



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**KAUNO KOLEGIJOS**  
***STUDIJŲ PROGRAMOS BENDROSIOS PRAKTIKOS SLAUGA***  
***(valstybinis kodas - 653B70005)***  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF GENERAL PRACTICE NURSING (state code - 653B70005)***  
**STUDY PROGRAMME**  
**at KAUNAS COLLEGE**

**Experts' team:**

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- 3. Assoc. prof. dr. Polona Mivšek, *academic,***
- 4. Mari Berglund, *academic,***
- 5. Ms. Aušra Volodkaitė, *representative of social partners',***
- 6. Ms. Laura Žlibinaitė, *students' representative***

**Evaluation coordinator –**

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Išvados parengtos anglų kalba  
Report language – English

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Bendrosios praktikos slauga</i>
Valstybinis kodas	653B70005
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Slauga
Studijų programos rūšis	Koleginės studijos
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	2001–08-31

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>General Practice Nursing</i>
State code	653B70005
Study area	Biomedical sciences
Study field	Nursing
Type of the study programme	College Studies
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	31 August, 2001

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The Centre for Quality Assessment in Higher Education

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## **I. INTRODUCTION**

### ***1.1. Background of the evaluation process***

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

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

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

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

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

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

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

### ***1.2. General***

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

No.	Name of the document
1.	Mentors preparation programme

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

The External Review Team (hereinafter – ERT) were provided with a self-evaluation report (hereinafter – SER) that was developed by an appointed self-evaluation group prior to the site visit. This report provided the basis for the evaluation visit, was generally clear and comprehensive, and offered an historical, legislative and policy based context for the delivery of

the General Practice nursing programme within Kaunas College. - The SER enabled the review team to ask focussed questions to supplement their understanding and the visit by the ERT enabled this further enquiry. - This report reflects both the SER and the information determined during the visit to Kaunas College.

#### **1.4. The Review Team**

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

- 1. Andy Gibbs (team leader)**, *Senior Lecturer (International), Department of Nursing and Community Health, Glasgow Caledonian University, United Kingdom.*
- 2. Prof. Nadine Oberhauser**, *Professor, Dean sector midwives, Haute Ecole Cantonale Vaudoise de la santé, University of Applied Sciences, registered nurse, Switzerland;*
- 3. Assoc. prof. dr. Polona Mivšek**, *Head of Midwifery programme, Faculty of Health Sciences, University of Ljubljana , Slovenia;*
- 4. Mrs. Mari Berglund**, *Senior Lecturer, Degree Programme Leader, registered midwife, Finland;*
- 5. Mrs. Aušra Volodkaitė**, *Vice President of Lithuanian Organization of Nurse Specialists, Lithuania;*
- 6. Ms. Laura Žlibinaitė**, *student of Lithuanian Sports University, study programme Physiotherapy.*

## **II. PROGRAMME ANALYSIS**

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

Kaunas College advised that it has a long experience in preparing nursing specialists. This meets a need for nurses, which is not only required and desired in Lithuania, but globally has become a necessity, hence the importance for Professional Bachelor studies in General Practice Nursing. The ERT would like to recommend to focus more on the outcomes and benefits of College history rather than just describe it and should indicate the benefits for students that their long history brings.

The programme aims are: *“to educate professional bachelor in nursing with professional qualification of a general practice nurse who is able to provide quality general care in all level human health care establishments and communities for all age healthy, ill, disabled persons and their tenders, empowering patients for healthy lifestyle skills, applying the evidence and practice based general nursing care, observing medical ethics, general principles of health care and nursing, having ability to work independently and in a team”* (SER, page 3). The programme aims and learning outcomes are well defined and focused on the academic, professional requirements and health needs as stipulated by the State. During the meetings with teaching staff

and students of different years the ERT observed that the programme is intended to match the students' expectations to those of the college. The studies in Kaunas College have a very practical foundation with practical training being at the core of its studies, this correlates well with the demands labor market, as the ERT heard, from social partners. The intended learning outcomes of the study programme are defined according to the Dublin's descriptors and match the requirements of both Lithuanian and European qualification frameworks.

The study subjects' ability to match the proclaimed aims and intended learning outcomes was confirmed by the teachers, students and graduates when interviewed by the ERT.

