



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

UTENOS KOLEGIJA
STUDIJŲ PROGRAMOS *BENDROSIOS PRAKTIKOS SLAUGA*
(*valstybinis kodas - 653B70002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *GENERAL PRACTICE NURSING* (*state code - 653B70002*)
STUDY PROGRAMME
at UTENA COLLEGE

Experts' team:

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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	653B70002
Studijų sritis	Biomedicinos
Studijų kryptis	Slauga
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Slaugos profesinis bakalauras, bendrosios praktikos slaugytojas
Studijų programos įregistravimo data	2003 m. gegužės mėn. 29 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>General Practice Nursing</i>
State code	653B70002
Study area	Biomedical Sciences
Study field	Nursing
Type of the study programme	College
Study cycle	First
Study mode (length in years)	Full time (3,5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Professional bachelor in Nursing, General Care Nurse
Date of registration of the study programme	29 May, 2003

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
-	

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

The General Practice Nursing programme is set up within the Faculty of Medicine, Department of Health Care and Rehabilitation of Utena College. Next to General Practice Nursing there are two other study programmes within this Department: Physical Therapy and

Cosmetology. 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 (SER) consisted out of three stages. The first stage comprised 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 expert team several buildings located on some distance from each other were visited. The ET was very grateful for the warm welcome received by the staff at the Department and were able to conduct their evaluation in a serene atmosphere.

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 1st 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.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the programme is clear 'prepare high quality general practice nurses that are able to work independently and in a team, with practical skills to provide nursing services at health care institutions of various levels that perform health care for individuals of different ages, the disabled, families and community'. General aspects like research ability, nursing leadership and awareness about life-long learning are not mentioned in this definition but these topics are all

covered by the learning outcomes. The Learning outcomes are directly related to the competencies, which have been agreed by the European Directive and regulated by learning outcomes defined in the *Description of study cycles* in Lithuania. According to SER, the aims and outcomes seem to be consistent with the type and the level of the Programme. It complies with the mission and the strategic goals of Utena College

The WHO requirements for nurses from the base of the competency based programme offered to nursing students at Utena College.

Because of the cooperation between Utena 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. As it was confirmed during the site visit Social Partners influence directly the curriculum and are invited to take part in the study committee. The programme is assessed every second year with respect to changes in labour market. Utena College and the Social Partners made it clear to the ET that the employability of nurses in the Utena region is high and will remain high over the coming years.

It deserves appreciation, that the College has identified the need to develop students' abilities to master evidence-based practice, critical thinking, leadership, etc. *„future general practice nurse acquires comprehensive integrated knowledge of professional activities which provides deep practical understanding of the area of activities, which is transformed into professional skills and later into abilities to collect and analyse data that are necessary to solve specific problems of professional activities, and eventually, into professional (special) competences”*.

Learning outcomes of the Programme make it possible to achieve the aim of the Programme as well as required competences. There is a clear coherence between programme learning outcomes and Subjects learning outcomes and the content of the Programme enables to achieve the aim of the Programme so it can be concluded that there is compatibility between aims and outcomes. The study methods used follow logically from the competency-based ideas of the programme.

As mentioned in the SER report (page 10 under weaknesses) as well as was heard during our meeting with staff of Utena College as well as was noticed by the ET should the involvement of the study programme committee in the revision of learning outcomes be elaborated. A curriculum must be developed in which it is clear how every course contributes to the learning outcomes. In other words it is the ET unclear where and how the learning outcomes are divided throughout the programme. In what way each course contributes to the learning outcomes. Financial incentives and protected time should be set aside to make this involvement possible. In summary the ET is positive about the efforts being made over the last years to implement a competence-based curriculum. General topics are covered by the learning outcomes. As mentioned above though extra attention should be given to the revision of the learning outcomes.

