



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS
STUDIJŲ PROGRAMOS
GROŽIO TERAPIJA (valstybinis kodas – 653B95004)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF BEAUTY THERAPY (state code – 653B95004)
STUDY PROGRAMME
At KLAIPEDA STATE COLLEGE

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Grožio terapija</i>
Valstybinis kodas	653B95004
Studijų sritis	biomedicinos mokslai
Studijų kryptis	medicina ir sveikata
Studijų programos rūšis	koleginės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	grožio terapijos profesinis bakalauras
Studijų programos įregistravimo data	2003 m. gegužės 29 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Beauty Therapy</i>
State code	653B95004
Study area	Biomedical sciences
Study field	Medicine and Health
Type of the study programme	College studies
Study cycle	First cycle
Study mode (length in years)	Full-time (3)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Beauty Therapy
Date of registration of the study programme	29 May 2003

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The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design.....	7
2.3. Teaching staff.....	8
2.4. Facilities and learning resources	9
2.5. Study process and students' performance assessment	10
2.6. Programme management	12
III. RECOMMENDATIONS	14
IV. SUMMARY.....	14
V. GENERAL ASSESSMENT	16

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.	Klaipeda State College study programme in the field of Medicine and Health <i>Beauty Therapy</i> (state code – 653B95004): Adjustments of the study plan of the year 2014-2017
2.	Final theses of graduates of the past 2 years

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

In 2006, Klaipėda College was affiliated to Klaipėda Business and Technology College and renamed Klaipėda State College. It is a public college with three faculties: Health Sciences, Social Sciences and Technology. The Beauty Therapy programme is delivered from an autonomous department, which is one of five in the Faculty of Health Sciences: General Practice Nursing, Social Work, Beauty Therapy, Physiotherapy and Oral Health.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on *16 September 2014*.

- 1. Mr. Damian Richard Day (team leader)**, *Head of Education at the General Pharmaceutical Council, United Kingdom.*
- 2. Dr. Willi Hoppe**, *Lecturer and Senior Scientist at the Department of Biomedical Sciences, University of Osnabrück, Germany.*
- 3. Dr. Katarzyna Pytkowska**, *Vice-rector for Didactics at the Academy of Cosmetics and Health Care in Warsaw, Poland.*
- 4. Ms. Sigita Zlatkuvienė**, *Cosmetologist at Ažuolynas Medical SPA, Lecturer at Kaunas College, Lithuania.*
- 5. Mr. Vytenis Simenas**, *student of Medicine at the Lithuanian University of Health Sciences, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the Beauty Therapy programme at Klaipeda State College is stated clearly as ‘to prepare a beauty therapist who is able to provide services in the field of beauty, health promotion and wellness working independently and in a team, as well as to critically evaluate practical experience in its professional activities and to keep learning in a changing national and international environment.’ The programme has a clear focus on preparation for professional practice which is in-keeping with its aim.

The learning outcomes of the programme have been written to conform with level 6 of the Lithuanian Higher Education Qualifications Framework, and its European equivalents. As such, the programme is offered at the 6th level of qualification, the Professional Bachelor degree. In deriving the learning outcomes, the college sought advice from a number of external partner institutions – further education colleges in the UK and elsewhere in the European Union.

The learning outcomes focus on the aesthetic needs of the client but from a number of perspectives, including the basic science underpinning beauty therapy, the health and safety requirements of beauty therapy practice, the effect of cosmetic procedures and tools on the client and the ability to critically assess their use, and the ability to prepare appropriate care plans. More broadly, the learning outcomes encourage independent practice and to take account of the wider national and international context.

Information about the programme is publicly available on the college’s website.

The learning outcomes of the programme are appropriate but the college should consider the extent to which the programme has fully embedded the research skills requirement of the descriptor for first study cycle professional bachelor degrees in the study programme. Specifically, the requirement to ‘gather and analyse data necessary for solving specific issues relating to professional activity and innovation development’ (*Descriptor of Study Cycles*, approved by the Order No V—2212 of 21 November 2011 of the Minister of Education and Science of the Republic of Lithuania). This is discussed further elsewhere in this report. The programme is a professional bachelor degree and it does, therefore have to ensure that it

distinguishes itself from lower professional qualifications by ensuring that its scientific base, especially in relation to research, is sufficiently rigorous.

