



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos valstybinė kolegija

**STUDIJŲ PROGRAMOS
ODONTOLOGINĖ PRIEŽIŪRA (valstybinis kodas – 653A52005)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF DENTAL ASSISTING (state code - 653A52005)
STUDY PROGRAMME**

at Klaipėda State College

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Odontologinė priežiūra</i>
Valstybinis kodas	653A52005
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Burnos priežiūra
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Burnos priežiūros profesinis bakalauras ir odontologo padejėjo profesinė kvalifikacija
Studijų programos įregistravimo data	2001-11-29

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Dental Assisting</i>
State code	653A52005
Study area	Biomedical Science
Study field	Dental care
Type of the study programme	Higher Education College Studies
Study cycle	first
Study mode (length in years)	Full-times (3)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Dental Assisting, professional qualification of a dental assistant
Date of registration of the study programme	29 th November 2001

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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.	Examples of final thesis

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

The Study Programme of Dental Assisting (hereinafter – “DA”) is implemented by the Faculty of Health Sciences (hereinafter – the “FHS”), Klaipėda State University of Applied Sciences (hereinafter – the “KVK”). The programme is carried out by the Department of Oral Health (hereinafter – the “Department”).

The legal form of the Klaipėda State University of Applied Sciences is a public institution.

The KVK is managed by the KVK Council and the Academic Council.

The KVK has three faculties: of Health Sciences, of Social Sciences and of Technologies.

The KVK publishes two scientific journals, one of them is related with health:” Applied Research in Health and Social Sciences: Interface and Interaction”.

In the academic year 2013-2014, the KVK had 3,857 students. They were taught by 267 teachers. The KVK implements first-cycle professional Bachelor-degree studies which meet Level 6 of the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF). The KVK implements 30 study programmes: 1 in physical science, 8 in technology science, 15 in social sciences and 6 biomedical sciences.

The Faculty of Health Sciences has 1,037 students and consists of five departments: General Practice Nursing, Social Work, Beauty Therapy, Physiotherapy, and Oral Health. At Department of Oral Health there are 85 Dental hygiene and 57 Dental Assistant students. The SAR is comprehensive, analytical and raises strengths and weaknesses.

1.4. The Review Team

The review team was completed according *Description of experts 'recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 12/05/2015.

1. **Dr. Kevin J. Davey (team leader)**, University of Dundee, Scotland;
2. **Prof. Dr. Sandra Ribeiro Graca**, University of Lisbon, Portugal;
3. **Assoc. Prof. Dr. Egita Senakola**, Riga Stradins University, Latvia;
4. **Mrs Erminija Guzaitiene**, dentist and owner of dental clinic, Lithuania;
5. **Mr. Mindaugas Vilius**, student of Vilnius College, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims and learning outcomes were clearly defined and formulated with regard to recommendations of the Guide to Study Programmes, the Medical Standard for Dental Assistants (MN 24:2007) and research findings. The results of the survey of local dentists and dental assistants were used to revise the learning outcomes of the DA study programme focusing on the development of general abilities. Furthermore, steps have been made to ensure that the programme aims and learning outcomes comply with those of international partner institutions (principally Kristianstad University, Sweden and Polytechnic Institute of Portalegre, Portugal).

The expert panel acknowledges that the DA study programmes' aims and learning outcomes are widely available to the public via the KVK website and through various events such as exhibitions, annual visits to schools and gymnasiums, a career conference and through collaboration with representatives of the Klaipėda Youth Labour Exchange. The DA students interviewed by the panel confirmed that information about the DA course was readily available to them when they were at school.

The aim of the study programme is in compliance with the regional development perspective, and related to one of the priorities provided for in Klaipėda city strategic development plan "Development of Education and Culture" and the strategic development area of the Strategic Development Plan of Klaipėda District until 2020. The high placement rates among graduates 100.0% in 2012 and 87.0% in 2013 and also information provided by students, which already have job offers, provides evidence that the DA programme aims and learning outcomes are based on labour market needs.

The learning outcomes reflect the abilities of graduates from the DA study programme and are oriented towards the practical application of theoretical knowledge. The learning outcomes of subjects are consistent with the learning outcomes of the programme. The learning outcomes are consistent with the aim of the study programme and meet the need of the labour market to train professionals capable of working in a team with dentists of different specialisations.

The complexity of the DA learning outcomes are suitable for the type, field and cycle of studies and meets the qualification requirements described by the European (Level 6) and National (Level 6) Qualifications Frameworks. The learning outcomes are based on the levels of skills described by B. Bloom's Taxonomy. The KVK DA study programme is consistent with identical study programmes of colleges in Lithuania.

The DA study programme was improved according feedback from all stakeholders. The subject of *Quality Management in Dentistry* was introduced and the programme is now more focused on the students' abilities to effectively consult with patients on oral health promotion. Despite 8 new active agreements with foreign partners, there is still a lack of systematic cooperation with the European schools for oral care specialists in comparing, improving and approaching the study programme to the general qualification of dental assistant. It should be noted that the equivalent DA programmes in other EU countries, such as the UK and Ireland, are significantly more vocational based with less focus on deep theoretical aspects (i.e. not at Bachelor degree level).