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 College Subjects, Study Field Subjects, Clinical Training, Final Work and Subjects for deeper studies. The scope of the programme is sufficient to reach provided learning outcomes. It seems that study subjects are spread evenly in which practice follows theory. The General College Subjects are positioned in the first year. Curriculum design is consistent with Bloom's Taxonomy learning outcomes allowing students to evolve from simple to complicated learning outcomes. Teaching load is evenly distributed between weeks and semesters. Utena College is committed to an active learner-centred approach in the teaching-learning process. Varied interactive teaching methods are used: case analysis, raising and reasoning of assumptions, interactive lectures, observation, analyses of good practice, role playing games, etc. The percentage ratio of contact hours in auditorium and independent work is 41:59; this enables students to engage in independent enquiry based learning. The lecturer student ratio is 1:6, and the programme is based on the N. Roper nursing model. The College's curriculum is focused on the study of dysfunction and disease processes. A trend of health education is maintained in the entire programme, and students are encouraged to identify opportunities for health education for both healthy as well as ill people. The ET recommends more clarity as regards how the Roper Nursing Model is integrated throughout the whole nursing programme.

The study plan is based on consistency and sequence of the learning outcomes of the study programme in order to ensure logical relations and order of the subjects. It is very clear that the intended learning outcomes of the programme are the basis to formulate subject-learning outcomes and to make up the contents of subjects. The main structural unit of the study programme is subjects. It was written in SER (SER 39) that „*While preparing the descriptions of the subjects, topics are presented in a logical sequence, following the principles of taxonomy: from knowing to understanding, from application to analysis, synthesis and assessment*”.

The amount of lectures is quite high, it should be one of the developmental aims 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 will be included in the programme.

Based on what the ET heard during the site visit, the ET believes that although Utena College does provide a mentorship programme, there is room for improvement and for consolidation. A solid system should be set up in which mentors are trained on a regular basis on how to assist students in clinicals. It is however positive to note that the College is working on this and a Practice teacher (mentor) program has already been developed and will start in the near future (<http://www.utenos-kolegija.lt/index.php?1195676386>).

Furthermore the ET would also like to emphasize on the importance of multi professional education. In the near future all health professionals will be working together 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.

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 was however all descriptive. A more qualitative approach however 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.

In summary the ET would like to mention that the curriculum seems to be attractive for students. The curriculum was improved several times (2010-2014) and it is related to the changing contemporary scientific and working environment in both Lithuania and in the EU. The curriculum covers the main nursing competences. Extra attention should be given to, inter professional education, training of mentors, qualitative research skills and clustering of separate courses into bigger units.

2.3. Teaching staff

The study programme is provided by staff meeting legal requirements. According to the SER report, the programme is implemented by 30 lecturers, (4 professors, 5 docents, 19 lecturers, 2 assistants) (SER 52, p.13). In the implementation of the programme 7 lecturers participate, who have general practice or specialized nursing nurse's qualification (1 as full-time), 4 lecturers have accomplished medical nurse's or paramedic's specialty (all in full-time), 5 lecturers have doctor's qualification (1 as full-time). Not all lecturers working in the programme work full-time (administrative staff, lecturers-practitioners in secondary posts work part-time or less). In total,

28 per cent of lecturers work full-time, and 55 per cent of lecturers work in their main posts. Specialists-practitioners who actively work in the area of nursing and health care teach the greater part of the programme; therefore, students acquire practice-based knowledge and skills.

During the meeting the core staff showed a great commitment to their students and demonstrated partnership in the learning environment. This was obviously very much appreciated by the students.

The administration appears to support staff in term of financial assistance to go for conferences and seminars as well as to update themselves. The ET however believes that there should be more support for clearly progression in academic careers. There is at the moment at Utena College no lecturer with a doctor's degree in nursing in a primary position. This is partly solved by cooperation with the Faculty of Nursing of LUMS, Lithuanian Sports University and health care institutions. Therefore there is room for improvement in staff development. The ET notes however that there is improvement in Staff Development and indeed, one staff member is studying to become a PhD. The ET is also convinced that the department has recruited staff with sufficient practical and pedagogical work experience.

The study programme involves teachers of different ages. The average age of lecturers however is 51 years (SER 59, p.14). Turnover of teachers is low and mainly due to retirement and personal reasons. According to the ET it does not affect the programme quality, however some special attention should be given to attract younger staff to establish a healthier age structure in the college.

