STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS KOLEGIJOS
**STUDIJŲ PROGRAMOS *BENDROSIOS PRAKTIKOS SLAUGA*
(valstybinis kodas - 653B70003)
VERTINIMO IŠVADOS**
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**EVALUATION REPORT
OF *GENERAL PRACTICE NURSING* (*state code - 653B70003*)
STUDY PROGRAMME**
at VILNIUS COLLEGE

Experts' team:

1. **Prof. Sandra Buttigieg (team leader),** *academic,*

2. **Doc. Reet Urban,** *academic,*

3. **Mr. Mark Elie,** *academic,*

4. **Mrs Aušra Volodkaitė** *representative of social partners'*

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

Evaluation coordinator -

Ms. Gabrielė Bajorinaitė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Bendrosios praktikos slauga***
Valstybinis kodas	653B70003
Studijų sritis	Biomedicinos
Studijų kryptis	Slauga
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolaitinė (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. birželio mėn 26 d.

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***General Practice Nursing***
State code	653B70003
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	26th June, 2002

CONTENTS

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

Visit of the review team (hereinafter – ET) at the higher education institution - Vilniaus kolegija/ University of Applied Sciences (hereinafter - VK), Faculty of Health Care, which took place on 30th November, 2015. The visit incorporated all required meetings with different groups, namely administration of the Faculty of Health Sciences, staff responsible for SER,

teaching staff, students of all years of study, graduates and social partners. The expert team evaluated various support services namely, library, skills laboratories and computer facilities. Additionally, the expert team also inspected the final theses of bachelor students. Based on the SER, meetings with stakeholders and visits to facilities, the expert team discussed findings and prepared general conclusions, which were presented in a final meeting with the self-evaluation team, members of administration of University, and other stakeholders. After the visit, the expert team met again to discuss and agree the content of the report, which represents the expert team consensual views.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on the 30th of November, 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. **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

In 2011 all study programmes of the College were renewed, learning outcomes were formulated and the provisions of European Credit Transfer and Accumulation System were implemented. The learning outcomes of the study programme were formulated in accordance with the Lithuanian Description of Qualifications Framework, Lithuanian Description of Study Levels, Law of the LR on Nursing Practice and Midwifery practice; Council Directives: 77/453/EEB, 89/595/EEB, 2001/19/EB; European Parliament and Council Directive 2013/55/ES; Lithuanian medical norm MN 28:2011 "General Care Nurse". The level is consistent with Level 6 of the European Qualifications Framework (EQF) and Level 6 of the Lithuanian Qualifications Framework. As listed on Table 2 of the SER (p.8), the General Care Nursing study programme aims to educate and train nurses so as to be able to "*organize and perform innovative and quantitative patients' nursing and educating process, assess nursing*

effectiveness, spare patients' health and take care of it, collaborate with other institutions and individuals involved in health care and develop nursing practice". ET considers this is clear, comprehensive, and contains the most distinctive features of a qualified nurse. The learning outcomes are divided into two categories of competencies including general and subject specific. General competencies have three aspects, and subject competencies have eight aspects. Each aspect has well-defined intended learning outcomes in behavioural terms. Additionally, there is a clear link between learning outcomes, study methods and assessment methods of students' achievements, thereby ensuring that the nursing competencies are well covered. It is good, that the information is published on the VK website which is accessible to all stakeholders of the study programme. Additionally, a summer camp is also organised for "Freshers".

The college is on a reasonably strong platform in covering the ten different subject areas highlighted in Table 3 (p. 9), namely General Nursing, Therapeutic and Geriatric Nursing, Practice of Therapeutic Nursing, Practice of Geriatric Nursing, Practice of Community Nursing, Practice of Paediatric Nursing, Practice of Surgical Nursing, Practice of Intensive Nursing, and Practice of Mental Health Nursing. Although there is emphasis on adopting a holistic approach in patient care, it is suggested that the notion of preparing general practice nurses using the biopsychosocial model in their clinical reasoning and provision of treatment should be written down more explicitly in the programme aims and learning outcomes. Furthermore, the College should ensure that all stakeholders have a clear understanding of the implications of adopting the biopsychosocial model in theory and practice. Additionally, the concepts of nurse as team player and nurse as leader could be emphasised more.