Strengths:

- *The learning outcomes are clearly defined and are formulated with regards to the legal requirements.*
- *All stakeholders are involved in the development of the study programme.*
- *The programme has been developed to fulfill the needs of the community/labour market and has an emphasis on prevention.*

2.2. Curriculum design

The DA study plan is in compliance with the Description of the General Requirements for Degree Study Programmes, approved by the Minister of Education and Science of the Republic of Lithuania. DA programme is implemented as the first study cycle degree awarding programme of biomedical sciences studies oral care trend programme. It is a 3 year full-time programme consisting of 180 ECTS (60 ECTS per annum). All of the general college subjects are taught in the 1st year (21 ECTS credits) with the study field subjects (147 ECTS) and practice (36 ECTS credits) being appropriately distributed over the 3 years of the programme. Optional subjects are also taken in the 1st year (3 ECTS credits). Student selected elective projects, covering a wide variety of subjects areas outwith the core DA curriculum, are taken during 2nd year and 3rd year (12 ECTS). Preparation for the qualifying examination and for defence of the final thesis (12 ECTS) take place in 3rd year.

The expert panel acknowledges the changes in the programme implemented following the recommendations made by the previous expert panel (2012). To implement previous evaluation advice, the subject of Introduction to Dentistry was moved from the 1st semester to the 2nd

semester; the scope of Introduction to Dentistry was reduced from 5 to 3 ECTS and therefore the scope of Anatomy increased from 5 to 7 ECTS, transforming it into the subject of Anatomy and Histology. This change was based on the results of a comparison with international standards for oral care study field programmes. The scope of Public Health was reduced from 6 to 3 ECTS to enable DA and DH students to study this subject at the same time. The subject of DA Term Paper was renamed into Oral Health Promotion Term Paper to emphasise that the term paper is based on the knowledge and abilities acquired in the 1st, 2nd and 3rd semesters. The distribution of elective subjects and hours in the study plan was revised to uniform the delivery of elective subjects across the KVK: one elective subject in the 3rd semester, one in the 4th semester and two in the 5th semester. To meet current issues more topics, such as smoking cessation and alcohol brief interventions, should be included as part on a common approach to modifiable risk factor management. Although the teaching of English language skills is part of the programme the expert panel recommends the teaching of it throughout the curriculum (this issue is discussed in other sections of this report).

The content of the courses are generally appropriate for the achievement of the intended learning outcomes. Overall the study subjects are appropriately distributed within the programme and there is little evidence of inappropriate repetition. Repetition of teaching between subjects is monitored by the Study Programme Committee which receive self-evaluation reports from each subject. Changes in the programme content resulted from a comparison of the DA programme with international standards and recommendations provided by experts during the external evaluation 2012. Changes in the programme content are continuously stimulated by active involvement of stakeholders in the improvement of the study programme.

The theoretical training is linked to the practical aspects in order to contextualise teaching making it more effective. This promotes the development of the students' independence and their general abilities specific for the profession such as communication, decision making, ethics, responsibility, critical thinking, etc. During the practices students are able to apply theoretical knowledge, thus improving their core skills and abilities. As part of producing their practice reports the DA students gain vitals skills such as diary writing, giving presentations, discussions and self-reflection. Students are able to choose practice places and they consult with their supervising staff during this process. All the respondents stated that all the practice procedures and tasks were clear.

The content of practices (Practice of Working with Dental Materials and Equipment, Practice of Working in a Team, Pre-Diploma Practice) were revised and adjusted, focusing on working with patients with different needs (in particular elder patients) and community groups. To involve more geriatric patients an agreement with the University of the 3rd Age was signed.

The range of teaching methods used, both passive and active, are appropriate and the students confirmed during the visit that teaching material is available on the Virtual Learning Environment/MOODLE. However there is scope to utilise MOODLE more in the learning and teaching process. Changes in the programme content have resulted from a comparison of the DA programme with international standards, benchmarking with international partner institutions and recommendations provided by experts during the external evaluation 2012. However, changes in the programme content should be continue to be reviewed following feedback from

stakeholders and continued benchmarking with international partners in order to facilitate the continued improvement of the study programme.

Although the proposal to combine the similar DH and Dental Assistant (DA) programmes was rejected by the Lithuanian Dental Chamber, the Association of Dental Hygienists and the Association of Dental Assistants (Annex 6), there has been adjustments made in the 2 programmes to allow co-ordinated group teaching of various theoretical subjects in order to improve efficiency of the teaching. It was reported that approximately one third of the general study subjects were identical between the 2 programmes. In order to encourage a higher level of team work the expert panel recommends that the DH and DA students work clinically together more often.

New trends in dentistry are reflected in the study programme, for example, the DA students are taught how to assist when using the modern equipment used in implantology and radiology. Following feedback from the social partners a Business Administration Skills course has been proposed.

