



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

PANEVĖŽIO KOLEGIJA  
STUDIJŲ PROGRAMOS *BENDROSIOS PRAKTIKOS SLAUGA*  
(*valstybinis kodas - 653B70001*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *GENERAL PRACTICE NURSING* (*state code - 653B70001*)  
STUDY PROGRAMME  
at PANEVEZYS COLLEGE

**Experts' team:**

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5. **Ms Monika Stančiauskaitė**, *students' representative*.

**Evaluation coordinator -**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Bendrosios praktikos slauga</i>
Valstybinis kodas	653B70001
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	2002 m. rugpjūčio mėn. 30 d.

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>General Practice Nursing</i>
State code	653B70001
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 credits
Degree and (or) professional qualifications awarded	Professional Bachelor of Nursing, General Care Nurse
Date of registration of the study programme	30 August, 2002;

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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 General Practice Nursing programme is set up within the Department of Biomedical Sciences of the Panevezys College. Next to General Practice Nursing there are four other study programmes within this Department: Dental hygiene, Physiotherapy, Beauty therapy and Dental

Care. This report concerns the evaluation for the General Practice Nursing Programme and the key data was presented at the beginning of this report.

The preparation of the self-assessment report (hereinafter - SER) consisted out of three stages. First stage was gathering of data, analysis and preparation of the summary of self-assessment. During the second stage data were analysed and discussed with the study programme committee, lecturers of the programme and students. During the third stage the head of the self-assessment preparation group was in charge of the final text of the summary of the self-assessment report.

This report and the evaluation analysis are based on the outcome of the due diligence of the self-evaluation report and the meetings held during those three stages. In addition, the expert team (hereinafter – ET) visited the facilities available for General Practice Nursing students learning. During the visit of the ET several buildings located on some distance from each other were visited.

#### ***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 team conducted the Review Visit to HEI on the 2<sup>nd</sup> of December, 2015.

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.*

The ERT were very grateful for the warm welcome received by the staff at the Department and were able to conduct their evaluation in a serene atmosphere.

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

The General Practice Nursing programme has its roots in a strong medical history at Panevezys College. Much attention is given to practical classes and their diversity. The nursing programme is now embedded in the Department of Biomedical Sciences. Despite the fact that this position of

the programme could lead to a biomedical focus, ET noticed that attempts are being made to embrace the bio-psychosocial model of teaching and learning.

Programme aims and learning outcomes are publicly accessible. *The aim of the programme is to develop a general practice nurse, capable of organizing the provision of general practice nursing services for family and community independently in all levels of health care institutions (SER 9, p.5).* Although this is a well-accepted general description, more attention in this description should be given to general aspects like research ability, nursing leadership and awareness about life-long learning. The central ideas about the bio-psychosocial model should be put more forward in this description as well.

The learning outcomes are based on Lithuanian legal requirements, and appear to be grounded on EU requirements, research in the field and international cooperation projects. The level seems to be consistent with Level 6 of the European Qualifications Framework (EQF) and Level 6 of the Lithuanian Qualifications Framework. There is compatibility between name, learning outcomes and content of the study programme, as well as the professional qualification awarded. It seems that parts of a competency-based learning model are used.

SER 20, p. 7 mentions that *learning outcomes comprise the levels of knowledge, awareness and skills.* However the ET could not find a clear consistency in the structure of the curriculum. Competencies are mentioned in SER (Paragraph 13) but it does not give a thorough and clear description. No separate description of courses in terms of knowledge, skills and attitude either. This is very important. Tabel 3 gives an overview of the correlation between the study programme learning outcomes and the course subjects. This table however is the start of such a description and should be worked out in more detail. Table 4 gives an overview of the consistency of study subjects and their links with practice and foreseen learning outcomes of the study subjects. Furthermore learning outcomes in both tabels must correspond with each other. The ET misses the the logical sequence of how all parts of the programme are linked to each other. As was expressed by the ET during its visit to Panevezys College, a competency/learning outcomes-subjects based matrix should be made which shows clearly the competencies being taught in each course. Such a matrix will show directly how all competencies are distributed over the curriculum.

