



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS VALSTYBINĖ KOLEGIJA
STUDIJŲ PROGRAMOS *BENDROSIOS PRAKTIKOS SLAUGA*
(valstybinis kodas - 653B70006)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *GENERAL PRACTICE NURSING* (state code - 653B70006)
STUDY PROGRAMME
at KLAIPEDA STATE COLLEGE

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Bendrosios praktikos slauga</i>
Valstybinis kodas	653B70006
Studijų sritis	Biomedicinos
Studijų kryptis	Slauga
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Slaugos profesinis bakalauras, bendrosios praktikos slaugytojas
Studijų programos įregistravimo data	2003 m. vasario mėn. 6 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>General Practice Nursing</i>
State code	653B70006
Study area	Biomedical Sciences
Study field	Nursing
Type of the study programme	College
Study cycle	First
Study mode (length in years)	Full time (3,5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Professional bachelor in Nursing, General Practice Nurse
Date of registration of the study programme	6 February, 2003

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
-	

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

The Klaipeda State College (hereinafter – the KVK) is a state higher education institution of the Republic of Lithuania (SER). The institution is managed and responsibility divided at three levels: at the level of institution, at the faculty level, at the department level: the Head of Nursing Department and the Study Programme Committee. KVK academic divisions consist of

the Faculty of Health Sciences, the Faculty of Social Sciences and the Faculty of Technologies. 30 study programmes are running in four study areas: social sciences, biomedical sciences, physical sciences and technological sciences. The Dean of Faculty is a single-person management and decision-making body at the respective faculty. The Faculty of Health Sciences is one of the three faculties in the KVK and has academic autonomy. This Faculty has 5 departments (Nursing, Physiotherapy, Oral Health, Beauty Therapy and Social Work) implementing 7 study programmes.

1. **Prof. Sandra Buttigieg (team leader)**, *Associate Professor and Head of Department, Health Services Management, Faculty of Health Sciences, University of Malta, Malta.*
2. **Doc. Reet Urban**, *docent of Tartu Health Care College, Estonia.*
3. **Mr. Marc Elie**, *lecturer at the Institute of Nursing Studies, University of Arnhem and Nijmegen, Netherlands.*
4. **Mrs. Aušra Volodkaitė**, *vice president of Lithuanian organization of Nurse specialists, Lithuania.*
5. **Miss Monika Stančiauskaitė**, *student of Vytautas Magnus University study programme Biochemistry.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

A study programme of General Practice Nursing (hereafter - GPN) was accredited in 2009 by the Centre for Quality Assessment in Higher Education. Since then, the Programme has been developed systematically. Now the Programme aim is *to train a general practice nurse who is able to work independently as well as in a team of health care professionals, has excellent practical skills to provide nursing care services at home, primary health care facilities, inpatient health care facilities or palliative treatment hospitals, providing health care for persons of all ages, the disabled, families and communities* together with the eight learning outcomes of the Programme form a complete set and constitute a clear framework for the Programme. The aim and learning outcomes of the Programme are publicly accessible through the College website, on a social networking site, in different national fairs, they are annually presented at over 40 schools and leaflets are distributed during the publicity events. The College organises a study and career conference for pupils of 10th–12th grades. The College also cooperates with the Klaipeda Youth Labour Exchange and Youth Employment Centre to disseminate the information about the Programme. By the opinion of the expert team (hereafter - ET), the College as well as the Department of Nursing implement a great efforts to make the Programmes publicly visible.