Strengths:

- *The scope and duration of the programme is sufficient to achieve learning outcomes and the DA study plan is in compliance with the national and international directives.*
- *Study subjects are logically distributed within the programme, are consistent with the programme learning outcomes and there is little evidence of inappropriate repetition.*
- *Acknowledgement of the positive changes to the curriculum implemented following the recommendations made by the previous expert panel (2012).*
- *Benchmarking of the curriculum with international partner institutions has been improved and should be developed further.*
- *New trends in dentistry reflect in a study programme.*

Weaknesses:

- *English language skills are not taught throughout the programme.*

2.3. Teaching staff

The staff engaged in the implementation of the programme complies with the legal requirements. The workload rates and remuneration of teachers are in accordance with legal acts. In the academic year 2013-14 25 teachers (14 full-time, 11 part-time) were involved in the implementation of the DA programme, 18 (72%) of which taught study field subjects including 2 teachers (11%) with doctoral degrees in science. Sixteen (64%) of the teaching staff are permanent. Just under half of the DA programme teachers (48%) have over 10 years of pedagogical working experience. Sixty seven percent of the study field subject teachers have at least 3 years of practical work experience in their subject within the previous 7 years. Six full-time teacher-practitioners (2 dental hygienists and 4 dentists) are involved in the delivery of the clinical practice aspects of the programme at personal healthcare establishments in Klaipeda City and district. The practice supervisors are teachers whose practical work is directly related to the nature of the practice carried out by students. It was reported in the SER that the average staff/teacher-student ratio for the DH study programme was 1:13.53 (2014). However, the senior

management and students reported that the staff-student ratio was 1:6 for the practices. The number of teaching staff is sufficient to ensure the delivery of the learning outcomes and the expert panel commend the good staff-student ratios.

Staff turnover was relatively high with 4 study field teachers leaving during the academic year 2013-14 and these staff were replaced by 4 new teachers. The age distribution and the turnover of staff was viewed by the senior management as having a positive impact on the programme resulting from a wider range of clinical and pedagogical experience amongst the staff. This created favourable conditions to promote further positive changes to the programme.

The College has clear procedures for assessing the teachers' continuing professional development requirements through the use of annual Departmental Development Plans, the Teacher's Non-contact Work Plans and Teacher's Performance Reports. Teachers undergo a certification process every 5 years. Funding is available from the College for staff to attend professional development courses both internally and externally, and additional funding can be applied for to allow staff to gain further qualifications. The staff indicated that they were engaged in professional development. In the academic year 2013-14 nine staff from the Department of Oral Health were further developing their professional qualifications and 3 DA programme teachers had completed pedagogical development courses. One member of staff took part in a two week Erasmus programme traineeship in North Karelia, Finland. The support provided by the College for professional development is sufficient.

As part of the benchmarking of the curriculum with international partners, there has been opportunities for staff to develop their English skills through staff exchanges. Staff from Kristianstad University (Sweden) and the Polytechnic Institute of Portalegre (Portugal) have taught on the programme through the Erasmus exchange programme. These sessions have promoted the development of the English language skills of both the staff and the students. Furthermore, two of the programme teachers have recently given lectures in English in the Polytechnic Institute of Portalegre. So far, the number of staff engaged in exchange programmes has been small and should be further developed. It was reported that further exchanges are planned with Riga Stradins University (Latvia) and the University of the West of England (UK). The senior management outlined a strategic plan to improve the development of teaching competencies, in particular English language skills, for example there have been short English language courses available within the College to encourage the English skills of young teachers.

DA teachers are involved in applied research activities. Four DA programme study field teachers have actively been involved in research projects directly related to the programme and the results of this work have been published and presented at international scientific conferences. Studies are also made on the internal quality of studies. The active teachers engage students into applied research and encourage them to choose topics for their term papers and final theses, based on the applied research field pursued by the Department. Programme teachers are actively involved in public, consulting expert activities and also participate in the prevention events at preschool and for the KVK community and students. Teachers from the DA study programme are actively involved in various professional associations.

Strengths:

- *The staff engaged in the implementation of the programme complies with legal requirements. The Workload Rates and Remuneration of Teachers are in accordance with legal acts.*
- *Well qualified, dedicated and enthusiastic staff both within the College and in the practices.*
- *Very good staff-student ratios for the practical and clinical aspects of the programme.*
- *There are clear procedures for the monitoring of the continuing professional development needs of the teaching staff.*

Weaknesses:

- *There is scope to further increase the number of staff undertaking international exchanges with partner institutions.*

2.4. Facilities and learning resources

The infrastructure within the faculty, both in terms of size and equipment, is sufficient for the implementation of the programme in comparison to the number of enrolled students. Within the faculty there are well equipped lecture halls, classrooms, teaching laboratories, clinical units, library, reading and computer rooms.

The computer equipment is suitable and sufficient for learning, including access to good quality software packages such as the statistical analysis package SPSS 19.0. There is sufficient online access within the faculty and the KVK dormitories also have internet access.

Study field subjects and practical professional training take place in phantom head classes and in fully equipped training dental offices. The inspection panel noted the investment made by the College (150,000 Euro) to improve learning resources and there are now 10 fully-equipped dental units available in the training base and there are sufficient resources to train students fully in sterilisation procedures. The equipment and oral hygiene materials used by the DA students were of good quality. As with other colleges the students were expected to pay around 50Euro per year for personal protective equipment when working within the College.

The programme has sufficient number of clinical bases supported by the co-operation agreements with 18 social partners in outreach centres. The expert panel visited a practice outreach centre which was equipped to a high standard and evidence was presented that the level and quality of the input given to the DA training by the social partners was high.