The specific skills of the programme (description of study cycle learning outcomes) are (SER, page 5): knowledge, their application, abilities to carry out research, special skills, social and personal abilities. Under these skills are defined intended learning outcomes of the study programme. The ERT lacked some clarity in this area as under these intended learning outcomes are located all different study subjects of the programme. Some of the study subjects are located under more than one learning outcome. During the meeting with people responsible for the SER it was explained the links between the programme aim, study cycle learning outcomes are formed in collaboration as a common opinion of teachers, social partners, students and international advisers. It is the opinion of the ERT that this could be more clearly defined even though the staff has a clear understanding.

However in descriptions of study subjects and assessment criteria (annex 3) the annotation, volume of credits and hours, requirements, the links between study programme learning outcomes, study methods and methods of students' achievement assessment, subject study assessment system and study assessment achievement criteria clarify the links considerably.

The SER indicates that the name of the programme is clear and the college prepares nursing specialists for general practice as well as the learning outcomes and content of the programme is related.

The programme's aim, learning outcomes, study subjects, practices, career opportunities as well as other actual information are publicly accessible and handily presented not only on the KK website ([www.kauko.lt](http://www.kauko.lt)) but also in various marketing materials and during special events such a study fair or "Open doors day". Students also noted that at the beginning of every subject teachers provide information about learning outcomes and the ERT concluded that system works very well.

## ***2.2. Curriculum design***

The curriculum design identifies practical skills training to be the main concern of the study programme. The duration of the programme is 3,5 years, with the whole last semester dedicated

to clinical practice and research work. The programme has no specialisations, which is considered as a positive and flexible solution for the future graduates while approaching the labour market. Also employers stressed that college students are independent at clinical settings and graduates from the programme more desired to work at the clinics. However, the ERT had a doubt about students' preparation for working in community settings. It was defined and explained during the meeting with students that they also can practice as a community nurses during the studies, however this is not emphasised as much as hospital based experience.

During the site visit the ERT were clear that both administration and teaching staff have vision on development of the programme: they constantly ask students' opinion about their needs and programme design, social partners also can suggest their ideas. Also they compare their programme with other Lithuanian and foreign universities. Some of the teachers shared what challenges they will meet in the future and what changes will be required. They also noted what changes have already been done in the programme and what they are still working on. For example, student-oriented teaching approach was implemented recently and some teachers admitted it was not easy to change their methods and it is still in the process of change. However, during the meeting, no exact subject was mentioned that students would like to introduce in to the study programme.

General practice nursing study programme meets legal requirements for curriculum design. According to the SER (p. 9), the volume of study is 210 ECTS (5600 hours) including: general subjects of college education – 15 ECTS, study field subjects – 165 ECTS, 21 ECTS are allocated to deeper specialization within the field and optional subjects cover 9 ECTS. The main concern the ERT has on the curriculum design is the counting of clinical hours. Within the SER and additional argumentation, it is stated that students do perform 2300 hours in clinical settings during their studies. However, the hours assigned to "self study" (in the study plan - 818 hours) and observation (57 hours of consultations in study plan) are also counted in, which makes it hard to understand how it is executed at the patient's bedside. Looking from the aspect of this information, the programme meets recommendations of EU directive 2013, but the ERT would like to recommend to name self-study hours differently in the study plan on purpose to avoid misunderstanding.

A strong point of the curriculum design is professional practices and their organisation. The evaluation visit gave evidence that there is sufficient practical training to meet both student and employer expectations. Also social partners mentioned that students come to practices already ready to work and the graduates are perfectly prepared. Every practice placement has mentors, some of them attended mentorship courses, some did not, but they all have experience of working clinically and with students. The college has an extensive list of social partners who

accept students for clinical practice which ERT considers as a positive aspect of collaboration between institutions.

Study subjects are spread through the six semesters, with the seventh semester being dedicated only for final practice and thesis. Basic subjects of college education, study field subjects, elective and optional subjects constitute the curriculum. Even though the duration of the studies is not long, students have a possibility to decide themselves what they choose for deepening the specialisation – that is the profit of elective and optional subjects even if the programme has no specialisations. The study plan reflects that the contact hours take 60 % and self-study work takes 40 % of workload and the ERT considers it being surely enough to achieve programme aims and learning outcomes.

Students addressed the changes in the teaching and learning methods, such as discussions, group works, case studies, but they admit that also written tests are good methods for assessing the knowledge. During the site visit the ERT has noticed that almost every student could name the student – oriented teaching process but not everyone could explain what exactly it means. Teaching and learning methods appear to be appropriate to achieve intended learning outcomes but the ERT kindly recommends strengthening the clarification of the expression “student – oriented” during the study process.

