

Master's Degree Programme in Comparative Social Work

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Current Planning Situation

- The curriculum planning process has been implemented in close co-operation with eight partner universities
- The Pomor State University and the University of Lapland have been the coordinators
- The curriculum is ready
- The criteria for student selection are accepted in the University of Lapland in October 2008. In the Pomor University the criteria are under preparation

The Content of Curriculum

- The Curriculum includes:
 - Information about all partner universities, their studies and administrative practices
 - Detailed curriculum according Bologna principles
 - Introduction and information for academic writing
 - Introduction and information for practice training
- The content and information of the Study Guide have been revised after the workshop discussions during the last Vice-rector's meeting in Murmansk

Content of information on the institution

- Name and address
- Academic calendar
- Academic authorities and administration
- General description of the institution
- Admission/registration procedures
- Registration
- Enrolment as an attending or non-attending student
- For the students of BCBU
- Main university regulations
- ECTS institutional co-ordinator
- General information for students

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Information on degree programs

General description

- Objective of the course (preferably expressed in terms of learning outcomes and competences)
- Prerequisites
- Course contents
- Recommended reading
- Teaching methods
- Assessment methods
- Language of instruction

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Information on degree programmes

Description of individual course units

- Course title
- Course code
- Type of course
- Level of course
- Year of study
- Semester/trimester
- Number of credits allocated (based on the student workload required to achieve the objectives or learning outcomes)
- Name of lecturer

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Information on degree programs

Description of content and objectives of individual course units

- Objective of the course (preferably expressed in terms of learning outcomes and competences)
- Prerequisites
- Course contents
- Recommended reading
- Teaching methods
- Assessment methods
- Language of instruction

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General information for students

- Cost of living
- Accommodation
- Meals
- Medical facilities
- Facilities for special needs students
- Insurance
- Financial support for students
- Student affairs office
- Study facilities
- International programmes
- Practical information for mobile students
- Language courses
- Internships
- Sports facilities
- Extra-mural and leisure activities
- Student associations

The Call for Applications

- Marketing began in September
 - Marketing material has been printed in September
 - Marketing has been carried out:
 - On the web
 - On educational fairs
 - By mail and e-mail to several universities and institutions
 - By Russian journals and associations in Finland
- The call for applications began 1st of December 2008 and will end 27th February 2009
- The call is implemented by the University Admission Finland

Students who have filled electronic form (18.2.2009):

total amount: 157

countries:

China (2), Bangladesh (5), India (1), Pakistan (15), Nepal (3),
Ethiopia (1), Gambia (2), Ghana (17), Nigeria (30),
Cameron (59), Kenya (2), Zimbabwe (1), Tanzania (2), Algeria (1),
Finland (1), Hungary (1), Russia (14)

saved: 127

Amount of applications in the service centre (Helsinki)

30, of which complete with all appendices 29

Selection committee at the University of Lapland:

- Tarja Orjasniemi, professor
- Anneli Pohjola, professor
- Minna Nousiainen, international co-ordinator
- Pirjo Helppikangas, co-ordinator of CSW programme

observing members:

- Elena Golubeva, Dean (Pomor)
- Arja Rautio, Director of Circumpolar health and wellbeing MA programme (Oulu)
- study co-ordinator Mervi Tikkanen

Final selection: Dean Juha Perttula

Economic Resources

- The government of the University of Lapland has founded an international professorship of social work for the Master's programme
- Our teachers participate to implementing of the program
- For resources is applied funding from following sources:
 - Tempus and Tempus in April 2009 again
 - FIRST for teacher exchange and intensive courses in Russia
 - ENPI is supposed to be open in spring 2009