Because of the cooperation between Panevezys College and its Social Partners, it is clear to the ET that the programme aims and learning outcomes are based on the public needs and the needs of the labour market. Social Partners influence directly the curriculum and are invited to take part in the study committee. Panevezys College and the Social Partners made it clear to the ET that the employability of nurses in the Panevezys region is high and will remain high over the coming years.

In summary, the ET recognized the efforts being made over the last few years to come from a biomedical model to a bio-psychosocial model. Some extra attention should be given though to further develop the programme aims and intended learning outcomes since these are not clearly defined. This is needed so that the programme provides a clear set of learning outcomes described in competences and specified in knowledge, skills and attitude. This point is also emphasised as an action for improvement in the SER report. In the process of developing programme aims and learning outcomes, the college must ensure and pay attention to the fact that the learning outcomes must be consistent with the type and level of studies, as well as with the level of qualifications offered.

## **2.2. Curriculum design**

The structure of the programme complies with the requirements of legislation: *Description of General Requirements of Degree-Awarding First Cycle and Full-time Studies, the Description of Nursing Study Field*. The amount of clinical practice meets the requirements of EU Directive and is therefore in accordance with the *European Parliament and Council Directive 2013/55/EU, 20 November, 2013*.

The total scope of the nursing programme is 210 ECTS, 3,5 years, form of studies fulltime. One academic year has 60 study credits. The total of 210 ECTS are divided over General subjects of college studies, Subjects of study field, practices and subjects determined by the college and optional subjects. The scope of the programme is sufficient, although as mentioned in the previous paragraph, it is hard for the ET to decide if and how all competencies are distributed over the curriculum.

It seems that study subjects are spread evenly in which practice follows theory. For example, the amount of credits given to mental health nursing is 3 ECTS and then follows practice “Mental Health nursing” which has 9 ECTS. College should assure this is enough for a graduated student to function as a professional nurse in this field.

The amount of lectures is quite high. One of the developmental aims should be to decrease the amount of courses and develop more active teaching-learning methods (problem-based), to encourage students to search and use scientific articles and other evidence-based material. The College has defined a need to improve the students’ ability for independent work with scientific material and more independent written assignments, including term papers, which will be included in the programme as well.

The ET also believes that a specialized mentor programme offered by Panevezys College to mentors of students in clinicals should be imported. During conversations with representatives from the field the ET found out no mentor trainings are organised. It was said that According to

the ET, such trainings are important to heighten the level of knowledge of mentors. This will allow them to operate and assist students following the latest professional insights. A system should be set up in which on a regular basis mentors are trained on how to assist students in clinicals.

The ET would also like to emphasise the importance of multi professional education. Knowledge of the activities of other health care professions is necessary in order to be a good professional. Through inter-professional simulation exercises in the curriculum those activities can be rehearsed. As the ET understood, during clinicals students will work together with students from other health professions. The ET would like to suggest to create inter professional courses in the nursing programme. As a start some courses are offered to nursing students in collaboration with physiotherapy students now. This is a good development and the ET would like to call on the Study Programme Committee to enlarge these activities, to make those activities a mandatory part of the programme and if possible with more health professionals.

Based on the final theses that were shown to the ET, the scientific methodological approaches vary. The final theses demonstrate that students integrate Evidence Based Practice. The methodology used however is mainly descriptive. A more qualitative approach in these final papers would be a good addition to the research skills used. The ET recommends the introduction of more qualitative studies due to the importance of these methods for the development of our profession. The ET noticed that only 3 ECTS in the whole programme is allocated to Methodology of Applied Scientific Research.

On being asked by the ET why students should learn about statistics, Evidence Based Practice, etc their answer was that they need it for their final thesis. The ET would like to put emphasis on the reasons why EBP is so important in our profession. So it should be made more clear to students how EBP, research, etc. is used in nursing work settings nowadays. Furthermore the use of international guidelines in the nursing programme could be considered more. On the question if such guidelines are used in the programme the students answered negative.