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

The study programme is provided by staff meeting the legal requirements. 33 teachers are employed, all of them have at least master’s degree, no less than 3 years practical work experience, most of them have nursing background. This means the qualification of the teaching staff meets the legal requirements and is adequate to ensure achievement of intended learning outcomes. Every year new teachers are introduced into the programme. Students expressed their satisfaction about the competencies of the teaching staff and they seem to have very close relationship. According to the SER (page 12) the staff to student ratio depends on the study subject learning outcomes and lesson form, is optimal and this promotes a good teaching environment. Presenting it in numbers, the ratio between teachers and students during the theoretical lectures is 1:30, for practical works – 1:15. This information was also forwarded by the staff at the meeting.

During the ERT site visit, teachers expressed their opinion about general practice nursing study programme. They were satisfied about the strategy college is running for teachers’ development. There are some courses organised every year for teachers. College administration also encourages teachers to participate in other courses outside the institution and even give them financial support. There is a competence development centre at KK and teachers have to reach at

least minimal quantitative requirements during the five-year period. New teachers have their own mentors in the KK. Also Nursing Department implemented mentors training course and students could identify the difference between mentors who finished this course and the ones who did not. The ERT noted the well-qualified and very enthusiastic teaching staff.

The scientific applied research of the teachers is good. During the year 2010-2014 period 18 experts produced 54 articles, published in Lithuanian and foreign journals, participated in national and international conferences, projects. According to the SER (page 12) the research is directly related to the study programme and actual practice of nursing, and is determining the quality of studies. It was also confirmed during the interview with the teaching staff and the ERT considers it as a strength of the programme.

Teachers also mentioned some challenges of their work. They think that the larger part of the teaching staff could speak in English fluently. It was also stated by the staff that all were offered an English language course by the college administration. However, this still being a future plan the ERT could not determine whether the study quality for students' group studying in English is equal to Lithuanian group. Staff turnover does not seem to be a problem at the moment. The SER (page 12) indicates that teachers on this programme have average 16 years of teaching experience and average 19 years of experience in practical work, which the ERT considers to be sufficient to ensure a good quality of the study programme. As there is a plan for growing the number of admitted students to the general practice nursing programme the administration should consider introducing more teaching staff to the programme in the future.

In KK staff and students appreciate the mobility possibilities. In the last five years 42 foreign teachers have come to teach at the college and 55 teachers visited different countries. This reflects that the college staff is obtaining foreign professional development, new experience, obtaining new teaching methods and sharing their experiences. Seeing it as a great advantage of the study programme the ERT would like to suggest to consider the teachers' exchanging and developing a strategy that they would go outside the institution and improve themselves systematically which would be also beneficial for the students.

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

Lectures, seminars and practice sessions are held in different classrooms arranged by subjects. It is very convenient now for the students after the Nursing Department got new premises at Puodziu St. All the classrooms have multimedia or computer to help the teaching and learning processes. Classrooms at the Nursing Department are arranged by the study subjects. Rooms for simulations and development of practical skills are established, students can learn to perform main procedures. As ERT saw during the site visit they are adequate with number of

classrooms and simulation training facilities are well equipped. Both students and teachers are satisfied about the rooms in the new premises and the ERT site visit confirmed this. Practical learning takes place not only in the college but also in the Kaunas Republican Hospital where modern computer technologies and medical equipment and materials are available for students' use. However, the ERT wasn't able to familiarize with all the facilities because of the renovation at the hospital.

The new library was opened in 2014. It provides students with information resources and access to the electronic resources. Library is well organized, have reading and studying spaces, computerized classrooms, leisure spaces. Library is situated near the dormitories and has working hours from 8 a.m. to 8 p.m. Work time of the library was prolonged according to the students' needs and is convenient now. Library staff closely collaborates with teachers and provides information. Students can use stored documents, textbooks, methodological publications and learning materials, scientific journals and other resources in Lithuanian and English language. When interviewed students expressed their satisfaction with the study materials available and declared that they do not need to buy books or any other material themselves. However, site visit demonstrated quite limited numbers of titles and limited copies of nursing specific books in English, many of them were in Lithuanian.

There is adequate provision of access to databases and e-learning platform and the number of work stations in the library. Considering the fact that the library is in driving distance necessitating students and staff to spend time traveling the ERT would recommend to arrange more self-study rooms at the Nursing Department building.