The aims and learning outcomes are consistent with each other and are appropriate for a first cycle professional bachelor's degree.

2.2. Curriculum design

The design of the Beauty Therapy curriculum meets legal requirements. The scope of the programme covers 180 ECTS credits required for Professional BSc degrees in Lithuania.

Study subjects are spread reasonably (772 hours in the 1st year of study, 676 hours in the 2nd year of study, 416 hours + self-study time for the thesis preparation hours in the 3rd year of study). The balance between general college subjects and study field subjects meets the requirements for college study programmes described in *Description of General Requirements for the First Cycle Degree and Integrated Study Programmes* (approved by Order No V-501 of 9 April 2010 of the Minister of Education and Science of the Republic of Lithuania). An important action taken recently was to transfer part of the subjects to the earlier semesters, leaving the final semester for thesis and practice only. The action was taken at the request of students and based on the experience of the partner colleges in Limassol and Nysa. The student view was that this early exposure to subjects helped them to use them more effectively in practice later in the course.

The design of the programme envisages the introduction of a topic in general subjects and deepening of the topic in practical subjects. For example: the details of skin barrier are discussed not in the Anatomy and Physiology subject but in the General Cosmetology subject. Similar solutions are applied also to other groups of subjects. This approach is logical and facilitates learning of multidisciplinary issues in the modern beauty therapy discipline.

The content of the subjects is consistent in general with the type and level of the studies.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. Design of the curriculum focuses on subjects and content related to the work of the beauty therapist. Methods of teaching and student assessment are accordingly focused on

group work, case studies, presentations etc. not just lectures and testing. Social partners stressed to the visiting team that graduates are well prepared to work in the beauty salon.

The scope of the programme is sufficient to ensure learning outcomes, especially in the scope of special abilities and social abilities described in the Appendix 2 at the *Descriptor of Study Cycles*. The visiting team suggests that this part of the programme is revisited to ensure it fully meets the requirements of professional BSc degrees.

The content of the programme is contemporary in general subjects and in the majority of field study subjects, the only exception are subjects related to applied research (Applied Research Methodology, Final Thesis) to which it would be good to introduce more elements directly associated with the rapid development of modern scientific methods of assessing the condition of the skin and cosmetics' efficacy testing. It should be stressed that the college has already taken some steps in this direction.

It should be also stressed that after 2004, the College began reviewing the programme, gradually moving away from the traditional, former Soviet Union beauticians training, based on a thorough nursing education in direction of modern multidisciplinary cosmetology. Changes have been introduced gradually.

2.3. Teaching staff

The study programme is provided by staff who meet legal requirements and have qualifications appropriate to deliver the programme's learning outcomes. Half of the staff are permanent but practical subjects are taught by practitioners with practical experience of beauty therapy. This mix keeps a balance between academics and practitioners. Of the practitioners, the skills mix is nine cosmetic and beauty specialists, cosmetologist-visagists with biomedical education, five doctors, two of them are plastic and reconstructive surgeons, a doctor dermatovenerologist, a doctor of physical medicine and rehabilitation and a doctor of infectious diseases.

The number of the teaching staff is adequate to ensure learning outcomes are delivered. The ratio of students to teachers is 1:14.66 on average.

Teaching staff turnover is low and ensures the adequate provision of the programme. The teaching staff is comparatively young (with many staff in their 20s-30s) with some in their 40s, and with a group of experienced senior specialists.

The college creates opportunities for the development of the teaching staff in spite of reported difficulties in securing international institutional partners. Teachers take part in international exchanges, which also includes teachers of professional subjects participating in the wellness service management course in the UK. Nevertheless, international collaboration opportunities are not that abundant.