The ET understood from the SER and during the visit that teachers engage in international cooperation activities. According to the SER report it's one of the best-developed activity area at Utena College (SER 65, p.16). Despite lithuanian teaching staff mobility context the academic mobility of lecturers and participation in European programmes should be improved: only 33.3 % in 2012-2013 and 2014-2015, while only 13.3 % went abroad in 2013-2014. This might be probably due to the possession of language competency.

The research activity of teaching staff appears to increase over the years. As is shown out of table 7 (SER 71, p.18) the amount of scientific articles, reports and methodological aids has grown over the years.

In summary the ET would like to mention that teachers seem to be proud and happy to work for Utena College. Some extra attention nevertheless could be given to staff development or progression in academic careers, age structure, the international lecturers mobility and the level of English spoken.

2.4. Facilities and learning resources

For the theoretical teaching of the programme 2 auditoriums for 60-120 students, 4 auditoriums with 30 workplaces and 7 auditoriums with 15 workplaces and 9 auditoriums with 12 workplaces. The computers available on Utena College are all equipped with the latest software available.

For skills training 9 specialized classrooms are available to students. Those classrooms are equipped with technical and visual aids. The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality. The higher education institution has adequate facilities in terms of skills labs for students' practice. Practical teaching rooms are based away at a real distance from the main campus necessitating students and staff to spend time travelling to the place for teaching and self-study using practical equipment. A building in which all educational activities are integrated is better in terms of use of available resources by students and faculty.

In general the premises for studies are adequate both in their size and quality. Furthermore there seems to be substantial reliance on practical classes taking place not only at the base of the College, but also in real life institutions. The patient should be considered and treated with a holistic view. Therefore students of different professions should be brought together in a simulation session and taught integrated patient care. Together in a training situation they should be given the opportunity to get used to each other's responsibilities and work methods. Therefore a fully equipped simulation-training centre is necessary. The ET would like to advise to invest in such a training centre.

The library is rather small. At present, the library is located in temporary premises and according to the cooperation agreement No.BS-223/3b signed with Miškiniai Public Library on 2 October, 2014, the funds of the College's library will be transferred to Miškiniai Library“(SER 88, p 21).

The textbooks available and used in the General Nursing Programme may need to be updated. The library invested in online databases and electronic administrative systems. Students have access to EBSCO and databases like MEDLINE. The library has access to electronic databases and students can use resources of Lithuanian academic libraries (SER 94, p.22). For the future the ET recommends to keep on investing in e-health programmes. The library's funds seem to be increasing over the years. The coming years emphasis will be ever more on electronic retrieved information. Utena College should continue to invest in the use of those electronic databases and e-health programs.

Modern teaching methods are used like MOODLE. Through this programme students are offered descriptions of practical and laboratory tasks. The ET encourages Utena College to broaden the use of these electronic methodological learning materials.

In summary the ET would like to mention that the facilities and learning resources are sufficient enough to meet the programme and the needs of students. However extra attention should be given to the books used in the nursing programme. These should be updated. More emphasis could be given as well to the development of inter professional training facilities.

2.5. Study process and students' performance assessment

The admission requirements provided in the SER are clear and appropriate. Students are admitted to the College in accordance with admission rules to Utena College, which is realized according to the rules of general admission of the Lithuanian Association of Higher Schools for Organization of General Admission. Information about admission and its order is available on the College's website. The admission criterion is competitive score, so no specific requirements for applicants are asked for. Learning motivation and awareness of the profession is not evaluated. The admission competition is high. The dropout during the period under assessment made up 6.1 per cent. There are individual conversations with each student who intends to quit studies. In general the students are highly motivated, as it seemed to ET. Scholastic proficiency of students is systematically analysed and discussed. Twice yearly after autumn and spring semester an analysis of students' results is carried out. This enables the College to keep track of students' individual progress.

Assessment methods are appropriate for assessing integrated learning outcomes (projects, case studies). Assessment criteria are clearly described. For the assessment of the final paper social partners, employers and lecturers from other colleges are asked to join in an examination commission. Students had no complains on assessment issues.