According to the self-evaluation report (hereafter - SER) and confirmed by ET, the Programme is in line with provisions of the Law of the Republic of Lithuania on Higher Education and

Research. The learning outcomes are based on the Law of the Republic of Lithuania on Nursing Practice and Midwifery Practice; Lithuanian Medical Standard MN 28:2011 and the Guide to Study Programmes. The learning outcomes are analyzed and updated based on the results of different international developmental projects such as Leonardo da Vinci projects *European Reference Guide for Competences in Nursing* 2008-2010 and *Coherence in Training and Evaluation of Competencies* 2010-2012. National project funded by EU “*Updating of Study Programmes in the Faculty of Health Studies and the Faculty of Pedagogy of the Klaipėda State University of Applied Sciences*” has been one of the latest developmental project during 2010-2012 to analyse and update the learning outcomes. Updating the Programme according to the evidence-based developmental projects demonstrates a high level of development process. In 2014 the Programme was revised according to the EU requirements for nursing competency. The ET has no doubt that learning outcomes cover all the competences required from EU perspective (Directive 2013/55/EU), the relevant comparison is made and clearly visualized in the SER (Table 3). The learning outcomes allow to achieve both general competences (such as communication, critical thinking, management, team-work etc.) and nursing specific competences. The name of the Programme, learning outcomes, the content and the qualification are compatible with each other

In order to insure compliance between the learning outcomes of the Programme and the expectations of the labor market a survey was carried out among employers and graduates, to specify the skills needed for a GPN. It can be assumed that the Programme meets the expectations of the public needs and labor market because by the SER, the regional development perspectives written in the Strategic Development Plan of Klaipėda City for 2013–2020 and in Klaipėda District for 2009–2020 have been taken into account in drawing up the Programme. In 2012, the revised Programme were presented in a round-table with stakeholders and the Programme were adjusted according to their recommendations. Effective cooperation with social partners was also confirmed during the ET meeting with social partners.

The learning outcomes are consistent with the Level 6 by the Lithuanian Qualifications Framework and Qualifications Design which are, in turn, in accordance with European Qualifications Framework for Lifelong Learning and descriptors of first-cycle studies of the Framework for Qualifications of the European Higher Education Area. The learning outcomes cover all levels of cognitive taxonomy of education (knowledge, understanding, analysis, application, synthesis and evaluation) which leads the ET to the conclusion that outcomes are consistent with the qualifications offered at the Bachelor level Nursing Programme.

It is commendable that the Department is also vigilant on maintaining consistency with foreign higher education institutions. However, there seem to be some discrepancies in the learning

outcomes of the KVK study programme and the learning outcomes of nursing study programmes implemented by higher education institutions from the neighbouring countries. The Department has set a target to find out what these discrepancies are and whether this poses any problems with mobility in the region. These actions were positively met by ET.

2.2. Curriculum design

The total scope of the GPN Programme is 210 ECTS and the duration is three and a half years (minimum requirements by Directive 2013/55/EU are 180 ECTS and at least 3 years). It is written in the SER, that the Programme was updated in 2011 accordance with the project “*Development of the Concept of the European Credit Transfer and Accumulation System (ECTS) at the National Level: Harmonisation of the Credit and Creation and Implementation of the Learning Achievements-Based Study Programme Design*”.

The minimum requirement of clinical training by the Directive 2013/55/EU (2300 hours) is met in the Programme as well as duration of theoretical training (at least 1/3 of the total programme by EU) which is more than 58 percent from the total Programme. The Programme consists of general subjects (15 ECTS), compulsory theoretical subjects (84 ECTS) and elective subjects (12 ECTS), qualifying examination 3 ECTS and final thesis 9 ECTS. Students have a possibility to choose optional subjects for deeper learning according to their interest. This option is highly appreciated by the students as the ET heard during the meetings.

By the requirements of the Order of Ministry “On the Approval of the Description of Full-time and Part-time Studies” and also by the Description of the Nursing Study Field which is in line with the Directive 2013/55/EU the minimum requirements for the scope of contact work with direct engagement of teachers and students must be at least 15% of the scope of the study programme. The evaluation result of the ET is that the Klaipeda’s GPN programme structure and the optimal proportion of lectures/seminar and self-directed study (34.5 percent of the total curriculum) allow students to have enough time for self-studies which is an important aspect of modern higher education. Sufficient number of study-materials and the e-learning environment MOODLE allows students to find references for self-study and enable them also to self-evaluate their achievements. The ET estimates, that the study plan is in compliance with the Description of the General Requirements for Degree Study Programme in Lithuania and also in accordance with the European requirements.