The learning outcomes of the study programme are highly connected to the public needs and the needs of the labour market as the aims and learning outcomes are closely related to the Mission and strategic development of VK 2011-2020 strategic plan. The study programme has close collaborative relationship and regular meetings with social partners and employers. As it was told during the site visit annually surveys about quality of programme and learning outcomes compliance with the labour market are carried out. Both students and graduates think that learning outcomes are clear, achievable and measurable.

This is a 210 ECTS programme covered over three and a half -year professional bachelor degree of General Practice Nursing with a view of training nurses in general practice at having an orientation of practice and clinical competencies. This is in line with the mission of VK to train practice-oriented professionals (SER, p.21). This focus is clearly communicated to students, teachers and social partners as evidenced by ET during the site visit. This has also been clearly articulated in the aims and learning outcomes in particular in description of subject

competencies. The ET can assure that programme aims and learning outcomes are consistent with type and level of the studies.

The learning outcomes set out all elements required for effective delivery of General Practice Nursing. There is compatibility between the name of the programme "General Practice Nursing", learning outcomes and content of the study programme as well as the professional qualification awarded. The Faculty/Department should establish better co-operation with other institutions offering similar programmes in Lithuania for benchmarking purposes, sharing of resources and quality assurance.

2.2. Curriculum design

The curriculum design follows legal requirements in Lithuania. The programme structure is clearly shown on Table 7 (SER, p. 14-16) with a total of 210 credits in general subjects, subjects of the study field, and optional subjects. The programme lasts for three and a half years with seven semesters. Each semester carries a total of 30 credits. General subjects, namely philosophy, information communication, civil and work safety and basics of law, as well as management are covered in 15 ECTS. Subjects of the study field starting with psychology and ending with applied research and statistics are covered in 84 ECTS. Clinical training is covered in 91ECTS, while the final thesis carries 10 ECTS. The programme also comprises 10 ECTS of optional subjects.

Tables 4 and 5 (SER, p.10-12) report how the subjects are related to the achievement of the learning outcomes in competency-based four major areas of knowledge and skills. In general the subjects are spread evenly across all of these outcomes. The foundation knowledge in biomedical science consists of subjects like anatomy, physiology, pathology and clinical laboratory/biochemical testing, and genetics. The applied subjects include General Nursing, Therapeutic and Geriatric Nursing, Practice of Therapeutic Nursing, Practice of Geriatric Nursing, Practice of Community Nursing, Practice of Paediatric Nursing, Practice of Surgical Nursing, Practice of Intensive Nursing, and Practice of Mental Health Nursing, which are necessary foundation for the learning of General Practice Nursing. However, so as to ensure the students' understanding of the psychosocial and behavioural sciences, which are essential for the application of the biopsychosocial and holistic approach in General Practice Nursing, behavioural analysis and sociology should be included alongside philosophy and psychology. Comments from students, graduates and social partners supported the above.

The content of the subjects and modules throughout the three and a half years follow a logical pattern. And align well with the learning outcomes as shown in the subject description of the SER. General subjects and more elementary core subjects are taught basically

in the first year and first semester of the second year. These subjects provide the basic foundation and theory for the students, which are necessary for understanding and learning practical skills of General Practice Nursing and a good foundation for specialization in various fields. The design of the curriculum is also consistent with a practice focus that the applied subjects have an orientation in practice and skills development, which are needed by the labour market. Given the practice focus, the curriculum also consists of basics in research. Examples include Applied Research and Statistics, Information Technology and Final Thesis. Comments from students and graduates supported the above.

Table 6 (SER, p.9-10) illustrates clearly how the different subjects support the achievement of different intended learning outcomes. However, despite the fact that as part of special skills, the Programme outlines "demonstrate personal and/or community health education", this is not corroborated in practice by for example links with municipality in health promotion/education activities. Indeed, emphasising a leading role of nurses in health promotion, health education and adoption of healthy lifestyles to the general public could even strengthen the curriculum. As it was revealed during the site visit and in particular during the face-to-face meetings with the stakeholders, another area for improvement could be to provide stronger theoretical and practical grounding in leadership and team working.