International Master's degree programme in Comparative Social Work

Requirements
of Pomor State University

Joint studies together 80 ECTS

Requirements
of University of Lapland

<p><u>Pomor State University Curriculum</u> 40 ECTS</p> <p>Federal Component (20 ECTS)</p> <p>History and Method of Science (7 ECTS)</p> <p>Modern Problems of Science (6 ECTS)</p> <p>Computer Technologies in Science and Education (7 ECTS)</p> <p>Other Studies (20 ECTS)</p> <p>Actual Problems of Social Psychology (2 ECTS)</p> <p>Social Demography and Ethnography (3 ECTS)</p> <p>Social Juvenology (3 ECTS)</p> <p>Social Intervention in Public Health (2 ECTS)</p> <p>Social Motivation of Personality (3 ECTS)</p> <p>Socio-Cultural Aspects of Gender Studies (3 ECTS)</p> <p>History of the Russian Academy of Education... (1 ECTS)</p> <p>Problems of Deviance and Deviant Behaviour (3 ECTS)</p>	<p><u>International Joint Studies: 80 ECTS</u> (43 ECTS + 37 ECTS)</p> <p>Language and Society of Neighbouring Country (3 ECTS)</p> <p>Theory of Social Work (6 ECTS):</p> <p>Social Policy and Human Rights (3 ECTS)</p> <p>Philosophical Paradigms in Social Work (3 ECTS)</p> <p>Applying theories in the practice of Social Work (9 ECTS):</p> <p>Elective and specialized studies</p> <p>Social Work with Families and child protection (6 ECTS)</p> <p>Managing Care Services for Elderly Persons: Cross Cultural Context (3 ECTS)</p> <p>Social Rehabilitation and Working with Addicts (3 ECTS)</p> <p>Health, Security and Wellbeing in the North (6 ECTS)</p> <p>E-health (6 ECTS)</p> <p>Gender studies (3 ECTS cr.)</p> <p>Research Methods in Social Work (15 ECTS):</p> <p>Qualitative Research Methods (5 ECTS)</p> <p>Quantitative Research Methods (5 ECTS)</p> <p>Ethics of Social Work Research (3 ECTS)</p> <p>Comparative Research in Social Work (2 ECTS)</p> <p>International Comparative Practice (10 ECTS)</p> <p>This module is organized for the students in the foreign partner university.</p>	<p><u>University of Lapland Curriculum</u> 40 ECTS</p> <p>Social Work Theory (4 ECTS)</p> <p>Leadership and Administration in Social Work (5 ECTS)</p> <p>Training at the Social Work: Theory and Practice (21 ECTS)</p> <p>Lectures on SW practice (3 ECTS)</p> <p>Lectures on Supervision (3 ECTS)</p> <p>SW Practice Training (10 ECTS)</p> <p>Lectures on International Social Work (1 ECTS)</p> <p>Integration Seminar (4 ECTS)</p> <p>Research Seminar (10 ECTS)</p>
<p>Comparative Master's Thesis (37 ECTS)</p>		

need for resources

no need for extra resources

autumn

studies at ULapland: 9 ECTS

joint studies: 25 – 16 ECTS (selective studies 9 ECTS can be chosen
from courses that are not during autumn)

spring

studies at ULapland: 17 ECTS

joint studies: 18 ECTS (includes 5th semester August)

Joint teaching in 2009/2010:

Autumn

- September Personal study plans (PSP), orientation and studies in own university
- in October is a 2,5 weeks Language and Neighbouring Society -course (MSTU – Ulapland).
- in October lectures on Philosophical Paradigms in Social Work – course in Rovaniemi (teacher exchange)
- in web: Comparative Research in Social Work; Ethics of Social Work Research; by Oulu: Health Security and Wellbeing
- Quantitative Research Methods course partly teacher exchange and partly virtually

Spring

- in January winter school Social Policy and Human Rights Arkangelissa (20—27.1.2010)
- in January workshop Social Rehabilitation and Working with Addicts course, which will otherwise be in virtual environment
- in March - May International Comparative Practice. In Karelia are supervised students who speak Finnish and in Archangelsk students who speak English
- in August intensive course: Qualitative Research Methods and workshops on selective courses: Managing Care services for Elderly Persons: Cross Cultural Context and Social Work with Youth, Families and Child protection