The KVK Faculty of Health Sciences Library has a fully-computerised catalogue and a good selection of databases both of which are accessible remotely via the internet. Fifty one additional work stations have been installed, 22 of which have computer access. DA students also have access to other libraries facilities within the College including access to the KVK institutional virtual library, the Lithuanian academic electronic library *eLABa*, subscription databases and open-access electronic resources. The DA students interviewed by the expert panel confirmed that the specialist textbooks in the library and the library opening hours were sufficient for their needs. The expert panel found the library facilities to be sufficient for the educational needs of

the DA students, although there is scope for the acquisition of more international standard textbooks.

Strengths:

- *Improved facilities and material resources within the building following significant investment.*
- *The programme has sufficient numbers of clinical bases supported by the cooperation agreements with 18 social partners in outreach clinics.*

Weaknesses:

- *There is scope to continue to increase the number of standard textbooks (methodological publications) available in the library, especially international textbooks. However, this was not raised as an issue by the students.*

2.5. Study process and students' performance assessment

The admission requirements are clear and in accordance with the rules of admission to higher education institutions and accessible by internet. Increasing popularity of the programme is determined by its attractiveness related to good employability prospects. The proportion of applicants and signed agreements was 1:13 in 2014.

The SAR of DA study programme presents comprehensive information of study process and its assessment. The study process (study conditions and rules, students' rights and duties, relations among the administration, teachers and students, the duration of working week, hours and time table) is regulated by the KVK Study Regulations and is published on the KVK website. There were several examples of where feedback from stakeholders have resulted in positive changes to the programme. For example, following feedback from the students and graduates a specific theatre event called the "Business tether" was organised to improve communication skills which involved the students, teachers, graduates and social partners. The expert panel commends the efforts made, following feedback, to improve the communication training of the students in conjunction with the staff and social partners. This activity should be continued and developed further.

Students are involved in applied research activities and are encouraged to choose topics for their term papers and final theses based on research field developed by the Department "Studies on the Oral Health-Related Quality of Life". In the academic year 2012–2013 2 students (7.7%) and 1 student (7.1%) in the academic year 2013–2014 chose subjects for their final theses directly related with the main applied research field pursued by the Department. The research supervisors for final theses have also carried out research requested by the social partners (Public Health Bureau of Klaipėda County Municipality), typically involving regional issues. Students are involved in applied research activities and are encouraged to choose topics for their term papers and final theses based on research field developed by the Department "Studies on the Oral Health-Related Quality of Life". In the academic year 2012–13 three students (13%) and two students (9%) in the academic year 2013–14 chose subjects for their final theses directly related with the main applied research field pursued by the Department. The research supervisors for

final theses have also carried out research requested by the social partners, typically involving regional issues. As well carrying out the applied research and producing their final theses, many of these projects also had a focus of raising the awareness on the importance of oral health. As part of the process of producing the final theses, the students must carry out a compulsory literature search, and in most subject areas, give an oral presentation of their work. The expert panel were able to examine a range of final theses and the standard of the work was generally very high. The abstract had to be written in English and the students confirmed that a significant amount of the research literature they needed to review for their final theses were in English. Both of these aspects further promote the English skills of the students. But as stated in the SAR and confirmed during the experts' visit, students are not very actively involved in the applied research. This is an area in which the expert panel recommends to be further developed.

Although there are 28 Erasmus partner institutions available within the Faculty of Health Sciences only 8 are directly related to the DA programme. The number of DA students undertaking exchanges has been small and more should be encouraged to do so. One way to do this would be to have English as a study subject throughout the curriculum, it would increase the student's confidence and self-realisation. Increased numbers of student exchanges with more partner institutions would also promote further benchmarking of the curriculum. There have been no exchange students to KVK.

There are adequate levels of social support in place regarding social grants for incentive grants for learning, to help students from disadvantaged backgrounds and for students with disabilities. There are adequate and fair provision to allow students to clear their institutional debts. Students can also get assistance on various social and academic issues through the Student Union which has a lot of useful information available on its website. Students from outside Klaipeda can apply to stay in one of the four College dormitories. There is also adequate provision for students to carry out extracurricula sports and cultural activities.

The College have various ways to help students with academic and pastoral issues. Students with psychological issues affecting their studies can be referred by the Study and Career Service for specialist help. Information on support for students is available on the KVK website. First year students are assisted by group tutors according an adaptation programme. Students also have weekly sessions with their group tutors (generally 2 hours per week) where issues relating to their studies can be addressed.

The assessment system is transparent, appropriate and information about it is available to the students. A standard criteria-based ten-point scoring system is used to assess the students' attainment of the subject learning outcomes in terms of their knowledge, understanding and abilities. Students' academic progress and their achievement of the learning outcomes are reviewed twice yearly at staff meetings at the end of each semester. Electronic student feedback surveys are carried out at the end of each semester to help the further development of the teaching.

The placement rates of graduates are very high. Although the figures are incomplete, the employment rate of graduates in 2012 was 100% and in 2013 was 87% (work and further studies).