This three-and a half-year programme with 210 ECTS is in general sufficient to ensure learning outcomes. The students, graduates and social partners supported this claim. Inclusion of adequate subjects in psychosocial and behavioural sciences, which are the foundation of practice using a biopsychosocial or holistic approach, would strengthen the programme.

The content of the programme reflects in general the latest achievements in General Nursing. First, the programme prepares the graduates to work in major areas of Nursing including General Nursing, Therapeutic and Geriatric Nursing, Community Nursing, Paediatric Nursing, Surgical Nursing, Intensive Nursing, and Mental Health Nursing. The social partners and graduates also confirmed this. Second, the programme equips the students with applied research and statistics, and clinical reasoning that are necessary for understanding current literature in General Nursing. However, the students did not sufficiently link the meaningfulness of these subjects to practice. Third, the final thesis provides students with experience in discovering new information in General Practice Nursing. The quality of the final theses that the ET reviewed confirmed the above view. However, the ET notes that the students should be encouraged to include basic inferential statistics for example a correlation matrix above and beyond descriptive statistics. Additionally, applied research and statistics carries only 4ECTS, which is not sufficient to lead the students towards a proper understanding of the research

process and more importantly the emphasis on Evidence Based Practice. Indeed, the ET noted that students and graduates that were interviewed were not all well versed with the concept of EBP, so this aspect of the programme could be also improved.

2.3. Teaching staff

The study programme that is provided by the staff meets legal requirements. 34 teachers, from whom 29 are full-time teachers and 5 are guest teachers, implement the study programme "General Care Nursing". Teacher recruitment procedures are officially described in VK rules. The ratio 'students to teachers' is 12:1. During practice, one tutor supervises two students, whereas for the final theses, one teacher supervises five students. This number seems to be adequate for the amount of academic work involved. The qualifications of the teaching staff are adequate to ensure learning outcomes, although there is room for improvement in staff development. All lecturers have a Master degree. Professional development of teachers is also planned. There seems to be enthusiasm and motivation in the department to enable professional development of the teaching staff. This process is managed through annual self-analyses. However, Vilnius College should invest more in its academic human resources, namely in their career progression and in their achieving doctoral qualifications. There is no teaching staff turnover problem.

Conferences are organised, and presentations in international and national conferences are made. The ET notes that there is no clear link between the (scientific) work undertaken and the actual courses being given in the nursing programme. The research activity by teachers is not high as shown by the fact that they have aimed for publication mostly in domestic journals. The ET pointed out the need for the College to set a research strategy so as the academic members of staff may engage in meaningful research based on clear directions by the leadership of the department.

The average experience of pedagogical work of the teachers is 18.5 years. Teachers' experience is closely related to their professional expertise, i.e. their communication skills, cooperation with students and colleagues, ability to match students needs with learning outcomes of the study programme and subject syllabus, ability to apply flexible study methods for mixed-ability classes, to choose relevant information and create methodical materials. All teachers teaching theoretical subjects have more than 3-year practical experience in the field of their subject. The Faculty has signed over 34 cooperation agreements with institutes and institutions providing health care services of various levels.

A strength of the department is that its members of the teaching staff are involved as experts and consultants. For example, a teacher of the Nursing Department participated in the

revision of Law on Nursing Practice and Midwifery Practice. Others were included in work groups established by Health Ministry that drafted legislation regulating nursing practice, namely medical norms for nurses of General Practice, Community Health, Mental Health, Anaesthesia and Intensive Care. Some also participated in making a list of specialized nursing fields and in drafting a law for Health Minister on recognition of professional qualifications, prior to adoption of a law on Nursing Practice and Midwifery Practice, and corresponding to the general care nurse's professional qualification.

As regards their involvement internationally, staff mobility has declined in 2013/2014 - 38% as compared to 2012/2013 - 52% and 2011/2012 – 58%. The ET has pointed out the need for Vilnius College to improve staff mobility as a course for improvement. Proper mastery of the English language seems to be a barrier for teaching staff to teach in European exchange programmes and therefore the ET notes that VK could invest in intensive English language courses for its academic members of staff.

