for the amount of students is good. There are good conditions for students' independent work. Students have possibility to perform the individual tasks in the library, reading room, dormitories, student self-study center, where they can use methodical publications, computers, internet access.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

Admission to Šiauliai College first course is open to people with secondary school certificate. The competitive score is formed from the evaluations of the maturity examinations of history, foreign language, Lithuanian language, and the annual evaluation of the of mathematics.

There are no special requirements for choosing this study programme.

The general tendency of the number of students is stable (from 192 in 2005 to 210 in 2010).

The number of applicants seems to be relatively stable, which shows a permanent interest in the programme.

5.1.2. Efficiency of enhancing the motivation of applicants and new students

According the self-evaluation report, the motivation of the admitted students is strengthened by different ways: by meetings with employers, participation in special campaigns, meetings with the clients from different social institutions, etc. Guaranteed supervision of practical work life is useful for the applicants.

5.2. Study process

5.2.1. Rationality of the programme schedule

The studies are organized according the time tables in a productive way that is functional for the students. In all semesters the number of contact hours per week is 30 hours and 10 hours are allocated to independent work. Study schedules are organized so that part-time students are able to combine studies and work.

5.2.2. Student academic performance

During the study period 2003-2009 26,3 percent full-time and 22,3 percent of part-time students were removed from the student list. The main reasons of students's wastage are: academic failure, poor professional motivation, leaving the country and others. The department provides different means for reducing the wastage, such as: constant control of study achievement results, individual consultations, possibility to study according to individual study plans, etc. The teaching staff is available for student supervision.

5.2.3. Mobility of teachers and students

Staff and students are not widely involved in mobility. With higher institutions abroad the teachers' cooperation is mainly in joint projects. Students' mobility is implemented through Erasmus programme (4 students).

The students and especially teachers should be encouraged to make more of the opportunities available for the exchange programmes.

More international students and teachers exchange in the future will help in more internationalization of the programme.

5.3. Student support

5.3.1. Usefulness of academic support

The self-evaluation report and, particularly, information gained during visit indicate significant effort to provide adequate teaching and learning resources for students. It is very positive, that the students expressed satisfaction with the relations with the staff and their support, the planning of the teaching process and its flexibility according to their needs.

Subject teachers provide detailed information about studies and consult students in accordance with the declared timetables of consultations during the semester and during the examination sessions. Teaching materials are presented in electronic form in the College intranet environment.

The staff reacts well to student suggestion. Information from the external partners (other institutions, employers and graduates) on the content and quality of studies has been collected too.

During the visit, the graduates stated that after finishing the programme they acquired very broad block of knowledge and competences.

It is important to note that teachers publish text-books and methodical publications for students.

5.3.2. Efficiency of social support

Teaching staff have very good and close relations with the students. Lecturing staff are always accessible and available for students. Students can also study according to individual plans and time arrangement. There is a strict methodology worked out how to manage support during the whole learning process of each course.

The Department devotes a lot of attention to students with disabilities and established a Socialization Centre of the Disabled which helps adapt and implements the programme for the disabled students of social work programme.

It could be concluded that the student support is well-organized and adequate.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

The system of assessment has been created in accordance with the criteria set by the Šiauliai College Study regulations. The acquaintance of the criteria of assessment by the students at the beginning of their studies is fair and creates an atmosphere of transparency.

The publicity of evaluation criteria is clearly expressed and no complains were expressed by the students. The criteria of assessment of student achievements usually are publicized when presenting subject programme. Students may also find the assessment criteria on the College website.

5.4.2. Feedback efficiency

Feedback about students' achievements is provided using various and adequate procedures. The methods of feedback presentation are discussed in the meetings of the department and seem to be constructive, relevant and in general satisfactory. Students and graduates seemed in general satisfied with the study programme, and they strongly stressed that during the meetings.

5.4.3. Efficiency of final thesis assessment

The graduation paper is clearly an important step in the students' learning. There are prepared public methodical recommendations of graduation paper. Requirements for the graduation paper are elaborated and published so that students are familiar with them. The qualification committee is evaluating the graduation paper. Students who disagree with the assessment of their graduation paper have the right to appeal to the Director of the College.