Strengths:

- *The programme is attracting more academically capable students and there is significant competition for places.*
- *The assessment system is transparent, appropriate and is freely available to the students.*
- *There is clear evidence of feedback from stakeholders being taken into account in the modification/development of the programme. The relationship between the programme and the social partners is exceptional.*

Weaknesses:

- *Although the provisional of communication has improved following feedback from the students and the graduates, this area needs further development.*
- *Although students are involved in applied research this needs to be expanded and the students need to have more systematically involved.*
- *The numbers of students involved in the Erasmus exchange programme should be further increased.*

2.6. Programme management

Improvements in the study programme are carried out systematically. All stakeholders (College, students, graduates, teachers and social partners) have an input into the evaluation, decision-making and implementation of improvements in the DA study programme. Within the College the study programme is managed at the department, faculty and college levels.

At the programme level the Study Programme Committee (whichs of 1 student, 3 teachers and 1 representative of the employers) is responsible for the continued improvement of the programme following feedback from the various stakeholders, including the social partners. Department teachers are responsible for issues relating to the quality of the subject teaching.

The Faculty of Health Sciences (FHS) is responsible for the overall organisation of the programmes, the applied research and the implementation of the faculty services. Changes to the DA programme have to be approved by the FHS Study Committee and the FHS Dean's Office is responsible for the organisation of study processes (scheduling of lecture and assessments, quality assurance of the faculty programmes, etc). Overall, there is a clear decision making committee structure both internally within the programme and within the Faculty.

Data on the implementation of the study programme is collected using electronic surveys created by the College and the findings are analysed and used to make changes to the programme. Following the collection of feedback from the students, graduates, teachers and social partners possible changes to the programme are discussed at a departmental meeting at the end of each academic year. Minor changes to the programme are made annually and are implemented at the beginning of academic year, while major changes are made every 3 years. At the subject level, students are surveyed following the completion of the subjects at the end of every semester.

Surveys of the first and final year students, graduates and the employers are used to assess the quality of the study process and the study programme.

From the SER and the site visit to the College it is clear that significant and appropriate changes have been implemented following the recommendations made by the previous external evaluation. For example, new subjects have been introduced, students are now exposed to a wider variety of patients in their practices (geriatric and special needs patients) and further exchange agreements have been signed. Improvements made through the programme's evaluation processes include the introduction of additional teaching to improve communication skills and the inclusion of all students in the discussions following the results of examinations. The conclusions made by international expert panel (2015) will be published on SKVC and KVK websites.

Stakeholders have a direct input into the Study Programme Committee, where a representative of employers works in conjunction with a student representative and the teachers to implement improvements to the DA study programme. The main social partners (dental clinic Lela, Public Institution Klaipėdos miesto stomatologijos poliklinika, Public Health Bureau of Klaipėda City and the Public Health Bureau of Klaipėda County Municipality) are involved in the study programme assessment and improvement processes through the Study Programme Committee and Qualification Commissions. DA students also have an active role in the planning, implementation and evaluation of the study process. There are student representatives on the Study Programme Committee, the FHS Study Committee, the Academic Council and the KVK Council.

The internal quality assurance measures for the DA study programme are effective and appropriate. They are based on the requirements for ISO9001, EFQM and other governance legislation affecting the operation of the College. There are on-going effective protocols to monitor, evaluate and modify the learning outcomes of the DA programme. Similar internal monitoring and evaluation protocols are used for other key aspects of the programme including staffing, assessment methods and outcomes, facilities, admission requirements and numbers, co-operation with social partners, etc.

Feedback gained from the stakeholders (students, graduates and employers) through the use of regular surveys and through direct lines of communication, such as input into various committees, is used to assess and evaluate the programme. This information is fed into the committee structures at both the programme and College levels in order to make continued improvements to the programme.

The expert panel strongly commends the close and effective working relationship which exists between the programme and the various stakeholders, especially with the alumni and the social partners. We consider the interaction of the alumni and the social partners with the programme to be exceptional and an example of excellence. During the expert panel visit it was very clear that the alumni and the social partners had a significant input into the continued development of the programme through various feedback mechanisms and input directly into the programme committees. The social partners were involved in the applied research and had an important role

in the measures taken to implement the changes recommended by the previous expert panel. Feedback from the alumni contributed to the introduction of the additional communication skills training in which many of the stakeholders benefitted from, not just the students. It was also clear during the visit that the social partners had an extensive knowledge of the programme and the enthusiasm of both the alumni and the social partners regarding the programme and its students was inspiring.

Strengths:

- *The programme management structure is clearly defined.*
- *The close and effective working relationship of the alumni and the social partners with the programme and their positive influence on the programme is an example of excellence.*

Weaknesses:

- *Although in the SAR comments were made regarding the insufficient implementation of the improvement actions there was little evidence of this during the visit. An action plan to overcome any issues appears to be already be in place.*

2.7. Examples of excellence (if there are any).

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III. RECOMMENDATIONS

1. English language and communication skills (both of teachers and students) still need to be improved.
2. Consideration should be given for the DA and DH students to work together clinically more often to encourage a higher level of team work.
3. More systematic involvement of students in applied research.
4. Teachers and students should be encouraged to be more active in undertaking exchange programmes.

IV. SUMMARY

1. Programme aims and learning outcomes

The programme aims and learning outcomes are clearly defined and formulated with regards to both the National and European Qualification Frameworks. The DA study programme's aims and learning outcomes are widely available to the public. The learning outcomes reflect the abilities of graduates from the DA study programme and are oriented towards the practical application of theoretical knowledge. The learning outcomes of subjects are consistent with the learning outcomes of the programme and the KVK DA study programme is consistent with identical study programmes of other colleges in Lithuania. The aim of the study programme is in compliance with the regional development perspective and the high placement rates among graduates provides evidence that the DA programme aims and learning outcomes are based on labour market needs. All stakeholders in the programme have an input into the development/modification of the programme learning outcomes.