The SER (page 21) makes the point that Kaunas College have enough internet access to international scientific databases and distance learning possibility for students to access materials from classes taught off site or classes the student has not attended.

Students have different kind of practices during their studies. There are enough options to choose their practical placement with the assistance of faculty administration and social partners. Agreements with the number of country, region, Kaunas city health care institutions are signed concerning professional practice placements. In the professional practice places students can use all the equipment and tools possessed by health care institution. In practice locations students are supervised by 37 trained nurses – mentors and the ERT would like to mention it as a very positive thing. Also there are options to gain practical skills in the other EU countries. During the interview with students few of them mentioned already have done their placements in Finland, Austria, Malta, Portugal. The SER (pages 27-28) also mention other countries for international exchange: Latvia, Netherlands, Belgium, Norway etc. The strong point of the programme is that students can choose practical locations themselves.

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

The admission requirements provided in the SER (pages 20-21) are clear and appropriate. Because of the big competition only motivated students are admitted. In year 2014, 101 students entered the study programme. The number of admitted students is growing every year. It was clarified during the meeting with the academic personnel and it was obviously due to demand of nurses in labour market. Also social partners emphasised the lack of nursing specialists. According to the SER (page 27), in 2012 studies in the English language were initiated. However, the ERT would like to mention that it was not easy to understand how the admission for study programme in English is being organized and what the requirements are, if there are any. The question was inquired during the meetings but the answers didn't help to figure it out.

The learning outcomes for the programme appear to prepare nurses for current nursing nationally and this is reflected within the study plan which is focused upon clinical and medical outcomes from the nurse's approach with a large amount of the course apparently dedicated to practice. Clarification of the teaching and assessment processes with both staff and students suggested that a number of different assessment and evaluation methods are used to the final assessment of the student including projects and discussion in groups and including a practice diary for the students' clinical skills assessment during their clinical practice. The terminal examinations formed a part of this and the total assessment and evaluation produces capable nurses who are determined by practitioners and stakeholders who attended the meeting with the ERT. Graduates of the general practice nursing programme also expressed their confidence that the programme prepared them effectively for their practice as a nurse within a rapidly changing healthcare setting in Lithuania.

Studying at the professional bachelor's level programme students have relatively little opportunity to participate in research work. However, very experienced teaching team supports and supervises students for applied research training during the last semester in conjunction with social partners and students seemed satisfied with the opportunities they received for participation. Review of final thesis identified that the methodology used in students' papers are on a high level, themes are practically applicable. The weak point of the students' research papers is references mostly in Lithuanian and not very up-to-date looking from the aspect of evidence-based learning.

During the visit of the ERT, several students who had participated within an ongoing IP collaboration projects or ERASMUS exchange programme were included within the ERT interview with students. According to the SER (page 27), students are willing to study abroad: 53 general practice nursing students took part in various mobility programmes in 2009-2014. The students who attended mobility programmes could clearly articulate the benefits of working with

other nurses from across Europe. Students are advised about mobility programmes by the student union or teaching staff. The ERT concluded that higher education institution ensures an adequate level of academic and social support for international activity by its students.

The good student support system and careful academic management ensures the quality of the study programme and the students' satisfaction which was expressed during the meeting. The course programme is European Credit Transfer and Accumulation System (ECTS) compliant since 2011 (SER, page 33) and this has created greater opportunities for individual study plans which is also an opportunity at this college. Students pointed out the fact that the study process is facilitated by an excellent and close communication between teachers and students when distance learning method is used including the using of MOODLE system. This system is identified as positive by both students and staff alike.

There is also the possibility of the achievement of motivational scholarships for excellent students. There are a number of social grants and scholarships are available from the college and these are explained. Students can have a voice in evaluation of the subject, programme and they improvement by the questionnaires. Students give and get feedback about study process by communicating with teachers, participating in meetings with administration or by their representatives. The ERT concluded that there is not hierarchical structure in the college – students feel comfortable giving suggestions and sharing complaints directly to the head of the department or the dean.

The SER identifies that the course learning outcomes are assessed in accordance with the requirements of the KK regulations. The course includes a variety of assessments and these are offered continuously throughout the study programme. A ten point scale is identified for assessment with point 5 as a minimum satisfactory grade. The SER identifies that students are informed about the course aims and learning outcomes and their assessments at the commencement of each module. The SER and study plan indicates that the assessment schedule meets Lithuanian national legal requirements in respect of the maximum number of projects and examinations.