The ET heard of its meeting with students that on their request the latin course was brought back into the study programme. It's positive that students are given the possibility to have influence on the programme offered and that the College listens to needs expressed by them.

In summary the ET would like to mention that the curriculum seems to be attractive for students. Their wishes are heard and actions are taken on requests. The amount of lectures offered however is quite high, if possible courses should be clustered and more active teaching-learning methods (problem-based) should be used. Furthermore a solid mentor programme for mentors of students in clinicals should be set up, a so called „train de trianer' programme. In the future more emphasis should be paid on multi professional education. The professions in the health field are



moving towards a closer collaboration on a regular professional basis. Knowledge of the activities of other professions in healthcare is necessary in order to be a good professional. In order to prepare future nursing students for this reality more inter professional simulation exercises must be integrated in the curriculum.

More emphasis should be paid towards research as well. As was mentioned in the SER (SER44, p.12) many summaries of final papers lack a proper research methodology description. Furthermore its the ET believe that more emphasis must be given to qualitative descriptive statistics in the curriculum as well. Research could be stimulated by the formation of an International team. This team should apply for an Erasmus Plus research project. By joining such a project both internationalization as research will benefit from it.

### ***2.3. Teaching staff***

The study programme appears to have recruited staff in line with legal requirements. There are 24 teachers, 17 (71 percent) are full-time teachers and 7 (29 percent) are part-time teachers. 71 percent of teachers have more than 10 years of pedagogical work experience, 63 percent have practical work experience in taught subject acquired within the last 7 years. The number of teachers seems to be adequate to ensure learning outcomes.

The ET believes that there is career progression for teaching staff and that emphasis is being paid to the need for doctoral qualifications. This is shown in the possibility to attend seminars both national and international, follow Erasmus exchange programmes, and support for a progression in an academic career that is offered.

Out of the conversations with staff it became the ET clear that there is a low turnover of staff. Turnover is mainly due to retirement and personal reasons and it seems to ensure an adequate provision of the programme.

The administration appears to support staff in term of financial assistance to go for conferences, seminars to update their qualifications. Given the fact that at the moment at Panevezys College there is no lecturer with a doctor's degree in nursing the ET thinks that more attention should be given to this topic than is already done. A possibility might be to evaluate the financial and/or time support given. The ET is convinced that the department has recruited staff with sufficient practical and pedagogical work experience.

The ET understood from the SER and during the visit that teachers don't engage enough in international exchange activities (SER, p. 61). Although some lecturers went on an Erasmus grant abroad (SER, p. 61) this participation should be deepened. The College should start up an Erasmus Plus project together with important stakeholders. By doing so the whole internationalization policy will be embedded more in College and the curriculum. Furthermore

the SER also mentions that the relations with foreign institutions of higher education could be better developed (SER, p 62). Next to financial reasons the ET thinks that the level of English language proficiency plays an important role in this observation. According to SER, in 2012 a survey “Professional development needs of the Panevezys College staff” revealed that, in 2012–2015, 42 % – of staff wanted to improve on the knowledge of a foreign language. In 2012-2013 special courses in English were organized. Therefore the ET recommends to continue to offer english classes to staff in order to enhance the level of english. The academic language in the world is english nowadays.

The ET is positive about the high number of staff active in professional associations and organizations. These will not only assure that members of staff remain in touch with the latest developments in the profession, but it also gives a strong signal that members of staff are really interested and want to invest in the further development of the nursing profession. This involvement also shows that staff is really committed to the nursing values. This will have positive effects on students. They will see nursing leaders in front of the class. Some extra attention however might be given to the idea of nursing leadership. On the question to students what a nursing leader is they answered that this are tasks done by the head of a department. In other words students did not realize that each and every one of them is a leader in their own profession. That with leadership is meant a professional who is able to take action based on the latest scientific evidence. Students did not make the connection that these qualities are into each and every one of them nurses. This is an important issue because in the near future nurses are expected to take more responsibilities. This can only succeed if nurses are aware of their changing role in healthcare and step up to take those responsibilities.