2. Curriculum design

The DA study programme complies with the Description of the General Requirements of Degree Study Programmes and complies with the ECTS requirements for a first cycle Bachelor degree programme. It is a 3 year full-time programme consisting of 180 ECTS. The scope and duration of the programme is sufficient to achieve learning outcomes. Subjects are consistently distributed in the study plan following a methodological and logical order. Following the recommendations of the previous experts the teaching of the general subjects were optimised, and where possible, are jointly taught with the DH students. Furthermore, the teaching of the study field subjects start in the first year.

The scope of practices is consistently increasing with each year of studies, thus developing the students' practical abilities in a methodological manner. The content of the courses is generally appropriate for the achievement of the intended learning outcomes. Changes in the programme content have resulted from the comparison of the DA programme with international standards and recommendations provided by experts during the external evaluation 2012. Changes in the programme content are continuously stimulated by active involvement of stakeholders in the improvement of the study programme. Theoretical training is linked to practical giving context to the learning which makes the teaching more effective. All respondents stated that the order of practice procedures and all the tasks are clear. The content of practices was revised and adjusted, focusing on working with patients with different needs. New trends in dentistry are reflected in the study programme.

There is scope to utilise MOODLE more in the learning and teaching process. The expert panel recommends that the teaching of English is carried out throughout the curriculum, and the DH and DA students should work clinically together more often to encourage a higher level of teamwork.

3. Teaching staff

The staff engaged in the implementation of the programme complies with the legal requirements and the Workload Rates and Remuneration of Teachers are in accordance with legal acts. The number of staff is sufficient to ensure the delivery of the learning outcomes and the expert panel commend the good staff-student ratios for the practice aspects of the programme. The programme college and practice teachers are well qualified, dedicated and enthusiastic. There are clear procedures for the monitoring of the continuing professional development needs of the teaching staff. The number of staff undertaking international exchanges with partner institutions has been small and should be increased. This would further encourage staff to develop their English language skills and may promote more student exchanges. The College should also encourage staff to enroll onto longitudinal English language courses. DA teachers are involved in applied research activities directly related to the programme. Students have the opportunity to carry out applied research for their term papers and their final theses which are based on the applied research projects carried out by the department. Programme teachers are actively involved in public, consulting expert activities, in various professional associations and also participate in the prevention events at preschool and for the KVK community and students.

4. Facilities and learning resource

Premises and computer equipment for learning are suitable and sufficient for the implementation of the study programme. Classes of study field subjects and practical professional training take place in fully equipped training dental offices and also phantom classes in the renewed training base. The programme has sufficient number of clinical bases supported by the cooperation agreements. The library of the KVK Faculty of Health Sciences has a fully-computerised fund. Teachers and students can use the databases at the KVK or at home. The teaching materials are adequate and accessible, although there is scope for the acquisition of more international standard textbooks.

5. Study process and students 'performance assessment

The admission requirements are clear and in accordance with the rules of admission to higher education institutions and are available online. The programme is attracting more academically capable students and there is significant competition for places. Employment rates after graduation are high. The assessment system is transparent, appropriate and is freely available to the students. The College provides an adequate level of academic and social support for students. There is clear evidence of feedback from stakeholders being taken into account in the modification/development of the programme. Communication training of the students has improved following feedback, however, this activity should be developed further. Students are involved in applied research activities not only by writing final theses, but also by raising awareness on the importance of oral health. However, this area needs to be developed further to allow the students to be more systematically involved in applied research. The number of students involved in the Erasmus exchange programme is small and more should be encouraged to do so. One way to do this would be to have English as a study subject throughout the curriculum.

6. Programme management

The programme management structure is clearly defined and improvements in the study programme are carried out systematically. The internal quality assurance measures for the DA study programme are effective and appropriate. They are based on the requirements for ISO9001, EFQM and other governance legislation affecting the operation of the College. There are on-going effective protocols to monitor, evaluate and modify the learning outcomes of the DA programme. Similar internal monitoring and evaluation protocols are used for other key aspects of the programme including staffing, assessment methods and outcomes, facilities, admission requirements and numbers, co-operation with social partners.

All stakeholders (College, students, graduates, teachers and social partners) have an input into the evaluation, decision-making and implementation of improvements in the DA study programme. The close and effective working relationship of the alumni and the social partners with the programme and their positive influence on the programme is an example of excellence. Significant and appropriate changes have been implemented following the recommendations made by the previous external evaluation. For example, new subjects have been introduced, students are now exposed to a wider variety of patients in their practices (geriatric and special needs patients) and further exchange agreements have been signed.