Courses 2009 / 10

Period

University of Lapland

Joint studies

1. Period 1.9. - 30.10.	Leadership and Administration 5 ECTS	Language and Society in Neighbouring Country 3 ECTS
(15 ECTS)	Social Work Theories 2 ECTS	Comparative Research in Social Work 2 ECTS Philosophical Paradigms in Social Work 3 ECTS
2. Period 1.11. – 20.12.	Social Work Theories 2 ECTS	Applied Theory of Social Work 9 ECTS Ethics of Social Work and its Research 3 ECTS Quantitative Research methods 5 ECTS
(19 ECTS)		
3. Period 8.1. – 14.3.	Lectures on SW Practice 3 ECTS	Social Policy and Human Rights - Theoretical winter school 3 ECTS
(14 ECTS)	Lectures on Supervision 3 ECTS SW Practice Training 5 ECTS	
4. Period 15.3. – 30.5.	SW Practice Training 5 ECTS Lectures on International SW 1 ECTS	International Comparative Practice 10 ECTS
(16 ECTS)		

Courses 2010 / 11

University of Lapland

Joint studies

Period 5. Period 1.8.-31.8.		Qualitative Research Methods - Methodological Summer School	
(5 ECTS)			5 ECTS
1. Period 1.9. – 30.10.	Integration Seminar	4 ECTS	
(14 ECTS)	Research Seminar	10 ECTS	
2. Period 1.11. - 20.12			
(7 ECTS)		Planning of Master's thesis	7 ECTS
3. Period 8.1 – 14.3.		Master's theses under Supervision	14 ECTS
(14 ECTS)			
4. Period 15.3. – 30.5		Comparative Master's theses	16 ECTS
(16 ECTS)			

Year 2009/10: 64 ECTS Year 2010/11: 56 ECTS = 120 ECTS

Other Plans in Near Future

- Selection of student and informing them
- Finishing quality assurance system (ready in March)
- Editing course and study material for 2009 – 2010 (Lectures)
- Planning meeting in Archangelsk in March

Master's degree programme in Comparative Social Work (CSW)

Situation:

Planning has been implemented in close co-operation with partner universities (8). In Finland the University of Lapland has the main responsibility and in Russia the Pomor State University, because these two have the right for master's degree.

So far have been implemented following:

English study guide is ready. It includes information about universities and studying, curriculum according Bologna process, instructions for practice training and academic writing.

The study guide was discussed about in the workshop during the Vice-rectors' meeting. Partners have delivered additional information for it. The guide has been discussed about in all partner universities. Curriculum has been made in collaboration with the department and faculty in the University of Lapland as well as with corresponding administration in the Pomor State University.

At the University of Lapland marketing was prepared and implemented. The marketing was implemented on the web, educational fairs, journals, by mail and electrical e-mail mainly during September-December 2008. The call for applications began 1st December 2008 and will end 27th of February 2009. The call is implemented by University Admission Finland. The criteria for student selection was made and accepted in the University of Lapland in autumn 2008. In Pomor the selection criteria is under preparations. The government of the University of Lapland has founded a professorship for social work, especially welfare issues for five years. In addition a post for amanuensis was founded for one year. These posts began in 2009. Teaching will begin in 2009.

For resources will be applied funding from following sources:

Tempus in April 2009, ENPI (is supposed to be opened in spring 2009), FIRST for teacher exchange and intensive course (only for intensive courses in Russia can be applied money from FIRST), other possible sources (Russian, Finnish) are scanned.