The Programme design is very logical starting out with simple outcomes and moving towards more complicated ones, which is analyzed and shown in the SER (subchapter 2.2 page 14 and Annex 2). The ET estimated that the general subjects such as Information Communication, Philosophy, Psychology, Sociology, Foreign Language and Nursing Management provide to

students good platform to acquire general competencies such as critical thinking, evidence-based information search, leadership and team-work. Multi- and intercultural communication, clinical/nursing leadership could be made more visible in the programme.

Study subjects are spread evenly throughout the programme. The clinical trainings are spread evenly throughout the programme. Practices follow theoretical courses which create the favourable condition for students to integrate theory and practice. Subjects overlap is consciously analyzed to make it rational and support students' competence achievement. Even if there are some overlaps, some repetition is inevitable because some learning outcomes need to be dealt with from different angles according to the philosophy on nursing which is the uniqueness of the human as an individual and also according to the level of knowledge and understanding. Bio-psychosocial approach is clearly described in the SER and commended by ET and it was expressed during the ET meetings with teachers, students and alumni. Still, ET would like to pay attention, that there are many small-scope subjects (3 ECTS), which could cause difficulties for students to integrate different knowledge and skills according to the bio-psychosocial holistic approach and health. It could be possible to cluster the subjects of small scope to be more unified to facilitate integration of different knowledge and skills to achieve required competencies. At the same time the connection between the different subjects and the learning outcomes has been analysed clearly in the SER (Table 8, page 16). It is written in the SER and also discussed during the meeting with teachers and Study Programme Committee, that they have revised the content of their courses together in teams to specify interrelations between the subjects, study programme learning outcomes and the learning outcomes of their courses. The content of courses is also updated continuously according to the results of different projects and latest scientific literature. Links between learning outcomes of the courses, study methods and assessment methods are clearly demonstrated in the SER (Annex 2). Teaching/learning methods are selected according to the learning outcomes and it is understood by the ET, that modern active teaching-learning methods such as problem-based methods and project learning, are used. The ET concludes that all elements of first cycle learning are covered by the content of the Programme. A logical connection is visible from general subjects to study field subjects, to optional and elective subjects. The quality of the Programme is improved based on the results of International project *Coherence in Training and Competence Evaluation*, where analysed coherent links between the learning outcomes of the Programme, the learning outcomes of courses, teaching/learning and assessment methods.

The Programme is more disease-centred, focused on training nurses in practical skills according to Evidence Based Nursing, but also the bio-psychosocial approach has been clearly expressed. The Department aims to promote the student-centred approach to learning by increasing the

amount of time for individual counselling of students. This is an appropriate way to develop life-long self-directed learning habits.

2.3. Teaching staff

According to the SER the teaching staff structure is consistent with legal requirements by the Law of the Republic of Lithuania on Higher Education and Research. The qualifications of the teaching staff are adequate to ensure learning outcomes, a sufficient number of full-time teachers ensure the proper implementation of the Programme. There are 11 posts for teachers in the programme: 0.38 posts of professor, 0.4 of associate professor, 8.87 of lecturer, 1.35 of assistant. The Programme is carried out by 26 full-time teachers and all of them have Master's or doctoral degree in the field of the subject delivered, four of the teachers of study field subjects have a doctoral degree and four are PhD students. 74 percent of the study field teachers have over five years of practical work experience in the field of the subject they teach, which is more than required by the law. The staff turnover is considered as a positive.

According to the SER, the annual workload of teachers is determined by the Director's order for each academic year and consists of contact and non-contact work with students, performance of scientific and applied research, art and sport activities, promotion and presentation of the results of different activities to the public; professional development and organising activities. During the meeting with the ET, the teachers seemed happy, satisfied and dedicated. It was also confirmed by the students.