2.4. Facilities and learning resources

The ET visited relevant teaching and learning facilities including libraries, lecture halls, classrooms, and practice laboratories, which are within the same building. The premises for studies appear to be adequate both in their size and quality. The teaching and learning equipment (laboratory and computer equipment, consumables) also appear to be adequate both in size and quality. The higher education institution has adequate facilities in terms of skills labs for students' practice. By and large, teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. The laboratories are equipped with necessary equipment, computers and simulators to facilitate teaching and learning. In the nursing care laboratory, there is simulation equipment for learning basic nursing procedures. In the IT laboratories, there are numerous computers for hands on practice to help achieve learning outcomes. The laboratories mentioned above are available for students to practise their clinical skills on their own. In addition, the General Nursing study programme leadership has very close relationship with managers and nurses in hospitals so that students may also have practice in these settings either during their clinical placement or at their own time. Students' feedback regarding practices was positive. However, there seems to be lack of auditing on the part of the College to monitor the level of clinical placements. There does not seem to be a structured mentoring or coaching course for clinical supervisors so this remains a space for improvement.

There however seems to be great room for improvement in particular to acquire equipment and to get funds (ESF). There are however no simulation labs that cover e-health and practice on patient administration systems for example to register patients in hospitals or clinics.

Additionally, Vilnius College may do well to invest in more modern simulation labs with more advanced technological equipment akin to that found in hospitals and which allow teachers to adopt problem based practice sessions and that embrace variation in patients' presentations of disease/illness. Furthermore, simulation/skills labs could also provide space and facilities for inter-professional learning so as to improve skills in team working. Additionally, there does not seem to be the availability of video conferencing facilities. These laboratories have become standard teaching and learning facilities in well-developed countries.

Nevertheless, the laboratories align well with the curriculum design and learning outcomes. It is good to see that there are laboratories in learning core general nursing skills in various settings e.g. paediatrics, geriatrics, intensive care etc. In addition, there are laboratories for learning supporting skills such as ADLs, massage therapy and IT. The library is also spacious with reasonably very good environment to facilitate learning and study of students. The library has many printed and non-printed materials on Nursing including textbooks, and journals as well as electronic databases, which the ET saw.

2.5. Study process and students' performance assessment

The publicity of the General Nursing study programme is adequate. The College has provided good orientation to secondary school students who have an interest in general nursing. This is to ensure that those who applied and were eventually admitted into the programme have a genuine interest in the nursing profession. The admission is based on the competitive scores of the students, which is an effective mechanism for admitting students with high academic qualities. The admission requirements provided in the SER are clear and appropriate. The College takes part in the joint admission system to Lithuanian Higher Education Institutions. The dropout rate is over 10%, which is quite high. The ET recommends that Vilnius College should conduct exit interviews for those who drop out as a quality assurance measure.

The students that were interviewed were proud of their affiliation with the College. It is positive that the students have a possibility to get individual consultation during every subject and this is written into every study subject description. Students have a possibility to create an individual schedule of studies and examinations. Students are encouraged to participate in Student Scientific Society, which is active, and organizes conferences and social events among other things. Students are also encouraged to make presentations in conferences. Students have a possibility to participate in international exchange programmes. Indeed, eight participated in Erasmus IP projects. Nevertheless, Erasmus mobility rate is not very high, with only ten out coming students last year and four the year before. Internationalisation is therefore a problem

also for students, the major barriers being students' employment as nurse assistants and financial support. Students are members of study programme committee.

The programme structure and the related organization of the study process are shown in Tables 3, 4 and 5 (SER, p. 9 to 14). The general subjects and compulsory subjects are well organized throughout the three-and a half-year study period. The 210 ECTS are evenly spread in the seven semesters with 30 credits for each semester. Professional practice immediately follows theoretical studies. Final thesis is the final assessment of the students. Vilnius College follows international approach and sounds logical in its curriculum design.

Although the programme is at a college level, the students are given ample opportunities to participate in research activities with an applied context. This is reflected in the wide variety of research topics tackled in the final theses as shown in Annex 4. The ET thoroughly reviewed the final theses of the students during the visit and found that the topics of the theses align well with international interests and the quality of the projects is in general high. This is also consistent with the comments that the ET received from the students.