In summary the ET would like to mention that teachers seem to be proud and happy to work for Panevezys College. Some extra attention nevertheless should be given to staff development in progression in academic careers, the international lecturers’ mobility and the level of English spoken. English should be continued to be offered to staff.

#### ***2.4. Facilities and learning resources***

Based on SER (SER 77-78-79, p.18), the premises for studies appear to be adequate both in their size and quality. During the visit, the ET saw that the teaching and learning equipment (laboratory and computer equipment, consumables) is adequate both in size and quality. The higher education institution has adequate facilities in terms of skills labs for students’ practice. During its conversation with students the ET heard that students also felt that the College is well equipped and well organized in this regard. The practical classes are subject specific. This means that there is a classroom for “treatment, first and emergency care and vital signs and tools for

patient care and nursing” (SER 77 & 78. P.18). From 2010-2014 many facilities were renewed and modernized. As was seen by the ET, and showed proudly by teachers, invested was largely in the purchase of the latest technical mannequins and practical skills classrooms. They are now state of the art. Also the equipment used was invested largely on.

For the theoretical teaching of the programme, an auditorium is available for 90 students, 8 auditoriums with 25-30 workplaces and for practical classes 16 classes are available with 10-14 places. The total area of training classrooms is 400m<sup>2</sup>.

Promoting the theory that patients should be treated with a holistic view and having such an up to date equipped Practical Training Centre makes it also possible to offer inter disciplinary courses. As already mentioned under the paragraph of curriculum design different health professions should be brought together in a simulation session. Together in a training situation they should be given the opportunity to get used to each other’s responsibilities and working methods. The ET would like to advise to invest in such courses.

By and large, teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. The library, good equipped, invested in online databases and electronic administrative systems. Students have access to EBSCO and databases like LITLEX. The library has access to electronic databases and students can use resources of Lithuanian academic libraries (SER 81, p.19). Mentioned in the SER is that there is an insufficient amount of books and publications in the foreign language. As the whole world is becoming more and more digitalized, those books and publications can be found on the Internet. Therefore the ET recommends for the future to keep on investing in electronic databases. The coming years emphasis will be ever more on electronic retrieved information.

During our visit the ongoing digitalization of our society was recognized by staff as well as by students. Modern teaching methods used are MOODLE. Through this programme students are offered teaching and learning material. As our world becomes more digitalized, the ET encourages Panevezys College to continue the digitalization of its training programme and to broaden the use of electronic methodological learning materials as well. In an ever more collaborating Europe investments must be made in videoconferencing classrooms equipment, so that groups of students and teachers will be able to communicate over long distances. In summary the ET would like to mention that the facilities and learning resources are well enough to meet the programme and the needs of students. The improvements done over the last recent years are visible. Students have access to online electronic databases. More emphasis could be given in the set-up of inter professional training facilities and a videoconferencing classroom.

### ***2.5. Study process and students' performance assessment***

Admission is governed by student regulations of Panevezys College. Panevezys College also participates in joint admission regulation of Lithuanian higher education institutions. Panevezys College follows the general provisions set by those institutions. The admission criterion is competitive score. Applicants competition seems to be high. Information about the nursing programme is offered online, through information flyers, fairs and open doors and career days. The number of admitted applicants remain equal over the last years, around 30.

The ET is positive about the development in the ratio of students admitted and graduated. As can be seen in tabel 8 this ratio improved significantly. The reasons why students leave their study has mainly got to do with low motivation, no vocation, academic leave and voluntary termination of studies. The overall drop out over the last years varied from 7.2 to 11 percent. In order to get more grip on this situation the college has prepared a students drop out plan. The college now watches and analyses students preformances on a regular basis. As heard during the meetings with students and stakeholders the professional activities of the majority of graduates meets the programme providers expectations.

Assessment methods are appropriate for assessing learning outcomes. Interim assessment comprises students' participation in seminars, practical classes, projects etc. Assessment of self-study forms a part of the accumulating grade. The assessment system is transparent and public. 75% of students experience the assessment as objective and versatile (SER 116, P. 24). For the assessment of the final paper social partners, employers and lecturers from other college's are asked to join in an examination commission.