The ET is positive about the way reflection is embedded in the programme. *„In organization of professional practices the method of reflection is introduced: while forming the portfolio of competences, i.e. reflection for the activities, with the help of practically accumulated knowledge to enhance learning and enable students to understand the process of their own learning by developing critical thinking and personal comprehension”.*

The College is knowingly engaged to promote and encourage students to be active in research and evidence-based development process in nursing field. *“In order to attract students to more active science applied activities, applied studies are initiated not as supplementary activities, but as a constituent part of the study Process. Programme lecturers who take an active part in research activities themselves, also involve their students”.* On being asked by the ET however why students should learn about Evidence Based Practice 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 nowadays. So it should be made clearer to students how EBP is used in work setting nowadays.

As a result of the College's close cooperation with the social field on average 80 per cent (SER 111, p.26) of the graduates find work accordingly to their speciality. The social partners told the ET that graduates from Utena College possess the necessary skills to start working in daily practice right away. Graduates as well as Social Partners told the ET that they work well in teams as well individually. They are trusted and feel confident to embark in decision-making.

Students have a possibility to participate in international exchange programmes, but Erasmus mobility rate is not very high, last year 13 outgoing students, year before none. There are much more incoming students than outgoing students. Utena College supports and encourages international mobility. It is clear to the ET that the intensification of the internationalisation is one of the developmental priorities of the College. The ET would like to focus on the importance of good mastery of the English language under students.

The college provides forms of financial support the students. Examples of this are a state loan for payment of studies and a state supported loan with the guarantee to pay for studies and living costs. Students can also apply for a scholarship for partial studies abroad.

In summary the expert team would like to mention that the College has set up a good student follow system. Furthermore assessment techniques being used are appropriate for assessing integrated learning outcomes. The College offers research and evidence-based practice in its programme. To students however the purpose of these subjects in practice is not clear. More effort should be put in outgoing student mobility. Students should continuously be encouraged to improve on their English.

2.6. Programme management

The Quality system is based on the Study Quality Management System of Utena College. It is written in SER that the quality management system ensures proper administration of the study programme. The main document that regulates the quality of studies at the College is College's Quality Guide (2012), which describes principles of the system of quality management, quality policy, processes of measurement, assessment and improvement of activities.

The committee of the study programme is the responsible body for the development of the Programme. Cycle of the programme management comes from College Quality Management System. The study programme assessed every second year with respect to changes in the labour market, students and employers' needs. According to the internal assessment and EU Directives the programme was radically corrected in 2013 – 2014. Designing the aims and learning

outcomes both as programme as much as subjects guiding documents, research results and applied studies are taken into consideration.

According to the ET the programme management must take a stronger lead in the revision of the learning outcomes by creating positive conditions for the Study Programme Committee to do its job properly. Therefore more emphasis must be paid to the monitoring responsibilities and the allocation of resources the programme management has in order to enhance a good implementation of learning outcomes.

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. Despite it is written in SER that a graduates survey is done (SER 159, p 34), the ET team was not told so by the graduates they met during the visit. During the visit the ET heard that graduates were never asked to give feedback on the General Nurse Programme they followed after graduation. The ET believes that feedback given by alumni is a strong source of information, which can help to improve the quality of a training programme. A consideration should be given towards the creation of an 'alumni platform' that will serve for previous students to remain engaged with the work of the department. Furthermore more time should be given to the evaluation of courses. This should be a regular ongoing evaluation process with students, lecturers and partners in the field. According to the ET the College must put more effort in internal and external evaluations of the nursing programme in order to improve the programme.

Internationally the ET noticed that Utena College should try to widen its scope. Rather than a focus on the Baltic region more contact could be made with other parts of Europe as well. In order to be able to do so, as said before, more emphasis should be put on the English language. When English is spoken on a higher level it is possible to keep poster presentations or even research presentations at nursing congresses across Europe. By improving the mastering of the English language both staff and student mobility will benefit. Nursing education is an internationally regulated area and the nursing programme requires a clear developmental plan on internationalization. It is not sufficient to rely only on information from college staff and students and stakeholders. The College has been participating in the projects that are directly related to the requirements of EU directives. But the College should become an active participant in some European Network or developmental programme which would be valuable for stimulating nursing educational development at European level. A way to get access to more international contacts, to widen the international scope, is by joining a European Nursing Organisation in higher education, i.e. Coehre. The ET strongly advises Utena College to take this step into internationalization and to set up an Erasmus Plus project together with stakeholders in order to give a boost to the international curriculum and international research as

well. The management supports the progression of academic careers, in supporting teacher to go for a doctoral study. The current amount of PhDs in this programme however is not enough. An extra effort must be undertaken to get more PhD's in the programme.