In rectors' meeting have to be decided upon following:

- Are partners committed?
- Will there be a quota in student selection at the Pomor State University for other Russian universities, what kind of?
- Will the courses in CSW be used for international teaching in social work?
*if yes, there will be reciprocity between partners: no fees or teaching expenses if the teaching is department's own teaching (e.g. MSTU)
- What are the possibilities to use virtual environments and video conferencing (are there IP numbers? If yes, the video connections can be free of charge. What are the possibilities to use of Optima and LearnLink?

Plans in the near future:

- selection of students and informing them
- editing study material for 2009-2010
- teaching will begin in autumn 2009
- quality assurance (quality matrix as attachment of this paper)
- feed-back and evaluation during and after the implementation of MA
- after 2011 PhD education
- after 2011 more partners from northern Norway, northern Sweden

Self-evaluation matrix for undergraduate teaching

	Deficient	Emergent	Developing	Advanced
1. Curriculum work and degree programme structures	The teachers do not have a clear conception of the degree programme as a whole. The effectiveness of the curriculum is not monitored. It may be unclear to both students and teachers how and when one can contribute to work on the curriculum. No core content analysis has been carried out.	Some individual teachers see to it that their courses are compatible with others. The staff carry out core content analysis, estimate students' workload and explore links between courses on a voluntary basis. The practices used in planning the curriculum and teaching are not systematic or comprehensive.	There is a clear curriculum, in which learning goals and the amount of work involved are defined. Core content analysis, the determination of students' workload and exploration of links between courses are all carried out comprehensively. The unit requires teachers to develop course content continuously, to remove any obstacles to students' progress towards the degree and to ensure that the programme functions smoothly as a whole. The unit sees to it that this requirement is met.	The unit's curriculum is implemented comprehensively and is a well-integrated component of the degree as a whole. Curriculum development work defines learning goals, teaching content and the teaching and assessment methods such that they all contribute to the same end. The entire work community, including researchers and students, takes part in work on the curriculum. Curriculum development draws on feedback from students and working life. The quality of learning outcomes and students' progress are monitored.
2. Teacher recruitment				
2.1. Teaching merits	Teaching merits are not taken into consideration in teacher recruitment. Hiring is based on applicants' research record.	Applications require a teaching portfolio. It is unclear how teaching merits are evaluated.	The unit has set out clear principles for a balanced consideration of teaching merits and for the assessment of teaching portfolios, and adheres to these principles in practice. Teaching merits are highly valued.	Teaching portfolios are kept up to date and are used in staff performance reviews. The reviews encourage teachers to develop their teaching. The unit sees to it that the principles agreed on for filling posts are followed.

2.2. Teachers' pedagogical competence	Pedagogical competence is not taken into account in planning or managing the unit's activities. Teachers are not encouraged to explore opportunities for further training.	The unit does not support teachers' own initiatives when it comes to further training. Teachers seek out such opportunities and develop their teaching skills on their own.	The unit encourages teachers to develop their pedagogical competence and commits resources for this purpose. Most of the teachers have acquired additional pedagogical skills and/or competence in applying ICT in teaching.	Diverse pedagogical competence is taken into account in planning and managing the unit's activities. The unit has a stated goal of providing teachers with the opportunity for pedagogical training, including training in the use of ICT in teaching.
3. Student recruitment	Student selection is carried out as it has been traditionally, with no thought given to what the unit seeks to achieve with the selection. Marketing of the degree programmes is deficient.	It is considered important to revise the admissions procedures but the measures required are felt to be challenging. Individual improvements have been made but their impact is uncertain. A range of admissions paths is available to accommodate different groups of applicants. The subjects are marketed but there is no underlying plan for this work.	Admissions procedures have been developed over the long term and admissions are monitored systematically. The criteria for recruitment have been defined and they cohere with the teaching offered. The admissions of different groups of applicants are monitored. Marketing of the unit's programmes is wide-ranging.	Student admissions have been implemented effectively and purposefully and procedures are constantly refined. Sound practices have also been elaborated for admission to the unit's master's programmes. The unit has a smoothly functioning marketing plan.
4. Teaching, guidance and assessment				
4.1. Link between teaching and research	Teaching and research are viewed as separate activities and even as hampering one another.	The unit has research groups and/or individual teachers who are able to link teaching and research in their work.	Teachers integrate their teaching into their research and the unit's projects. The unit sees to it, by periodising teaching, that teachers may arrange time off to pursue research.	Teaching and research work are integrated throughout the student's degree studies. Students are considered members of the academic community and this perspective is embraced from the outset in the support given to them.