According to the ET opinion, the Department pays a lot of attention to the evidence based approach. Applied researches which are carried out by teachers are mostly focused on the development of the Science of Nursing and the internal quality of studies, according to the SER such as *finding the most effective means of health education; quality of professional training of nursing specialists; self-study in student-centred studies*. More than 50 per cent of the teachers are involved in applied research and published scientific articles. Articles have been published in many national and international scientific journals for example *Scandinavian Journal of Caring Science, International Journal of Nursing Studies, Journal of Nursing and Care*. Some of the teachers are members of the editorial board of scientific journals. The ET believes that this demonstrates the high competence in research and gives a strong input for the evidence-based approach in the Department.

According to the SER, the institution has deliberately turned attention to create opportunities for teachers' professional development engaging teachers to different developmental projects such as *“Development of the Concept of the European Credit Transfer and Accumulation System (ECTS) at the National Level: Harmonisation of the Credit and Creation and Implementation of*

the Learning Achievements-Based Study Programme Design” or “*Updating of Study Programmes in the Faculty of Health Studies and the Faculty of Pedagogy of the Klaipėda State University of Applied Sciences*”. During last 5 years more than 66 percent of the teachers participated in international and national projects. According to the discussion with the teachers the ET noticed, that teachers feel that they are involved in the developmental process of the Programme and this strongly supports their personal professional development.

The Department stands out for teachers international activities. Organisation of the conferences, both national and international is consistent tradition of the Department. According to the SER, since 2009, the Department is carried out 18 *scientific practical conferences* (11 national and two international) and eight *scientific practical seminars* (of which two were international).

In recent years 14 teachers of the Programme (46.7 percent) have participated in ERASMUS teacher mobility programme in different European countries (Sweden, Finland, Spain, Portugal).

Another great example of internationalization is that the Department has a long-term systematic cooperation with Turku University and every year several visiting teachers from Turku give lectures and conduct practical sessions for both Programme teachers and for students. Some of the teachers participate in activities of the European Federation of Nurse Educators.

Teachers are actively engaged in activities of College management bodies, they contribute to the development of regulatory documents and regulation of the implementation of programmes in the nursing study field. Department teachers are members in many different professional and non-professional organisations and associations. Teachers are consultants and experts in different organisations such as *Lithuanian Organisation of Nursing Specialists*, *Lithuanian Educational Research Association* and participate in different work-groups. They are involved in consulting and training activities for different social partners (hospitals, health care centre, *Multiple Sclerosis society*, *Red Cross Society*) which strengthen mutual cooperation with stakeholders and this was confirmed also by the stakeholders during the meeting with the ET. All those activities prove a high level professionalism among the staff of the Department and it was clearly visible during the site visit.

One of the weakness, managers pointed out, was that not all teachers participate in projects and academic exchange programmes mostly due to lack of English skills. But the College has already aimed to offer intensive courses in English for their staff which will be free of charge. During the visit the ET noticed that enthusiasm, dedication and motivation in the Department enable professional development of the teaching staff.

2.4. Facilities and learning resources

According to the SER and what the ET saw during the site visit, there are enough rooms for

seminars, lectures and also for recreation. All rooms are equipped with video projectors, computers and smart boards. Video conference room is available and often used for international lectures/seminars, on line reading room and two information technology rooms are used. Information research laboratories are equipped with 32 computer-assisted work stations and also Library has computers. Nursing skill training laboratories are also equipped with computers and Internet access. The ET thinks that computer equipment is adequate both in number and quality. Skill labs are equipped with modern hospital supplies, all materials for basic care and specialised nursing skills are available. Rooms are well-furnished to simulate real hospital environment, rooms are comfortable and student-friendly. There is not a special simulation lab but teachers are well prepared to create complicated situations for students to learn what to do in critical complicated situations. Students have a possibility for independent practice. According to the SER, the need for the update of material resources is discussed during Department meetings. According to the discussion with teachers, they consider that the instruments and other resources used are adequate and sufficient.