Students are represented in many commissions at the college. The academic life is vibrant as well. Students are given the possibility to take part in extracurricular activities like sports and college theatre. The ET recognizes that a further development of students applied scientific competences is needed. This is also mentioned in the SER (SER 128, P. 26). It is positive to notice that initiatives are taken to interest students for research. So is a Students Scientific Society established at the College and during practical training students are encouraged to perform scientific research and present the outcomes during theoretical study days as well. By organizing extracurricular activities and the establishment of a Students Scientific Society Panevezys College ensures that an adequate level of academic and social support is offered. Students together with teachers participate in activities providing information on correct lifestyle during international Nurses Day organized for the college in general but also for the Panevezys town community. The ET thinks that this initiative shows positively the involvement of Panevezys College in making a connection between students and the community.

The programme offers good conditions to participate in European mobility programmes. The last years the outgoing Erasmus mobility rate is at a good level. The ET acknowledges that a lot of effort is put into the organization of bilateral Erasmus exchange agreements (SER 106, p.22). A group of 12 students went to France (2011, 2013) and another group of 12 (2012, 2013) went to Germany on exchange. For incoming students it is hard to offer a good theoretical programme because only courses in Lithuanian are being taught. The ET advises to develop English taught courses. This will not only facilitate the incoming student mobility but also create new possibilities for Lithuanian students.

In summary and based on the mentioned topics above, the ET could say that the process ensures an adequate provision of the programme and enables students to reach the formulated learning outcomes.

The ET would also like to mention that the College has set up a good student drop out plan in which student performances are watched and analysed on a regular basis. Furthermore the assessment techniques being used are appropriate for assessing learning outcomes. The development of an English taught course would have a positive impact on incoming student mobility.

## ***2.6. Programme management***

It is clear to the ET that the management of Panevezys College is strategically driven. So formulated Panevezys College a strategic action plan for the period 2014-2020. Its goal is „to increase Panevezys College competitive advantage and impact on the development of the country through smart specialization and the highest quality standards study and research activities and management“. The Quality system of the College is based on the Description of the Management Procedure of Panevezys College Study Programme. This document is revised in 2014 and identifies clearly the College structure, and responsibilities of personnel in the College. The Study Programme Committee is responsible for the quality of the programme. It analyses and improves the content of the study programme. The College management system was certified according to the international standard LST and ISO 9001: 2008 requirements. The college has implemented as well the EU guidelines in relation to internal study quality management systems.

A strong management vision is according to the ET also visible through the structure of the college into „teaching departments“ and „supportive departments“. Centralizing supportive activities under one department for the whole College is cost and personnel effective.

The ET is positive about the fact that the quality of the programme is checked on a yearly basis (SER 141, p.28). The internal quality assurance measures are effective and efficient. This is

proven by the use of a quality management system, (SER 147, P.29) This system monitors the activities of the College and the Department through self assessment, measuring of students drop out and analysis of student progress, graduate placement, etc. Furthermore students with adaptation problems are being monitored, and interviews with supervisors of practices on the results of practical training are organised.

During the meeting with stakeholders as well as written in SER (SER 146, p.28) it is the ET clear that the College has strong relations with the Social partners. Social partners take part in the programme on many different levels. As member in the Study Programme Committee, by taking part in the programme self-assessment group, by offering clinical placements and by participation in the evaluation of learning outcomes. It can be said that stakeholders are involved in the evaluation and improvement processes at Panevezys college. SER (SER 147, p.29).

During the meeting with students it became the ET very clear that students felt heard by the College. All students agreed on the fact that their opinion was asked very frequently and that feedback was taken very seriously by the College.

On being asked staff told the ET that there is a clear communication line between the strategic level and the teaching staff/students both horizontally and vertically. After the visit to Panevezys College the ET is convinced that responsibilities for decisions and monitoring of the programme are clearly allocated.