According to the information that the ET received, the number of students admitted from 2010 to 2014 ranged from 100 to 120. Out of these students, only 5-10 per year (less than 10%) had the opportunities to have outgoing international experiences. This is considered as a low number and the ET recommends that the College should put in more effort so as to increase these numbers. Moreover, the countries that the students spent their time overseas are mainly neighbouring countries with similar culture and language. This is not entirely satisfactory, as these outgoing experiences should give exposure of students to diverse cultures. Based on the ET's observation, the barriers are mainly in students' work commitments, and language problems, as well as limited networks available to the Nursing Study Programme for mobility of students. About 30 students joined the meeting with the evaluation panel, however, only a few of them were contemplating the possibility of having outgoing mobility.

The SER contains detailed description of the academic and social support given to the students on p. 28 of the SER. Academic support includes consultations with teachers and practice supervisors/mentors. The students may also have discussion with the social partners on future career prospects. Social support that is available to students includes scholarships, allowances, prizes and accommodation. The above support has been confirmed via our meetings with the students, graduates and social partners.

The assessment of each of the subjects is clearly written in the subject description in Annex I. The assessment items of general subjects follow the pattern of tests and individual tasks making up 50% of the subject. Another 50 % goes to examination. For professional subjects, Individual tasks and demonstration skills constitute 50 to 60% while the remaining 40

to 50% goes to examination. The assessment criteria are clear and adequate. The assessment criteria are also available to the public.

There have been regular employers' surveys conducted by the General Nursing Study Programme. The results found that the employers are satisfied with the graduates' knowledge and skills. This aligns well with the comments received from the employers. All of them opined that the graduates of this programme are of high quality especially in terms of their practice skills.

2.6. Programme management

This is the first time that evaluation involving international experts is conducted since the programme was set up. The committee of the study programme General Care Nursing, responsible for the programme implementation and quality assurance, consists of seven persons. The seven-member programme committee is obliged to quality assurance of the study programme at the internal level. The internal quality assurance is based on the policies formulated by the Quality Management Division of VK. The internal quality assurance has clearly defined guidelines in four dimensions namely input, study process, results and subsequence. The details are clearly reported on p.30 to 34 of the SER. The procedures involve all stakeholders, which have led to obvious increase in the popularity of the study programme and higher competitive scores of the applicants. These policies and procedures have been confirmed during the ET's meetings with the administration, teachers, and social partners. The ET considered it efficient and effective. The study programme committee's activity is coordinated by the head of the Department of Nursing, who plans and organizes committee members' activities, as well as carries out monitoring of facilities and learning resources. She is also responsible for staff recruitment and continuous professional development. One of the stakeholders of the study programme committee is a student representative of the study programme General Care Nursing thereby ensuring that the student body receives effective feedback about the content of the studies, organizational issues, study assessment and student' expectations. A new representative is elected every two years. The other committee members of the study programme are responsible for implementation of innovations to the study programme, demand of specialists in health care system; academic study subjects content; conformity of programme learning outcomes with labour market needs; harmonisation of subject learning outcomes with assessment criteria; final stage of studies; mobility of students and teachers, and maintaining relationships with social partners.

During meetings at the Department of Nursing, members of the study programme committee have a possibility to discuss various aspects of the study programme quality with the

teachers. This ensures effective feedback between the committee members of the study programme and the teachers, who are personally responsible for the subject content, study methods, teaching aids and materials, and assessment of subject learning outcomes. Based on the SER and our meetings with the administration, the ET was assured that the programme is regularly collecting feedback from a variety of stakeholders to make sure that relevant and useful comments are used constructively to guide improvement implementation of the programme. To achieve this, regular surveys are conducted among stakeholders. Meanwhile, the social partners confirmed that they have had regular meetings with the programme administration per year and that their comments were useful for further improvement of the programme, which was revised accordingly.

*2.7. Examples of excellence **

III. RECOMMENDATIONS

To further improve the current level of quality of the General Nursing study programme, the programme needs to

<u>Programme aims and learning outcomes</u>

1. have programme aims and learning outcomes geared more towards preparing General Nursing using the biopsychosocial model and evidence-based practice.