The College has signed 26 bilateral cooperation agreements for clinical training. Facilities are chosen according to the *Evaluation criteria for practice bases of the GPN study programme*. According to the Department leaders' opinion, the number of the internships places is sufficient. According to the students' satisfaction feedback, the clinical practice was one of the study aspects with highest evaluation score.

The Library is a member of the Lithuanian Academic Libraries Network, the Association of Lithuanian College Libraries and the Lithuanian Research Library Consortium. Teaching materials, textbooks, books, periodical publications are adequate and accessible. The College publishes two scientific journals and Department teachers publish methodological publications in Nursing Studies. Scientific databases such as EBSCO Publishing and Emerald Management eJournals Collection are available. Students can use libraries of other College's faculties. There is access to electronic databases both at College and from home as well. Library employees consult students to use the library's electronic catalogue and search scientific information. Statistical analysis software SPSS is installed, but students do not use it very often for their final theses as it was told to ET. ET can confirm that the virtual learning environment MOODLE is used. Taking into account the rapid evolution of science and digitalisation the ET encourages the Department to put more emphasis to the use of modern learning-teaching technologies, to broaden the use of electronic learning environment and the use of scientific databases.

2.5. Study process and students' performance assessment

Admission of students is carried out through the general *Information System of Lithuanian*

Association of Higher Education Institutions. Admission criteria is competitive score which is formed from weighted coefficient of the grade of secondary school examinations: biology, chemistry or mathematics and Lithuanian language, where the biology has the highest weight. Admission requirements are clear and appropriate. According to the SER, the conditions for students' admission are approved by order of the College Director and the information on students' admission is available on the College website and is presented during the open-day events. The number of applicants has been increasing since 2009 (SER Table 16).

Organisation of the study process is regulated by the College Study Regulations which are published on the College website. A study schedule is designed for every semester and the ET thinks very positively, that 2013-2014 the self-study of students was monitored for distributing self-study hours per weeks. Learning organization has been thoroughly thought through to disperse the learning load evenly.

According to the SER, the evaluation criteria of learning outcomes are described in the course syllabus where the students can read them before the beginning of the course. And also the teachers explain the nature and weight coefficients of intermediate assessments and the rules of final assessment before introducing a new course. The assessment of the subjects is consistent with the learning outcomes and this is clearly described in SER (Annex 2). Teachers discuss about the suitability of the evaluation of the learning outcomes of subjects twice a year, at the end of every semester. Students are encouraged to express their views and give feedback both on the quality of the teaching-learning process as well as on the appropriateness of the evaluation criteria. The students and graduated nurses who were interviewed by the ET, expressed that they perceived some subjects to require more work than the ECTS given. This could be one of the aims of development in the future to analyse the balance between ECTS and students' workload. However, the students assured that evaluation is clear and appropriate and the feedback they receive from the teachers is constructive and supportive for the further development. Students also think positively, that they can choose elective subjects according to their abilities and interests which enable them to develop both general and professional competences.

At the end of the Programme students reflect on the progress of their professional skills in the *Final Practice* and the ET assesses it very positively that the final Qualifying Examination takes place in a clinical setting. As the clinical practices cover more than 42 percent from total curriculum the teaching responsibility is shared also with clinical supervisors. Formative assessment is important aspect of outcome based learning and it revealed during the meeting with teachers that they perceive their responsibility to trainee hospitals' supervisors. The training course for the clinical supervisors are offered by the Programme teachers, but could be more

systematic way specially training courses about didactics of supervision and formative assessment.