In summary the ET realizes that it's often not easy to give direction to an organization, which is constantly under the influence of national and European, changes. However the setting of a clear focus in the future according to which the organization should develop gives stability in a constantly changing world. The vision formulated is a challenging one. In order to make a difference in practice after graduation students should be made more aware of the fact that a nursing leadership attitude is expected of them. So more emphasis should be put in the programme about what it is to be a leader. What type of behaviour is expected working as a nurse and how Evidence Based Practice fits into this picture.

## ***2.7. Examples of excellence \****

### **III. RECOMMENDATIONS**

1. Learning outcomes and programme aims must be defined more clearly.
2. Attention must be given to further develop the programme aims and intended learning outcomes. To come to a clear set of learning outcomes described in competences and specified in knowledge, skills and attitude.
3. Make sure the learning outcomes are consistent with the type and level of studies as well as the level of qualifications offered.
4. Courses should be clustered and more active teaching-learning methods (problem-based) should be used.
5. A solid mentor programme for mentors of students in clinicals should be set up, a so called „train de trianer’ programme.
6. More emphasis could be paid on the development of interprofessional courses.
7. More qualitative descriptive statistics in the final thesis.
8. The use of international guidelines in the nursing programme
9. Extra attention should be given to staff development in progression of academic careers.
10. Extra attention should be given to the international mobility of lecturers.
11. English should be continued to be offered to staff.
12. More emphasis could be given in the set-up of inter professional training facilities.
13. The development of an English taught course would have a positive impact on incoming student mobility.
14. More emphasis should be put in the programme on nursing leadership.

#### **IV. SUMMARY**

First of all, the ET notes that the Bachelor of General Practice Nursing of Panevezys College meets the general international and national requirements and expectations for entry-level qualifications in the profession of nursing. However a number of shortcomings have been noted and suggestions made for improvements.

Given the challenges faced in the nursing profession in an ever-changing social environment, it is important that the programme invests in multi professional simulation education. The nursing profession becomes more and more independent and has to work more and more as an expertise with other professions in health care.

A strong point is the facilities and learning resources that emanates from recent investments. Now it is possible to develop inter- professional courses as well.

Another positive point is the contact with the social field, which is strong.

More attention should be given to staff development in progression of academic careers. The presence of a lecturer with a doctor's degree in nursing would uplift the whole programme in an academical way.

The weakest area came across in the area of Programme aim and learning outcomes. Its a strong point that this area is already mentioned as an action for improvement in the SER report. More attention should be given to further develop the programme aims and intended learning outcomes. The first step would be to come to a clear model in which learning outcomes are described in competences and specified in knowledge, skills and attitude. Secondly the offered courses in the programme should be describes in knowledge, skills and attitude as well.

The next step would be the forming of a competency/learning outcomes-subjects based matrix which shows clearly which competencies are being taught in each course. Such a matrix will show directly how all competencies are distributed over the curriculum. Through the realization of such a construction it becomes clear how competencies and learning outcomes are connected with each other and how they are divided through the whole curriculum.



## V. GENERAL ASSESSMENT

The study programme GENERAL PRACTICE NURSING (state code – 653B70001) at PANEVEZYS 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	2
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	3
	<b>Total:</b>	<b>17</b>

\*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
Grupės nariai: Team members:	Marc Elie
	Doc. Reet Urban
	Aušra Volodkaitė
	Monika Stančiauskaitė

**PANEVĖŽIO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
BENDROSIOS PRAKTIKOS SLAUGA (VALSTYBINIS KODAS – 653B70001) 2016-04-01  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-89 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Panevėžio kolegijos studijų programa *Bendrosios praktikos slauga* (valstybinis kodas – 653B70001) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>17</b>

\* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Ekspertų grupė visų pirma pažymi, kad Panevėžio kolegijoje vykdoma bakalauro studijų programa *Bendrosios praktikos slauga* atitinka bendruosius tarptautinius ir nacionalinius reikalavimus bei lūkesčius, susijusius su slaugytojo profesijos pradinio lygio kvalifikacijomis. Tačiau pastebėta nemažai trūkumų ir pateikiami pasiūlymai dėl tobulinimo.