V. GENERAL ASSESSMENT

The study programme *Dental Assisting* (state code – 653A52005) at *Klaipėda State College* given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	19

*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:	Dr. Kevin J Davey
Grupės nariai: Team members:	Prof. Dr. Sandra Ribeiro Graca
	Assoc. prof. dr. Egita Senakola
	Mrs Erminija Guzaitienė
	Mr Mindaugas Vilius

**KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS ODONTOLOGINĖ PRIEŽIŪRA (VALSTYBINIS KODAS – 653A52005)
2015-06-18 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-154 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Odontologinė priežiūra* (valstybinis kodas – 653A52005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	19

- * 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
 2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
 3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
 4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA**1. Programos tikslai ir numatomi studijų rezultatai**

Programos tikslai ir numatomi studijų rezultatai aiškiai apibrėžti, suformuluoti vadovaujantis ir nacionaline, ir Europos kvalifikacijų sąrangomis. Studijų programos *Odontologinė priežiūra* tikslai ir numatomi studijų rezultatai skelbiami viešai. Studijų rezultatai atspindi studijų programos *Odontologinė priežiūra* absolventų gebėjimus ir yra orientuoti į praktinį teorinių žinių pritaikymą. Numatomi studijų dalykų rezultatai atitinka programos studijų tikslus, be to, Klaipėdos valstybinės kolegijos studijų programa *Odontologinė priežiūra* dera su panašiomis kitose Lietuvos kolegijose vykdomomis studijų programomis. Šios studijų programos tikslas atitinka regiono plėtros perspektyvą, o aukštas absolventų įsidarbinamumo lygis rodo, kad programos *Odontologinė priežiūra* tikslai ir numatomi studijų rezultatai yra pagrįsti darbo rinkos poreikiais. Visi šios programos socialiniai dalininkai prisideda prie jos numatomų studijų tikslų tobulinimo ir (arba) keitimo.

2. Programos sandara

Studijų programa *Odontologinė priežiūra* atitinka Laipsnį suteikiančių (pirmosios pakopos ir vientisųjų) studijų programų bendrųjų reikalavimų aprašą ir pirmosios pakopos (bakaluro) programoms keliamus ECTS reikalavimus. Tai trejų metų trukmės nuolatinė studijų programa, apimanti 180 ECTS kreditų. Programos apimtis ir trukmė yra pakankamos, kad būtų pasiekti Studijų kokybės vertinimo centras

numatomi studijų rezultatai. Studijų plane studijų dalykai yra nuosekliai paskirstyti laikantis metodinės ir loginės tvarkos. Atsižvelgiant į ankstesnių ekspertų rekomendacijas imta dėstyti daugiau bendrųjų dalykų, o kai įmanoma, jie dėstomi bendrai su studijų programos *Burnos higiena* studentais. Be to, studijų krypties dalykus pradedama dėstyti pirmaisiais studijų metais.

Kiekvienais studijų metais sistemingai didinama praktikos apimtis – taip metodiškai ugdomi studentų praktiniai gebėjimai. Dalykų turinys iš esmės padeda pasiekti numatomus studijų rezultatus. Studijų programą *Odontologinė priežiūra* palyginus su tarptautiniais standartais ir 2012 m. išorinį jos vertinimą atlikusių ekspertų rekomendacijomis, atlikti programos turinio pakeitimai. Keisti programos turinį skatina aktyvus socialinių dalininkų įsitraukimas į šios studijų programos tobulinimo procesą. Teorijos mokymas yra susietas su praktika ir tai didina studijų veiksmingumą. Visi susitikimuose su ekspertais dalyvavę asmenys nurodė, kad praktikos procedūrų tvarka ir visos užduotys yra aiškios. Praktinių užsiėmimų turinys persvarstytas ir suderintas orientuojantis į darbą su pacientais, turinčiais įvairių poreikių. Studijų programoje atsispindi naujos odontologijos srities tendencijos.

Mokymo ir mokymosi procese būtų galima daugiau naudotis virtualiąja mokymosi aplinka *Moodle*. Ekspertų grupė rekomenduoja, kad anglų kalbos būtų mokoma per visą studijų laikotarpį ir kad, siekiant kokybiško grupinio darbo, studijų programų *Burnos higiena* ir *Odontologinė priežiūra* studentai dažniau kartu atliktų klinikinę praktiką.

3. Akademinis personalas

Šią programą įgyvendinantis personalas atitinka teisės aktų reikalavimus, dėstytojų darbo krūviai ir atlyginimai taip pat atitinka teisės aktus. Dėstytojų skaičius yra pakankamas numatomiems studijų rezultatams pasiekti, ekspertai gerai vertina praktinės programos dalies dėstytojų ir studentų santykį. Šią programą vykdančios kolegijos dėstytojai ir praktikos dėstytojai yra kvalifikuoti, atsidavę darbui ir entuziastingi. Nustatytos aiškios nuolatinio dėstytojų profesinio tobulėjimo poreikių stebėjimo procedūros. Mažai dėstytojų dalyvauja tarptautinių mainų su partnerių institucijomis programose, šį skaičių reikėtų didinti. Tai padėtų dėstytojams tobulinti anglų kalbos įgūdžius ir galbūt paskatintų studentų mainus. Be to, kolegija turėtų raginti darbuotojus lankyti ilgalaikius anglų kalbos kursus. Studijų programos *Burnos higiena* dėstytojai dalyvauja taikomųjų mokslinių tyrimų veikloje, tiesiogiai susijusioje su šia programa. Studentai turi galimybę atlikti su jų kursiniais ir baigiamaisiais darbais susijusius taikomuosius mokslinius tyrimus, kurie yra pagrįsti katedroje vykdomais taikomųjų mokslinių tyrimų projektais. Šios programos dėstytojai aktyviai dalyvauja visuomeninėje veikloje, yra konsultuojantys specialistai, įvairių profesinių asociacijų nariai, dalyvauja prevencijos renginiuose, skirtuose mokykloms, KVK bendruomenei ir studentams.