According to the SER, the purpose of the final thesis is *to determine the level of professional competences of a student acquired through the study of subjects for acquiring professional qualification and through completion of professional activity practices*. The scope of final thesis (9 ECTS) is constant with the content of the work they do for that. Students are encouraged to participate in applied research work with teachers. There is a listing of students' participation in applied research work in SER (page 33). Students are encouraged to choose their topics for final theses with regard to research field developed by the Department. In the future more attention should be paid to the students' competence of research methodology. Students' final theses are mostly descriptive, not so many scientific articles, especially in Nursing Science, are used.

During the meeting with students the ET concluded that students are highly motivated, feel engaged to be part of their College, they are fully involved in College activities (helping organise information events, exhibitions and other fairs). Students receive consistent academic and social support by person in charge. Teachers consult students two hours per week in accordance with a timetable published on the website. Individual flexible schedule of studies is possible. Group tutor system by teacher has been organised for student support and the psychological help is organised by the Study and Career Service.

The Faculty of Health Sciences has 25 ERASMUS programme partners with which they have a collaboration agreements. Students' Erasmus mobility rate is not very high (4 students 2013-2014 and 9 students 2012-2013). The ET recommends that it could be one of the future aims to motivate students to participate in exchange programmes more actively.

The organisation of studies is appropriate to facilitate student acquisition of theoretical knowledge and skills in practice. Bio-psychosocial holistic approach is quite clear for the students, not very widely but they have strongly become aware that holistic approach will be more visible in clinical area in the future. Teaching staff is aware of the student-centred approach. According to the SER, 85.83 percent of the graduates found a job and 76.53 percent of them work in their professional field. This was confirmed by the employers during the meeting with the ET, that graduates are well trained and competent according to employers' expectations.

2.6. Programme management

Three level (College, Faculty and Department level) management system has described clearly in SER (page 4) and the quality assurance system (page 36-37). The management of the study programme is based on the *College Statute*. According to the SER (page 37) the College has implemented EU project "*Improvement of the Quality Management System at the Klaipėda State*

University of Applied Sciences” which included the development of an internal study quality management system. A new *Quality Guide* and the *Process Guide of the Klaipėda State University of Applied Sciences* were the products of the project, which provide a clear description of responsibility for the implementation and supervision of the study programme and decision-making at all levels. The quality system is clearly described in the SER and the ET thinks, that it enables systematic quality assurance on every level of programme management.

The GPN Programme is administered by the Nursing Department at the Faculty of Health Sciences. The department is headed by the Head of the Department and together with the Study Programme Committee they are responsible for the content and quality of the Programme. The Study Programme Committee consist of six members (teachers, student, representative from Faculty administration and employers). It was understood by the ET and was conformed also during the meeting with the staff, that the Department has clear management and quality assurance system which allows also autonomy, but at the same time they expressed great responsibility.

The Programme development is carried out systematically and it has been based on international agreements, results of international developmental projects and also national regional development plans. Information and data on the implementation of the programme are regularly collected and analysed. Different international projects are used for the Programme development where teachers are involved actively. According to the SER, during last 5-6 years nine international projects were implemented by the Department of Nursing, one of which in cooperation with the Department of Social Work. All the projects were directly related to the programme development, such as “*Coherence in Training and Evaluation of Competencies*” and “*Development and Implementation of a Joint Study programme of Health Services Management*”, includes also the Erasmus Intensive Programme (IP) about *best practices in social and health care according to the men’s well-being and health in a European Perspective* and between 2012-2014 “*Evidence Based Nursing: Challenges, Implications for Nursing Education and Management*”.

Internal assessment of the programme runs through regular meetings at different levels. Teachers are responsible for the quality of the courses they deliver. The ET is very positive, that the internal quality ensuring is clearly regulated at the level of subjects. According to the SER (page 36), the quality is assessed and certified at the Department level according to the *Description of the Procedure for Assessing and Certifying the Quality of a Study Subject* (a College regulation). The evaluation of a course covers four field: connections between the learning outcomes of the study programme, course curriculum, study process and its evaluation; internal quality assurance of a course. The study programme must be assessed according to this procedure no less than

once every four years. But Department meetings are organised two or three times per semester to discuss about the quality of the Programme and the quality of studies in general.