Atsižvelgiant į iššūkius, su kuriais slaugytojams tenka susidurti nuolat kintant socialinei aplinkai, svarbu, kad įgyvendinant šią studijų programą būtų skiriama lėšų multiprofesiniam mokymui pasitelkiant simuliaciją. Slaugytojo profesija tampa vis labiau savarankiška ir slaugytojams vis dažniau tenka dirbti ekspertais kartu su kitais sveikatos priežiūros specialistais.

Šios studijų programos stiprybė yra materialieji ištekliai, kuriems neseniai skirta lėšų. Dabar įmanoma organizuoti ir tarpdisciplininį mokymą.

Kitas teigiamas aspektas – stiprūs ryšiai su socialine sritimi.

Daugiau dėmesio turėtų būti skiriama darbuotojų tobulinimuisi siekiant akademinės karjeros. Jei būtų bent vienas slaugos daktaro laipsnį turintis dėstytojas, tai pakeltų visos studijų programos akademinį lygį.

Silpniausia šios studijų programos sritis yra studijų programos tikslai ir numatomi studijų rezultatai. Pagirtina, kad savianalizės suvestinėje jau užsiminta, jog šią sritį reikia tobulinti. Studijų programos tikslus ir numatomus studijų rezultatus reikėtų toliau tobulinti tam skiriant daugiau dėmesio. Pirmas žingsnis būtų ieškoti aiškaus modelio, kaip apibūdinti numatomus studijų rezultatus susiejant juos su kompetencijomis, žiniomis, įgūdžiais ir požiūriu. Antra, šioje studijų programoje siūlomus dalykus taip pat reikėtų apibūdinti susiejant juos su žiniomis, įgūdžiais ir požiūriu.

Kitas žingsnis būtų suformuluoti gebėjimus ir studijų rezultatus – dalykais pagrįstą matricą, kuri aiškiai parodytų, kokių kompetencijų mokoma kiekviename kurse. Iš tokios matricos būtų tiesiogiai matyti, kaip kompetencijos paskirstytos per visą studijų turinį. Įgyvendinus šią sistemą paaiškėtų, kaip kompetencijos ir numatomi studijų rezultatai yra susiję tarpusavyje ir kaip jie paskirstyti per visą studijų programą.

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### **III. REKOMENDACIJOS**

1. Numatomi studijų rezultatai ir studijų programos tikslai turi būti aiškiau apibrėžti.
2. Būtina toliau tobulinti studijų programos tikslus ir numatomus studijų rezultatus, siekiant nustatyti aiškų studijų rezultatų su aprašytais kompetencijomis, žiniomis, įgūdžiais ir požiūriu rinkinį.
3. Reikia užtikrinti, kad numatomi studijų rezultatai atitiktų studijų rūšį, pakopą ir kvalifikacijų lygį.
4. Studijų dalykai turėtų būti sugrupuoti, be to, turėtų būti taikomi aktyvesni (problemomis pagrįsti) mokymo ir mokymosi metodai.
5. Reikėtų parengti tvirtą mentorystės programą, vadinamąją „train de trianer“, skirtą studentų klinikinės praktikos vadovams.
6. Daugiau dėmesio galėtų būti skiriama tarpdisciplininio mokymo tobulinimui.
7. Baigiamuosiuose darbuose turėtų būti daugiau kokybiškos aprašomosios statistikos.
8. Slaugos studijų programoje turėtų būti naudojamosi tarptautinėmis rekomendacijomis.
9. Daugiau dėmesio turėtų būti skiriama darbuotojų tobulinimuisi siekiant akademinės karjeros.
10. Daugiau dėmesio reikėtų skirti tarptautiniam dėstytojų judumui.

11. Darbuotojus reikėtų toliau mokyti anglų kalbos.
12. Daugiau dėmesio būtų galima skirti tarpdisciplininio mokymo priemonių diegimui.
13. Anglų kalba dėstomo kurso (dalyko) parengimas turėtų teigiamą poveikį atvykstantajam studentų judumui.
14. Daugiau dėmesio šioje studijų programoje turėtų būti skiriama slaugos srities lyderių rengimui.

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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)