In summary the expert team realizes that it's often not easy to give direction to an organization that is constantly under the influence of national and European changes. Setting out a clear focus in the future according to which the organization should develop could give some stability in a constantly changing world. The ET believes that this focus will support the programme management to take a more pronounced role in the monitoring and allocation of resources in order to get the best results out of the revision of the learning outcomes. Next to this the College must put more effort in internal and external evaluation circles in order to ensure a continuous improvement system. A clear focus for Utena College should be the employment of one or more PhDs in the nursing programme. By having more full time PhD's in the programme the whole programme will benefit. The programme will evolve from a merely practice based training to a more practice-research based training. In this way the whole concept of Evidence Based Practice will be brought to a higher level. When this is done in an international context through presentations at international congresses, or with the development of an ERASMUS Plus Project both students, by joining, and staff will have benefits of this new approach. This whole development will work very positively on the nursing curriculum offered.

*2.7. Examples of excellence **

III. RECOMMENDATIONS

1. The involvement of the study programme committee in the revision of the learning outcomes should be elaborated. Financial incentives and protected time should be set aside to make this involvement possible.
2. Decrease the amount of courses and develop more active teaching-learning methods (problem-based).
3. Improve the students' ability for independent work with scientific material and more independent written assignments.
4. Set up a solid system in which on a regular basis mentors are trained on how to assist students in clinicals.
5. Set up inter professional simulation exercises
6. Introduction of a more qualitative approach in the research offered to students.
7. Special attention should be given to attract younger staff to establish a healthier age structure in the college.
8. Offer English classes to staff in order to enhance the level of English.
9. A fully equipped simulation-training centre is necessary for improvement.
10. Update textbooks used in the General Nursing Programme
11. Continue investing in e-health programs and broaden the use of electronical methodological learning materials.
12. Make it more clear to students why EBP is so important in work setting nowadays.
13. The programme management must pay more emphasis to the monitoring responsibilities and the allocation of resources the programme management has in order to enhance a good implementation of learning outcomes.
14. Intensification of the internationalisation programme, especially euro wide. Join a European Nursing Organisation in higher education, i.e. Coehre. This improvement should be realized together with important stakeholders by the formation of an Erasmus plus project.
15. Create an 'alumni platform'.
16. Put more emphasis on putting PhD's in the nursing programme.

IV. SUMMARY

First of all, ET notes that the Bachelor of General Practice Nursing at Utena 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. Some extra effort should be paid to modernize the library and the used books in the curriculum as well.

Although the contact with the social fields is strong, the contact with graduates could be improved. The setup of an alumni platform is a way to enhance this contact.

The weakest area is the area of Programme Management. The programme has among its strengths an experienced and varied teaching team, specialized in many different fields, although, in fact, no PhD is full time available. By putting more emphasis on this topic the quality of the whole programme will develop in a more research, evidence based way. Furthermore a wider international scope must be used. The international network of the programme must be expanded together with important stakeholders. Joining international networks can do this. The combination of better-spoken English, joining an international network and more PhDs in College would form a very strong condition to lift the total General Nursing Programme to a higher level. Last but not least more emphasis on evaluation circles and the allocation of resources within the programme is necessary and will lead to an improved nursing programme.

V. GENERAL ASSESSMENT

The study programme GENERAL PRACTICE NURSING (state code – 653B70002) at UTENA 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	2
	Total:	17

*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

**UTENOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
BENDROSIOS PRAKTIKOS SLAUGA (VALSTYBINIS KODAS – 653B70002) 2016-04-04
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-94 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

UTENOS KOLEGIJOS studijų programa BENDROSIOS PRAKTIKOS SLAUGA (valstybinis kodas – 653B70002) 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	2
	Iš viso:	17

* 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 visų pirma pažymi, kad Utenos 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 pateikti pasiūlymai dėl tobulinimo.