Students, teachers, graduates and external social stakeholders are involved in the evaluation of the study programme through the Study Programme Committee. The data collection is carried out using feedback assurance procedures described in the College *Quality Management Manual*, surveys carried out using electronic survey instruments. The Programme is revised at the end of each academic year in accordance with comments of students, graduates, teachers and stakeholders, described in the SER (Table 22).

The experts' meeting with social partners is evidence of a strong relationship between College and social partners. Based on the discussion with management team and stakeholders during the ET visit it came out clearly, that the stakeholders play a significant role in developing and improving study programmes, organising and carrying out students' professional practices. However, the leaders of the Programme have concluded that the information about the improvements made in the Programme could be presented to the stakeholders more regularly.

Management team and staff are proud of their Nursing Programme, knowing that it is a leading programme in the western part of Lithuania. The moral of management is high and focussed on development. International collaboration is highly supported by mutual cooperation agreements with several international partners. Continuous attention is being focused on international development projects. Staff are supported in their studies, carrying out research and participating in the projects. The staff and specially management team and Study Management Committee expressed to the ET their strong commitment, dedication and passion to implementing and developing the GPN Programme.

2.7. Examples of excellence *

Applied research activities carried out by teachers are focused on the development of the Science of Nursing and the internal quality of studies. The Study Programme is constantly updated by the results of international development projects founded by EU and results of research.

III. RECOMMENDATIONS

1. Contribute to the development of distance learning programmes and e-health programmes.
2. Promote students research capability, more statistic programmes should be used in students' final papers.
3. Continue to develop more structural mentorship training programme for mentors in clinical settings.
4. Empower students' exchange within ERASMUS programme.

IV. SUMMARY

The Programme aims and out-comes are clearly formulated and reflect graduation requirements as well as requirements of labour market. The learning outcomes are in accordance with Lithuanian legal and EU requirements. The fact that Programme has been developed constantly according to the international projects and based on research, is well worth recognition.

The Programme design is logical starting out with simple outcomes and moving towards more complicated ones. Study subjects are spread evenly throughout the programme. An optimal proportion of lectures/seminar and independent study is available for students with sufficient supporting materials to develop good life long self-directed learning habits. The curriculum design enables the learning outcomes to be achieved. Many subjects with a small scope do not facilitate students to achieve integrated competencies.

The Programme is based on holistic philosophy, and Department is responsible for ensuring that supervision of the students in clinical placements emphasise the same approach. The Department should also ensure that students' professional thinking and acting would be based on evidence-based approach working in the multi-professional team. In order to promote the quality of the clinical supervision more structural mentorship courses for clinical supervisors would be necessary to develop.

Teachers are well-qualified and competent. Teachers perceived strong support from leaders of the Department and Faculty. Teachers as well as social partners are involved in different projects and in various applied researches. Participation in international EU projects allows teachers to update learning outcomes of the study programme through discussion. All development has been carried out together in team. Students are also involved in research projects. More attention should be paid to the students' competence of research methodology.

Facilities and learning resources support high-quality teaching-learning process. The Library contains all compulsory literature required in the programme. There are competent workers and technical aids necessary for assisting students in obtaining appropriate learning materials including scientific journals. Students have full access to information networks and computing facilities in the Library. However there could be the next objective of developing to improve e-health programme.

The moral of management is high and focussed on development which promotes excellent input for the whole Department for the future.

V. GENERAL ASSESSMENT

The study programme GENERAL PRACTICE NURSING (state code – 653B70006) at KLAIPEDA STATE COLLEGE is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	22

*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. Sandra Buttigieg
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KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *BENDROSIOS PRAKTIKOS SLAUGA* (VALSTYBINIS KODAS – 653B70006) 2016-04-01 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-87 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS studijų programa *BENDROSIOS PRAKTIKOS SLAUGA* (valstybinis kodas – 653B70006) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	22

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

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2.7. Gerosios praktikos pavyzdžiai

Dėstytojų atliekami taikomieji moksliniai tyrimai yra sutelkti į slaugos mokslo plėtojimą ir vidinę studijų kokybę. Studijų programa yra nuolat atnaujinama remiantis ES sukurtais tarptautiniais vystymo projektais ir mokslinių tyrimų rezultatais.