<u>Curriculum design</u>

2. develop more active teaching learning methods based on problems and case studies.

3. Improve the students' ability for independent work with use of scientific material to ensure evidence based practice (EBP).

4. To keep closer attention of the level of skills in clinical placements in the real world of hospitals and clinics.

<u>Teaching Staff</u>

5. have clearer staff development and promotion criteria for the teachers and provide clearer guidelines for career progression and promotion

6. have more staff with PhD qualifications

7. improve command of English which is necessary for effective teaching and international exchange

8. have mentorship and coaching courses for clinical supervisors

<u>Facilities and learning resources</u>

9. establish laboratories for teaching and learning of more specialized skills such as use of information technology and fully equipped simulation labs with intensive care settings

10. Set up inter-professional simulation exercises

11. Invest in video-conferencing that would enable links internationally (if possible)

<u>Study process and students performance assessment</u>

12. prepare students to have a better understanding of the evidence-based practices in nursing and the use of international nursing guidelines

13. improve command of English which is necessary for learning English textbooks and other literature and international exchange

14. provide students with more opportunities for international exchange that is fully compatible with transferring credits to VK

Programme Management

15. improve communication with other higher education institutions in Lithuania offering similar programmes, for benchmarking, sharing of resources and quality assurance.

IV. SUMMARY

Vilnius College appears to be on a reasonably strong platform as regards the Bachelor Programme in General Nursing. The ten different 'clinical' areas are well covered both in theory and practice. The curriculum design enables the programme aims and learning outcomes to be achieved. Although it was amply clear that the programme is emphasising a holistic approach in nursing theory and practice, the department should ensure that all stakeholders understand the shift from biomedical to biopsychosoial model. Additionally, while the identity of nursing as a team player and as a member of the interprofessional team is being emphasised, there should also be a focus on the nurses' assertiveness as a team member, in particular the notion of achieving participative safety within the teas in health services. This will enable nurses to assume leadership roles in managing patients, in leading teams, as well as in providing feedback to managers and policy makers. The department should therefore ensure that the students truly understand the value that the different subjects taught and the variety of practice placements have on their future work as nurses. For example, students did not show their appreciation of the value of research methods and statistics in their work as nurses. As regards clinical placements, there is evidence of strong communication with social partners, and there are also feedback mechanisms in place to gauge the level of these placements. However, the college should assure the quality of skill transfer by two ways: a) the need to provider structured mentorship training to the supervisors i.e. training the trainers. B) performing regular audits/visits on site. The department should be assured that the skill transfer in clinical placements is happening according to internationally accepted nursing guidelines and based on evidence. A strength is that the emphasis on clinical practice in the programme has given the College a strong label of quality with employers, namely that the College graduates are good for practice. This enables the College to achieve a high level of employability of their graduates.

It is evident that the College is working hard to internationalise. However, there is room for improvement as regards mobility of both staff and students. Apart from the agreements signed with neighbouring countries, the College should forge links on a wider scale across Europe. English remains an important factor and its mastery enables both staff and students to

engage in exchange programmes better. Therefore the College should ensure that staff and students are given full support to engage in intensive English language courses. Additionally, English is needed to be able to read the best journals in Nursing. It is important to note that the English teacher is using electronic databases and journals in nursing to enable students to practice the language thereby managing to motivate the students to appreciate nursing literature as well.

There seems to be clear lines of communication, both vertical and horizontal in the College. Both staff and students are proud to be affiliated with the College. As regards human resources planning, it is good to note that all lecturers have a Master degree. However, there should be more clarity on career progression, more PhDs, and more motivation for international collaborations and research.

The facilities and learning resources are adequate, however there is scope for improvements in view of the advances in technology and technological demands in the health services. For example, the students should be well versed with ehealth and should have the opportunity to learn within interprofessional environments.

Finally, the College should continue on the good work achieved so far in its Bachelor programme in General Nursing. The role of the nurse should shift more towards having greater responsibilities, leadership, more knowledge, and to be able to work both independently and interdependently within a team.