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

Šios programos stiprybė yra materialieji ištekliai, kuriems neseniai buvo skirta lėšų. Reikėtų dar pasistengti modernizuoti biblioteką ir atnaujinti knygas, kuriomis naudojamosi šioje programoje.

Ryšiai su socialiniais partneriais yra stiprūs, bet ryšiai su absolventais galėtų būti geresni. Juos būtų galima sustiprinti sukūriant alumnų platformą.

Silpniausia sritis yra programos vadyba. Iš stiprybių galima paminėti patyrusių įvairių sričių dėstytojų komandą, nors iš tikrųjų nėra visu etatu dirbančių daktaro laipsnį turinčių dėstytojų. Skyrus daugiau dėmesio šiai problemai, pagerėtų visos programos kokybė, turint omenyje mokslinių tyrimų aspektą ir įrodymais pagrįstą praktiką. Be to, būtina didinti programos tarptautiškumą. Tai būtina daryti kartu su socialiniais dalininkais. Be to, padėtų prisijungimas prie tarptautinių tinklų. Geresnės anglų kalbos žinios, prisijungimas prie tarptautinio tinklo ir didesnis daktaro laipsnį turinčių kolegijos dėstytojų skaičius būtų labai stipri sąlyga studijų programos *Bendrosios praktikos slauga* lygiui pakelti. Ir paskutinis, bet ne mažiau svarbus dalykas yra tas, kad būtina skirti daugiau dėmesio vertinimo ciklams ir išteklių programoje paskirstymui, nes tai padės pagerinti slaugos programą.

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III. REKOMENDACIJOS

1. Reikėtų detalizuoti studijų programos *Bendrosios praktikos slauga* komiteto dalyvavimą persvarstant numatomus studijų rezultatus. Kad šis dalyvavimas būtų įmanomas, reikėtų nekreipti dėmesio į finansines paskatas ir „apsaugotą“ laiką.
2. Sumažinti dalykų kiekį ir kurti aktyvesnius mokymo bei mokymosi metodus (grįstą problemų sprendimu).
3. Didinti studentų gebėjimą savarankiškai dirbti naudojantis moksline medžiaga ir įtraukti į programą daugiau savarankiškų rašytinių užduočių.
4. Sukurti tvirtą sistemą, pagal kurią mentoriai būtų nuolat mokomi, kaip padėti klinikinę praktiką atliekantiems studentams.
5. Įtraukti į programą tarpprofesines imituojamąsias pratybas.
6. Pasiūlyti studentams įtraukti labiau kokybinio požiūrio tyrimų.
7. Reikėtų ypač stengtis pritraukti jaunos dėstytojus ir taip sukurti palankesnę amžiaus struktūrą kolegijoje.
8. Organizuoti darbuotojams anglų kalbos užsiėmimus siekiant pakelti jų anglų kalbos žinių lygį.
9. Siekiant pagerinti situaciją reikia visiškai įrengto simuliacinio mokymo centro.
10. Atnaujinti vadovėlius, naudojamus studijuojant šią programą.
11. Ir toliau skirti lėšų el. sveikatos programoms ir daugiau naudotis elektronine metodine mokymosi medžiaga.
12. Paaikškinti studentams, kodėl šiais laikais darbo aplinkoje yra tokia svarbi tyrimų įrodymais pagrįsta praktika.

13. Programos vadovai turi daugiau dėmesio skirti stebėsenai ir turimų išteklių paskirstymui, kad sudarytų geras sąlygas numatomiems studijų rezultatams pasiekti.
14. Suaktyvinti tarptautiškumo didinimo programą, ypač Europos mastu. Įstoti į Europos sveikatos ir reabilitacijos srities aukštojo mokslo institucijų susivienijimą COHEHRE. Tarptautiškumas turėtų būti didinamas kartu su svarbiais socialiniais dalininkais kuriant *Erasmus plus* projektą.
15. Sukurti „alumnų platformą“.
16. Pasislogti įtraukti į šią programą daugiau daktaro laipsnį turinčių dėstytojų.

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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)