4.2. Study guidance and advising	Student guidance takes places exclusively during teachers' office hours. No coordinators or procedures exist. It is unclear in the unit how guidance relating to individual study plans is to be carried out. The unit does not have teacher-tutors.	Efforts are invested in designating advising coordinators and specifying the division of responsibilities. Individual study plans are made but the related guidance is not entirely clear. Tutoring is available but is not fully established in all the subjects. Insufficient time is set aside for guidance and guidance tends to be offered primarily when students are beginning their studies.	Advising and guidance are seen as an essential responsibility of the entire staff and as a distinct contribution to students' progress towards the degree. The work of the coordinators is valued and responsibility is shared. The unit is active in following up on and developing guidance and teacher-tutoring. Guidance and tools are offered for making individual study plans. Guidance is taken into account when calculating staff workloads.	The unit has a clear guidance strategy, which is implemented and monitored yearly. There is sufficient guidance in all phases of the path towards the degree. The division of responsibilities among those providing guidance is clear and cooperation between them is smooth. Implementation of guidance is monitored and practices are developed.
4.3. Teaching methods	There is no conscious reflection on teaching methods. Teaching follows established, traditional routines. The use of ICT in teaching is minimal.	Individual teachers try out new methods on their own initiative. Individual teachers apply ICT in their teaching.	The unit supports and encourages teachers to develop and experiment with teaching methods. Teaching methods are discussed collaboratively at the unit level and the link between methods and learning goals is understood. Teachers make use of their pedagogical and/or ICT expertise and develop a variety of teaching methods. Funding is available for development projects.	The unit has clear goals for the development of teaching methods and these goals are fully in line with those set at university level. A rich variety of learning situations and teaching methods supports different learners in achieving their goals. The unit applies a broad spectrum of teaching methods and develops them. It actively follows research on teaching and learning in its discipline

4.4. Learning materials	The learning materials used are rather dated and unclear.	The unit does not draw attention to the quality of learning materials. Individual teachers develop learning materials.	Support is provided for producing learning materials, and their archiving, availability and distribution are coordinated. The materials are diverse, current and readily available to students. The material accommodates a variety of learners and learning situations. The use of learning materials is carefully considered and feedback is used in materials development.	The unit has a plan for producing and developing learning materials. Teachers plan and write learning materials collaboratively. The materials are readily available and at the disposal of all teachers. The unit sees to the sufficient availability of course books.
4.5. Tutors and cooperation with students	No teacher-tutoring. No student-tutoring.	Teacher-tutoring does not cover all subjects. Student-tutors are not regularly available and do not get readily involved. Guides to making individual study plans are distributed.	Each student has a teacher-tutor and student-tutor. The principles and policies that inform tutoring are taken into consideration in guidance. Teacher-tutoring is considered in calculating teachers' overall workload. Teacher-tutors and student-tutors are provided with training.	Tutoring is an established facet of the unit's activities. Teachers have a proven record in using diverse and appropriate tutoring methods. Tutoring is evaluated and developed collaboratively with students. Teachers work actively in guidance-oriented networks.
4.6. Internationalisation	More exchange students are going abroad than coming to the university. There is little teacher exchange.	Student exchanges work in both directions. International exchange is still seen as a burden. Few courses are offered in foreign languages.	Undergraduate teaching has jointly agreed principles for international activities. Both teacher and student exchanges function smoothly. Teaching in foreign languages is offered in almost all subjects.	Student exchange and teacher mobility are well established and systematic. The university has numerous courses and/or degree programmes taught in foreign languages. Teaching in foreign languages is also arranged by tapping international networks.