V. GENERAL ASSESSMENT

The study programme GENERAL PRACTICE NURSING (state code – 653B70003) at VILNIUS 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	3
	Total:	**18**

*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

VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
BENDROSIOS PRAKTIKOS SLAUGA **(VALSTYBINIS KODAS – 653B70003) 2016-04-01**
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-90 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

VILNIAUS KOLEGIJOS studijų programa *BENDROSIOS PRAKTIKOS SLAUGA* (valstybinis kodas – 653B70003) 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	3
	Iš viso:	**18**

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

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IV. SANTRAUKA

Vilniaus kolegijoje vykdoma bakalauro studijų programa *Bendrosios praktikos slauga*, atrodo, yra gana stipri. Dešimt skirtingų „klinikinių" sričių išsamiai nagrinėjamos ir teoriškai, ir praktiškai. Programos sandara užtikrina, kad bus pasiekti programos tikslai ir numatomi studijų rezultatai. Nors pakankamai akivaizdu, kad programoje akcentuojamas holistinis požiūris slaugos teorijoje ir praktikoje, Slaugos katedra turėtų užtikrinti, kad visi socialiniai dalininkai suprastų perėjimą nuo biomedicininio prie biopsichosocialinio sveikatos modelio. Be to, nors ir pabrėžiama, kad slaugytojas yra komandinis žaidėjas ir tarpprofesinės komandos narys, reikėtų atkreipti dėmesį ir į slaugytojo pasitikėjimą savimi komandoje, ypač į jo kolektyvinio saugumo siekį teikiant sveikatos priežiūros paslaugas. Tai suteiktų slaugytojams galimybę prisiimti vadovaujantį vaidmenį tvarkantis su ligoniais, vadovaujant komandoms, taip pat teikti grįžtamąjį ryšį vadovams ir politikos formuotojams. Todėl Slaugos katedra turėtų užtikrinti, kad studentai tiksliai suvoktų, kokią vertę jų, kaip slaugytojų, būsimam darbui turi įvairūs mokomi dalykai ir

įvairi praktika. Studentai, pavyzdžiui, neparodė, kad jie pripažintų mokslinių tyrimų metodų ar statistikos naudą jų, kaip slaugytojų, darbui. Kalbant apie klinikinę praktiką, yra įrodymų, kad glaudžiai bendradarbiaujama su socialiniais partneriais, be to, taikomi grįžtamojo ryšio mechanizmai, padedantys įvertinti šios praktikos lygį. Tačiau kolegija turėtų užtikrinti įgūdžių kokybę šiais dviem būdais: a) užtikrindama struktūruotą mentorystės mokymą vadovams, t. y. konsultantų mokymą; b) reguliariai atlikdama auditą ir (arba) apsilankydama vietoje. Katedra turėtų būti garantuota, kad įgūdžių perkėlimas į klinikinę praktiką vyksta remiantis tarptautiniu mastu patvirtintomis gairėmis ir yra pagrįstas įrodymais. Stiprybė yra tai, kad dėmesys klinikinei praktikai šioje programoje suteikė kolegijai kokybės ženklą tarp darbdavių, praktiškai dėl to, kad Kolegijos absolventai yra gerai pasirengę praktiniam darbui. Tai leidžia Kolegijai pasiekti aukštą absolventų įsidarbinamumo lygį.

Akivaizdu, kad Kolegija daug daro, kad padidintų tarptautiškumą. Tačiau dar yra ką tobulinti dėstytojų ir studentų judumo srityje. Šalia susitarimų, kuriuos Kolegija yra pasirašiusi su kaimyninėmis šalimis, ji turėtų užmegzti platesnius ryšius Europoje. Anglų kalba išlieka svarbiu veiksniu, geras jos mokėjimas suteikia dėstytojams ir studentams galimybę gausiau dalyvauti mainų programose. Todėl Kolegija turėtų užtikrinti dėstytojams ir studentams visokeriopą pagalbą, kad jie galėtų lankyti intensyvius anglų kalbos kursus. Be to, anglų kalba reikalinga tam, kad jie galėtų skaityti geriausius žurnalus slaugos tematika. Svarbu pažymėti, kad anglų kalbos dėstytojas naudojasi elektroninėmis duomenų bazėmis ir slaugai skirtais žurnalais, taip paskatindamas studentus taip pat vertinti literatūrą apie slaugą.