2.4. Facilities and learning resources

Study facilities are sufficient, especially since the college has recently invested in new facilities and equipment. Theoretical lectures take place in 12 classrooms, which can accommodate from 20 to 60 students. Premises for studies are appropriate and their number is enough for the implementation of the study programme.

Arrangements for student practice placements are in place, and social partners play an active part in this aspect of the programme.

The visiting team has a concern that study materials are limited in some areas, especially the core specialist ones. For instance, there is only one copy of main literature sources for the subjects Basic of Cosmetical Facial Care, Nail Design and SPA (Procedures and Basic). The recommended literature for the subject Make-up Studies is 1976 – 2004 edition. Students can access material in Lithuanian, English and Russian, textbooks are limited. There is adequate access to online databases, which students use. The college is a member of the Network of Lithuanian Academic Libraries (LABT), which in 2010 was reorganized into LABIIMSPP (Lithuanian Academic Libraries Information Infrastructure for Science and Higher Education Support and Development Consortium).

The college uses Moodle as its online learning environment.

The range of laboratories, practice suites and other study areas is appropriate for the programme. These areas have been developed since 2009 and are based around seven laboratories for facial treatment, body treatment, manicure-pedicure and visage. The college has an investment plan for

2009-2013 and the Beauty Therapy programme should benefit further from this with the addition of an autoclave sterilisation unit.

There has been significant investment in the programme in the period leading up to 2013. The college's self evaluation details what has been bought.

During 2009-2013 practical lessons of studies took place in a college practice base and partly in beauty salons and SPA centres etc according to student need. Since 2013 September, practical lessons take place mainly in a new, fully equipped practice facility.

2.5. Study process and students' performance assessment

The admission requirements are well defined with biology (0.4 as weight coefficient of the grade of maturity examination), chemistry (0.2), mathematics (0.2) and Lithuanian language (0.2) as subjects taken to form a competitive score.

The average competitive score in 2013 was 13.7 – a rather low value. On the other hand the programme is among the most popular at Lithuanian colleges: in 2012 and 2013 88 and 96 students admitted to it, with more than 1400 applications.

Comparing the number of full-time students admitted and graduated in the reporting period, 58 and 35 students were admitted to the first year of the programme in 2009 and 2010, respectively, and about 90 per cent of them successfully completed their studies.

Admission criteria are clear and appropriate. The competing score is high in comparison to other colleges specialities, it shows that programme is popular among students and only motivated students are getting into the programme.

The college Regulations of Studies regulate student admissions, the study process, students' documents, rights, duties, incentives and penalties for students, the assessment of learning outcomes, the elimination of academic debts, the repeating of the subject, academic leave and the completion of studies. In general students leave the programme at their own request.

The organization of the study process ensures that the programme's learning outcomes are delivered. Half of the study time is used for developing practical skills and one third of the time

is used for students' individual studies. Two thirds are contact hours. Students are involved in applied research and in 2013, five papers were presented at conferences. Students are encouraged to undertake research in areas that are research strengths of the staff.

2–3 times a year students of the Beauty Therapy study programme are introduced to the opportunities to study abroad by the Department of International Relations and students may choose from 28 Erasmus partner institutions of the Faculty of Health Sciences. The department, however, collaborates with 7 colleges and universities. The department would like to increase the number of external partners it has.

Although opportunities to go abroad for studies are given to students, only a small number of students participate in these exchange programmes with foreign universities (2 students chose studies abroad in 2012/13).

Though most of the teaching staff is employed as part-time teachers – only 6 out of 16 positions are full-time – contacting lecturers or assistants is generally not seen as a problem. The high proportion of part-time staff, however, may lead to less flexibility in planning the time-table for semesters as these teachers are not available all day. Students did not feel that access to teachers was an issue.

For their final thesis students can propose topics to the supervising teacher, but the decision on the topic is up to the teacher and topics can be based on their own research interest, which tend to be practice based. As an average 5 to 6 students is supervised by a teacher, but data for 2011-12 shows that full time staff supervise 3-9 students and part time staff supervise 1-4 (in 2012-2013 the equivalent figures are 1-8 and 3-6). It is clear that students undertake research but opportunities for data collection and comparative research are limited. In part this is characteristic of professional BSc programmes. After examining student theses and discussing them with staff, the team concluded that further consideration should be given to whether the full range of applied research techniques are used in the programme.