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IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai suformuluoti aiškiai ir atitinka kvalifikacinio laipsnio suteikimo ir darbo rinkos reikalavimus. Numatomi studijų rezultatai atitinka Lietuvos ir ES teisės aktų reikalavimus. Tai, kad ši studijų programa nuolat tobulinama atsižvelgiant į tarptautinius projektus ir remiantis moksliniais tyrimais, yra didelio pripažinimo vertas faktas.

Programos sandara nuosekli – pradedama paprastais rezultatais ir einama link sudėtingesnių. Studijų dalykai per visą studijų programą išdėstyti nuosekliai. Studentams užtikrinamas optimalus paskaitų, seminarų ir savarankiškų studijų santykis aprūpinant pagalbine medžiaga, kad jie galėtų nuolat savarankiškai lavinti mokymosi įgūdžius. Studijų programos sandara leidžia pasiekti numatomus studijų rezultatus. Daugelis mažos apimties dalykų nepadedą studentams įgyti kompleksinių gebėjimų.

Studijų programa pagrįsta holistine filosofija. Slaugos katedra atsakinga už tai, kad tuo pačiu požiūriu būtų pagrįstas vadovavimas studentų klinikinei praktikai. Be to, katedra turėtų užtikrinti, kad studentų profesinis mąstymas ir veiksmai būtų paremti įrodymais pagrįstu metodu dirbant daugybės profesijų komandoje. Siekiant pagerinti klinikinės priežiūros kokybę, reikėtų organizuoti struktūriškesnius mentorystės kursus klinikinės praktikos vadovams.

Dėstytojai yra aukštos kvalifikacijos ir kompetentingi. Jiems labai padeda Slaugos katedros ir Sveikatos mokslų fakulteto vadovai. Dėstytojai ir socialiniai partneriai dalyvauja įvairiuose projektuose ir taikomuosiuose moksliniuose tyrimuose. Dalyvavimas tarptautiniuose ES projektuose suteikia dėstytojams galimybę atnaujinti šios studijų programos numatomus studijų rezultatus juos aptarus. Visi patobulinimai atlikti kartu su komanda. Studentai taip pat dalyvauja mokslinių tyrimų projektuose. Reikėtų daugiau dėmesio skirti studentų kompetencijai tyrimų metodikos srityje.

Materialieji ištekliai užtikrina aukštą studijų (mokymo ir mokymosi) proceso kokybę. Bibliotekoje yra visa šiai studijų programai reikalinga privalomoji literatūra. Yra kompetentingų darbuotojų ir techninių priemonių, padedančių studentams gauti tinkamos metodinės medžiagos, įskaitant mokslo žurnalus. Studentai turi visas galimybes bibliotekoje naudotis informacinėmis sistemomis ir kompiuterine įranga. Tačiau galėtų būti keliamas tikslas pagerinti el. sveikatos programą.

Vadovybė yra aukštos moralės, daug dėmesio skirianti tobulėjimui ir tai yra didelis indėlis į visos katedros ateitį.

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III. REKOMENDACIJOS

1. Prisidėti prie nuotolinio mokymosi programų ir el. sveikatos programų plėtros.

2. Lavinti studentų gebėjimus vykdyti mokslinius tyrimus; studentai turėtų daugiau naudotis statistikos programomis rengdami baigiamuosius darbus.
3. Toliau kurti struktūriškesnę mentorystės mokymo programą, skirtą studentų klinikinės praktikos vadovams.
4. Suteikti studentams galimybes dalyvauti ERASMUS mainų programoje.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)