Atrodo, kad Kolegijoje yra aiškios komunikacijos linijos, vertikalios ir horizontalios. Ir dėstytojai, ir studentai didžiuojasi, kad yra Kolegijos nariai. Kalbant apie žmogiškųjų išteklių planavimą, malonu pažymėti, kad visi dėstytojai turi magistro laipsnį. Tačiau reikėtų daugiau paaiškinti apie karjeros galimybes, siekti, kad daugiau dėstytojų turėtų daktaro laipsnį ir būtų labiau skatinamas tarptautinis bendradarbiavimas bei moksliniai tyrimai.

Materialiųjų išteklių pakanka, tačiau juos dar galima tobulinti atsižvelgiant į technologijos pažangą ir technologijos poreikius sveikatos priežiūros paslaugų srityje. Pavyzdžiui, studentai turėtų gerai nusimanyti apie el. sveikatą ir turėti galimybę mokytis tarpprofesinėje aplinkoje.

Ir galiausiai Kolegija turėtų tęsti gerus darbus, kuriuos iki šiol padarė įgyvendindama bakalauro studijų programą *Bendrosios praktikos slauga*. Slaugytojo funkcijos turėtų būti daugiau siejamos su didesne atsakomybe, vadovavimu, geresniu žinojimu ir gebėjimu dirbti savarankiškai ir kartu su komanda..

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III. REKOMENDACIJOS

Norint toliau gerinti esamą studijų programos *Bendrosios praktikos slauga* kokybės lygį, reikia atlikti šiuos programos patobulinimus

Programos tikslai ir numatomi studijų rezultatai

1. Programos tikslus ir numatomus studijų rezultatus labiau susieti su bendrosios praktikos slaugytojų rengimu taikant biopsichosocialinį modelį ir įrodymais paremtą praktiką.

Programos sandara

2. Kurti aktyvesnius mokymo ir mokymosi metodus, pagrįstus problemomis ir atvejų analize.

3. Stiprinti studentų gebėjimą savarankiškai dirbti naudojantis moksline medžiaga, siekiant užtikrinti tyrimų įrodymais pagrįstą praktiką.

4. Daugiau dėmesio skirti gebėjimų lygiui atliekant klinikinę praktiką realioje aplinkoje – ligoninėse ir klinikose.

Dėstytojai

5. Nustatyti aiškesnius dėstytojų tobulinimo ir rėmimo kriterijus ir parengti aiškesnes karjeros bei paaukštinimo gaires.

6. Priimti daugiau daktaro laipsnį turinčių darbuotojų.

7. Gerinti anglų kalbos žinias, kurios reikalingos veiksmingo dėstymo ir dalyvavimo tarptautinėse mainų programose tikslais.

8. Organizuoti mentoriavimo ir koučingo kursus studentų klinikinės praktikos vadovams.

Materialieji ištekliai

9. Įkurti laboratorijas, kuriose būtų mokoma ir mokomasi labiau specializuotų įgūdžių, pavyzdžiui, naudotis informacinėmis technologijomis, ir gerai įrengtas imitavimo laboratorijas su intensyvios slaugos aplinka.

10. Kurti ir tobulinti tarpdisciplininius kursus (užsiėmimus).

11. Skirti lėšų vaizdo konferencijoms, kad būtų galima palaikyti tarptautinius ryšius (jei įmanoma).

Studijų eiga ir jos vertinimas

12. Rengiant studentus didinti jų supratimą apie įrodymais pagrįstą slaugos praktiką ir išmokyti naudotis tarptautinėmis slaugos gairėmis.

13. Gerinti anglų kalbos žinias, nes tai suteikia galimybę naudotis angliškais vadovėliais ir kita

angliška literatūra bei dalyvauti tarptautinių mainų programose.

14. Suteikti studentams daugiau galimybių dalyvauti tarptautinių mainų programose, pagal kurias suderintas kreditų perkėlimas.

Programos vadyba

15. Stiprinti bendradarbiavimą su kitomis panašias programas vykdančiomis Lietuvos aukštosiomis mokyklomis siekiant palyginti programas, dalytis ištekliais ir užtikrinti kokybę.

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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)