External social partners are involved in the assessment of final theses, to ensure that they are contemporary and relevant to practice.

Students told the visiting team that they were provided with support according to their needs. The needs could be academic, pastoral or financial. Part time students reported that their needs were taken into account and that being part time did not disadvantage them.

In 2009–2013 approximately 86.44 per cent (excluded those on maternity/ child care leave and those with no data) of the graduates were employed and 72.32 per cent of them worked in beauty therapy. The data on the employment of graduates indicate that the programme qualifies students to work in various fields of beauty therapy. It provides a good platform for a wide scope of professional fields and graduates feel well prepared for work.

2.6. Programme management

The programme is delivered by the Department of Beauty Therapy and is overseen by the Study Programme Committee, which comprises teachers, a student and social partner representatives. The Committee, chaired by the head of department, is responsible for ensuring that the programme is reviewed regularly and up-to-date. This committee feeds in to other ones at more senior level in the college.

Data on the programme is collected from students at the end of every semester via electronic surveys. The collection of data is done so in a manner prescribed in the college's Quality Handbook, which is applied consistently to all programmes. An example of this process working effectively would be the rescheduling and reorganisation of the first year, which was done at the request of students.

Annually, the college Study Quality Committee considers the recommendations of the Study Programme Committee for changes to the programme. Examples of changes made by the Study Programme Committee were given in the self evaluation document and include a better alignment of learning outcomes and assessment at the suggestion of graduates and employers, and more frequent meetings between student leaders and senior academic staff at the suggestion of students.

This is the first evaluation of the programme by external experts, so the outcomes of previous evaluations cannot be considered.

The College provided clear examples of where internal evaluation had led to changes in the programme, as listed in the self evaluation document. On this basis, the panel concluded that internal evaluation was effective. Students and social partners were able to corroborate this.

III. RECOMMENDATIONS

1. The college should consider the extent to which the programme has fully embedded the research skills requirement of the descriptor for first study cycle professional bachelor degrees in the study programme. Specifically, the requirement to 'gather and analyse data necessary for solving specific issues relating to professional activity and innovation development.'
2. The college should further encourage staff and students to take advantage of overseas study opportunities through the Erasmus programme and other means. The internationalisation of education in Lithuania is a national strategic priority and the college acknowledged that this is a current area of weakness. The success measure for this recommendation would be an increase in overseas exchange activity.
3. The college should consider introducing more elements directly associated with the rapid development of modern scientific methods of assessing the condition of the skin and cosmetics' efficacy testing.

IV. SUMMARY

The review team identified some examples of good practice and a small number of recommendations for the first cycle (professional bachelor) study programme *Beauty Therapy* implemented at Klaipėda State College. In particular, the programme is clearly focussed on the needs of the profession and has a practical focus. Many of the teachers are practitioners, something which is appreciated by students and something that was noted by the visiting team.

Programme aims and learning outcomes: The aims and learning outcomes are appropriate for a study programme in Beauty Therapy which conforms to legal requirements for professional Bachelor degrees.

Curriculum design: Curriculum design is clear and understood by students. The curriculum does deliver the learning outcomes of the study programme but the college does need to consider whether the programme has fully embedded the research skills requirement of the descriptor for first study cycle professional bachelor degrees.

Teaching staff: The teaching staff are qualified to deliver the study programme and have an appropriate range of skills and expertise. There is an appropriate balance between academics and practitioners.

Facilities and learning resources: Facilities and learning resources are appropriate for the programme but there are some gaps in the book stock which should be addressed, while acknowledging that some key texts are not available in Lithuanian. This is a common issue for such programmes.

Study process and students' performance assessment: The design of the study programme is consistent with the learning outcomes and the assessments are well matched also.

Programme management: The management of the study programme is clear, as are the links between the programme and the college through several layers of quality management. The visiting team was given a wide range of examples of how the quality management process has resulted in changes being made to the programme.