4.7. Links to working life	<p>Teachers and researchers have few links to working life. Students do not have a clear picture of which studies would best help them become oriented to working life or how. No alumni activities.</p>	<p>Teachers have links to employers and businesses but these are not put to use. Students have to find their placements themselves. Some alumni activities in certain subjects.</p>	<p>Teachers' links to working life are used in curriculum planning and in teaching. Links to working life, students' experiences of working life and job-seeking skills are supported (career services). The unit assists students in obtaining placements. Alumni activities exist but do not cover the entire university.</p>	<p>The unit knows what competence is required in working life. Students have a clear picture of the competence they gain through their education and of their employment prospects. The results of career development and employer surveys for graduates are reviewed in the unit and this feedback is taken into consideration in developing teaching. Alumni activities are well established in all faculties.</p>
4.8. Methods and criteria for assessing learning	<p>The unit has not set out learning goals or assessment criteria. The range of methods by which students complete is limited. Assessment is primarily seen as a matter of control and supervision.</p>	<p>Learning goals have been defined and some teachers have elaborated assessment criteria. Students have sporadic knowledge of the assessment criteria. There is interest in student feedback and methods are being developed for assessing learning.</p>	<p>Students know what the assessment criteria are. The assessment of learning is developed on pedagogical bases and teachers are encouraged to development methods for such assessment.</p>	<p>The assessment of learning supports the learning goals. Feedback guides students towards deeper learning and understanding. Assessment methods are monitored and improved regularly. Learning outcomes and students' progress towards their degree are monitored systematically and used in planning teaching. Students are involved in defining how learning is assessed.</p>
4.9. Student feedback	<p>No feedback is collected. Some teachers collect feedback for their own purposes. Students have no channels for providing feedback.</p>	<p>Feedback is collected but it is not used. Students are passive and teachers are not interested in making use of feedback.</p>	<p>Feedback is collected and the feedback system works. Feedback is valued and is taken into consideration in both teaching and teaching support activities. There is regular reporting of feedback at unit-level feedback sessions. Teachers and students are</p>	<p>There are clear principles informing the collection, processing and use of feedback. The administration, teachers and students are all committed to adhering to the feedback system. Feedback is used in supporting a sense of community and interaction. Students and</p>

			developing the feedback system collaboratively.	teachers develop their skills in giving and receiving feedback.
4.10. Feedback from working life and employment tracking	The unit does not have exact data on the rate of employment among its graduates. There is no awareness of the feedback from working life that is collected at university level.	The unit follows employment rates. It is well aware of the data on the career development of graduates and of the results of employer surveys.	The unit is aware of the feedback from working life and puts it to use in curriculum development. There is also information on the need for graduates in the field and the competence required of them in the future.	Feedback from working life is regularly collected within the unit and each subject. The unit's links to graduates in the field and stakeholders are strong. Knowledge of working life is used in developing teaching.
4.11. Quality assurance of undergraduate teaching	No conception of or interest in quality assurance. No documentation.	The unit is aware of quality assurance in undergraduate teaching and has discussed the division of responsibilities and procedures. The procedures have been recorded to some extent but a clear approach and purpose are lacking.	The unit has set out operational practices, the division of responsibilities and resources for quality assurance of undergraduate teaching. Clear documentation guides the measures taken and the monitoring of their effectiveness. The core processes of undergraduate teaching have been identified and described. Evaluation information is used in developing teaching.	The entire unit is actively involved in developing the quality of undergraduate teaching. Students also participate actively in this work. The documentation is open and available to everyone. There is clear evidence that the unit has used evaluation information from its quality assurance system in developing teaching and drawing up curriculum.