We had the opportunity to consult some graduation papers and are the opinion that graduation papers are of good quality and meet the requirements for study programmes in the field of social work.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

The College provides students the possibilities to have their non-formally or in self-education way acquired competencies recognized and included in studied subjects. In such case the applicant would be appointed consultations on how to prepare the portfolio of learning achievements. The decisions about the assessment and recognition of learning achievements are taken by the Assessment committee.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

Employers reported that they have strong relationship with the Department, and it is clear that an on-going dialogue is maintained. Most of the employers were pleased with the knowledge and attitude of the graduates of the programme.

It was stated in the self-evaluation report that the placement of full-time graduates in 2007-2009 ranges from 65 to 89 percent. In 2009 16 percent of social work study programme full-time graduates did not work. The graduates pointed out low motivation of social work placement: little earnings, inefficient job-search, unfriendly working conditions.

The evaluation team also asked the students about their continuing professional development needs and aspirations. It was interesting to note that the most interviewed students wanted to continue the studies at the university level. The responses seemed to suggest that more could be done to prepare these students as life-long professional learners beyond taking certified courses. The experts came to conclusion that the graduates are successful in finding employment.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

The self-evaluation report mentions the existence of a "Committee of study programme supervision and study quality assurance" that consists of different social partners and has the function of bringing proposals on the development of the study programme. In addition, there are meetings, consultations, as well as evaluations from students and academics. Experts would like to encourage the Department to further development of these methods of evaluation and use them systematically.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

According to the self-evaluation report, the programme is renewed regularly. The internal quality evaluation is assured by different means: student's attitude towards lectures disciplines, lecturers' self-assessment of their individual activity, recommendations of social partners, surveys, reports, presentations.

As a rule, this is a good practice.

6.2.2. Efficiency of the programme quality improvement

Staff shows consciousness towards the need for continual improvement. According the self-evaluation report (38 p.), "the documents of the renewed subjects are discussed in the department and assessed in the committee of study programme supervision and study quality assurance". While the experts could not verify this specifically during the visit.

6.2.3. Efficiency of stakeholders participation.

The implementation of the study programme comprises cooperation with other Colleges, universities, employers, professional social workers-practitioners and the students.

The positive aspect is good relation the Department has with social partners who were in the meeting and strongly supported all positive changes made by the Department.

III. RECOMMENDATIONS

The Department is on dynamic path. It must continue to appraise its progress from year to year and make the necessary adjustments to keep developing. The expert team would like to express their appreciation for the path that the department is on and the comments written in the previous paragraphs, recommendations are offered in the hope that they would be helpful for the Department to succeed its goals.

3.1. In general, the study programme pays attention to important aspects of the aims and goals. However, the clarity and rationale of the aims could be somewhat better.

3.2. More attention should be paid to interconnection between different study subjects and learning outcomes in the formulation of subjects' objectives. Learning outcomes should cover knowledge, capacities and skills, and values and attitudes, where appropriate. Grouping individual subjects into study modules would be helpful for students and teachers to understand the whole study programme, the links between individual study subjects (and between individual courses) and therefore, we recommend it to be considered as a way of presenting the programme in the future.

3.3. The expert group recognises need to improve critical-analytical view in social work study and research including

- critical and ethical use of data sources in particular by the students;
- critical, human rights point of view of the existing social work practices; e.g. do they really serve the needs of the people not having voice for themselves?

3.4. More attention should be given in the curriculum to the social worker as a change agent, also to equal opportunities. The key bibliography in the subject programmes should be updated.

3.5. We would like to suggest to activate work on international level. Mobility of the staff and students should be encouraged as well as participation in the conferences and publications outside Lithuania.

3.6. Professional development of staff needs to be developed on a more structured and institutional way. The teachers should be more active in research. The programme could be improved in research activities.

3.7. The library resources have to be further improved, use of more foreign literature by both students in their course and graduation papers, and the teachers in their recommended literature.

3.8. We would like to encourage learning foreign language, using a greater variety of foreign sources as reading literature, including students' work.

IV. GENERAL ASSESSMENT

The study programme *Social work* (state code – 65305S209) is given **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas.*

No.	Evaluation area	Assessment in points*
1	Programme aims and learning outcomes	3
2	Curriculum design	3
3	Staff	2
4	Facilities and learning resources	3
5	Study process and student assessment (student admission, student support, student achievement assessment)	3
6	Programme management (programme administration, internal quality assurance)	3
	Total:	17

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

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

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

4 (very good) - the area is exceptionally good