V. GENERAL ASSESSMENT

The study programme *Beauty Therapy* (state code – 653B95004) 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	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:	Mr. Damian Richard Day
Grupės nariai: Team members:	Dr. Willi Hoppe
	Dr. Katarzyna Pytkowska
	Ms. Sigita Zlatkuvienė
	Mr. Vytenis Simenas

**KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOS PAKOPOS STUDIJŲ
PROGRAMOS *GROŽIO TERAPIJA* (VALSTYBINIS KODAS – 653B95004) 2014-11-18
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-555 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Grožio terapija* (valstybinis kodas – 653B95004) 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

Ekspertų grupė nustatė keletą gerosios patirties pavyzdžių ir pateikė keletą rekomendacijų, kaip tobulinti pirmosios pakopos (profesinio bakalauro) *Grožio terapijos* studijų programą, kurią įgyvendina Klaipėdos valstybinė kolegija. Visų pirma, programa yra aiškiai orientuota į profesijos poreikius ir į praktinius dalykus. Daugelis dėstytojų dirba praktiškai. Tai vertina studentai ir pastebėjo ekspertai apsilankymo metu.

Programos tikslai ir studijų rezultatai. Tikslai ir studijų rezultatai yra tinkami *Grožio terapijos* studijų programai vykdyti. Jie atitinka teisės aktuose profesinio bakalauro laipsniui nustatytus reikalavimus.

Programos sandara. Programos sandara yra aiški ir suprantama studentams. Studijų turinys leidžia pasiekti studijų programos rezultatus, tačiau Kolegija turėtų apsvarstyti, ar į programą visiškai įtrauktas pirmosios studijų pakopos profesinio bakalauro laipsnio apraše numatytas reikalavimas dėl mokslinių tyrimų įgūdžių.

Personalas. Akademini personalas yra kvalifikuotas vykdyti studijų programą ir turi tinkamus gebėjimus ir patirties. Akademikų ir praktikų santykis yra tinkamas.

Materialieji ištekliai. Patalpos ir mokymosi ištekliai yra tinkami programai vykdyti, tačiau trūksta kai kurių knygų. Tai turėtų būti sprendžiama. Reikia pripažinti, kad tam tikros pagrindinės literatūros lietuvių kalba nėra. Tai bendra tokių programų problema.

Studijų eiga ir studentų pasiekimų vertinimas. Studijų programos sandara yra nuosekli, ji dera su studijų rezultatais, pasiekimų vertinimas taip pat tinkamas.

Programos vadyba. Studijų programos vadyba yra aiški, nes šios programos ir Kolegijos ryšį užtikrina keli kokybės užtikrinimo lygiai. Ekspertų grupei apsilankymo metu buvo pateikta daug pavyzdžių, kaip vykdant kokybės kontrolę buvo keičiama programa.

<...>

III. REKOMENDACIJOS

1. Kolegija turėtų apsvarstyti, ar į šią programą visiškai įtraukti pirmosios studijų pakopos profesinio bakalauro laipsnio apraše numatyti mokslinių tyrimų įgūdžių reikalavimai, ypač reikalavimas „rinkti ir analizuoti duomenis, reikalingus konkrečioms profesinės veiklos ir inovacijų diegimo problemoms spręsti“.
2. Kolegija turėtų toliau skatinti darbuotojus ir studentus naudotis galimybe studijuoti užsienyje pagal ERASMUS ar kitas programas. Lietuvos švietimo tarptautiškumas yra visos šalies strateginis prioritetasis, o Kolegija pripažino, kad šiuo metu ši sritis yra silpnoji jos vieta. Sėkmę rodytų suaktyvėjusi tarptautinių mainų veikla.
3. Kolegija turėtų apsvarstyti galimybę įtraukti daugiau dalykų, tiesiogiai susijusių su sparčiu šiuolaikinių mokslinių metodų, skirtų odos būklei įvertinti ir kosmetologijos priemonių veiksmingumui išbandyti, taikymu.

<...>

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)