4. Materialieji ištekliai

Studijoms skirtos patalpos ir kompiuterinė įranga yra tinkamos, jų pakanka studijų programai įgyvendinti. Studijų krypties dalykų paskaitos ir praktinis profesinis mokymas vyksta puikiai įrengtuose mokomuosiuose odontologijos kabinetuose ir kabinetuose, kuriuose yra galvos maketas, bei kitoje įrengtoje atnaujintoje mokymo bazėje. Taip pat programai įgyvendinti yra pakankamai skirtų klinikinių bazių už kolegijos ribų, kuriomis naudojamosi pagal bendradarbiavimo sutartis. KVK Sveikatos mokslų fakulteto bibliotekos fondas visiškai kompiuterizuotas. Duomenų bazėmis dėstytojai ir studentai gali naudotis KVK arba prisijungiant prie jų namuose. Metodinė medžiaga yra tinkama ir prieinama, tačiau būtų galima įsigyti daugiau tarptautinį standartą atitinkančių vadovėlių.

5. Studijų eiga ir jos vertinimas

Priėmimo reikalavimai yra aiškūs, atitinkantys bendrojo priėmimo į aukštąsias mokyklas taisykles ir skelbiami internete. Ši programa labiau traukia gabesnių studentų dėmesį, yra didelė konkurencija dėl studijų vietų. Absolventų įsidarbinamumo lygis aukštas. Vertinimo sistema skaidri, tinkama, informacija apie ją lengvai prieinama studentams. Kolegija teikia pakankamą akademinę ir socialinę paramą. Akivaizdu, kad keičiant ir (arba) tobulinant programą atsižvelgiama į socialinių dalininkų atsiliepimus. Atsižvelgiant į studentų apklausų metu išreikštą poreikį, didesnis dėmesys skiriamas studentų komunikacijos įgūdžių ugdymui, tačiau šią veiklą dar reikėtų tobulinti. Studentai dalyvauja taikomuosiuose moksliniuose tyrimuose ne tik rengdami baigiamuosius darbus, bet ir vykdydami informavimo apie burnos sveikatos svarbą programą. Tačiau šią sritį reikia plėtoti, kad jų dalyvavimas taikomuosiuose moksliniuose tyrimuose būtų sistemingesnis. *Erasmus* mainų programoje dalyvauja nedaug studentų, tad reikėtų skatinti jų dalyvavimą. Vienas iš būdų tai padaryti būtų anglų kalbos, kaip studijų dalyko, mokymasis per visą programos įgyvendinimo laikotarpį.

6. Programos vadyba

Programos vadybos struktūra yra aiškiai apibrėžta, studijų programa nuolat tobulinama. Vidinio studijų programos *Odontologinė priežiūra* kokybės užtikrinimo priemonės yra tinkamos ir veiksmingos. Jos pagrįstos ISO 9001, Europos kokybės vadybos fondo (EFQM) dokumentais ir teisės aktų, kuriais reglamentuojama kolegijos veikla, reikalavimais. Studijų programos *Odontologinė priežiūra* studijų rezultatų efektyvi stebėseną yra nurodyta ir nuolatinio kokybės monitoringo protokoluose. Panašūs vidaus stebėsenos ir vertinimo protokolai naudojami ir kitose svarbiausiose šios programos srityse, įskaitant darbuotojų priėmimą, vertinimo metodus ir rezultatus, materialiuosius išteklius, priėmimo reikalavimus ir studentų skaičių, bendradarbiavimą su socialiniais partneriais.

Prie studijų programos *Odontologinė priežiūra* vertinimo, sprendimų priėmimo ir jos tobulinimo prisideda visi socialiniai dalininkai (kolegija, studentai, absolventai dėstytojai ir socialiniai partneriai). Glaudus ir veiksmingas alumnų ir socialinių partnerių bendradarbiavimas įgyvendinant šią programą ir jų teigiamas poveikis programai yra gerosios praktikos pavyzdys. Po to, kai buvo pateiktos ankstesnio išorinio vertinimo rekomendacijos, atlikta svarbių ir tinkamų pakeitimų. Pavyzdžiui, įtraukta naujų studijų dalykų, per praktiką studentai turi galimybę dirbti su įvairesniais pacientais (senyvo amžiaus ir turinčiais specialiujų poreikių), pasirašyta daugiau susitarimų dėl mainų.

<...>

III.REKOMENDACIJOS

1. Reikia toliau tobulinti dėstytojų ir studentų anglų kalbos ir bendravimo įgūdžius.
2. Siekiant stiprinti grupinio darbo įgūdžius, reikėtų apsvarstyti galimybę studijų programų *Odontologinė priežiūra* ir *Burnos higiena* studentams dažniau kartu atlikti klinikinę praktiką.
3. Studentai turėtų sistemiškiau dalyvauti taikomuosiuose moksliniuose tyrimuose.
4. Dėstytojai ir studentai turėtų būti skatinami aktyviau dalyvauti mainų programose.

<...>

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)