The SER is clear that employers give positive evaluation to professional competence and practical skills of graduates and it was verified during the ERT site visit. Social partners clearly articulated their enthusiasm and engagement with the nursing degree programme. While outcomes are identified in the SER relating to the effectiveness of the programme in respect of the professional activities of graduates, it is evident that a number of graduates of the programme do progress to other courses within the university, including the Masters in Nursing studies. When asked by the ERT what their colleagues who were not studying were doing, they identified that many were working in clinical settings. This supports the contextual viewpoint that suggests

a shortage of nursing specialists within Lithuania and a strong expectation of employment within nursing upon graduation. Students who were interviewed also shared the information that they are being employed already during their studies.

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

KK advised within the SER that it has an internal programme management and decision making structure where all the sections are involved. This was clearly evidenced on the meeting with the administration staff where each of these levels was confidently expounded and examples of the application given. The clarity and confidence of all staff, students and employers in these processes was also clear indicating as a well organised management system. KK should be commended for this system which is being developed eventually and offers a number of features. These include electronic information and virtual learning environments which staff and students identify as key to the education delivered and received, clear support systems for students at both faculty and university level and the support of clinical mentors through a systematic mentor preparation programme.

The quality system is ensured in the different levels: teaching staff level, department level, faculty and college level, national level and international level. College has good collaboration with other institutions: they organise conferences, common events or projects.

The administrative and teaching staff identified that evaluations are used for programme improvement. While it is clear from meeting with employers and faculty that internal and external stakeholders appear clear about the kind of nurses needed for Lithuania, and nursing department are well placed to achieve the required standards for this through improvement and support of the programme, it is understandable that this is taking time to fully achieve.

During the interview with the students, it was said that they were actively involved in the SER process and process of quality management. They conduct surveys to collect students' opinion about study subjects, study quality and the things they would like to change. Students participate in the study programme committee. Students' Union initiated the project for questionnaire about quality of clinical practice. Their behaviour during the ERT visit was a bit passive when asked about changes they would like to implement but they claimed everything already been changed according to their requests. For example, students asked for a better access to the databases and administration arranged it to be available from every computer of the KK, subscribed more programme specific databases.

Social partners also recognize their participation in quality process, for example by meeting with the administration and by filling the questionnaires aimed at the programme improvement. The ERT considers the internal quality assurance measures to be effective and efficient.

## **2.7. Examples of excellence**

The Kaunas College has to be commended for their teaching staff. The ERT got an impression that teachers are well organised and well supportive, it was also addressed by the students and graduates who indicated relationship between student and teacher being very close and informal when needed. The administration of the college supports their staff not only by organising the courses for professional development, financial support for mobility programmes, but the highlight of this support is the mentorship for the new teachers. They are very reactive on requests and the confirmation of the different levels.

### **III. RECOMMENDATIONS**

1. College emphasizes its history. Would be good to focus on the outcomes and benefits of this rather than just describe it. The ERT recommends to highlight what makes the programme special according to the long history and traditions and how the Kaunas College implement it to the study process. It may mean efficient and successful.
2. College emphasizes orientation to practice. The ERT recommends to identify other strong sides because the same practical preparation amount could be also offered in other institutions and this becomes not the distinctive feature.
3. The role and purpose of the English study programme could be better clarified in the SER documentation and by the Kaunas College representatives orally.
4. Some terms are used but not always well understood by the students and some teachers. Learning Outcomes, student centered learning and evidence based practice. College should continue developing the understanding and implementation of these terms.
5. Mobility and international links are good but could be consolidated by having a strategy.
6. It would be desirable to increase usage of most recent nursing specific literature in evidence based learning.
7. The calculation of practice hours could be defined more clearly in the SER documentation. As self-study and consultations are considered as practical training, the ERT recommends to specify how this is carried out, on purpose to avoid misunderstanding and miscalculation of the clinical hours.

#### **IV. SUMMARY**

First of all, the ERT is very pleased to see all the effort that was put into the preparation for the external evaluation process. It was also a good opportunity for the administration and staff to review their programme and what could be improved for the quality at all levels.

Nevertheless, it would be desirable to state more clearly the benefit of history and old traditions the institution have in preparing nursing specialists. Given the new challenges for nurses in a changing social environment, when internalisation is growing, it is important that programme better reflects its aims and learning outcomes. It is seen that the general practice nursing programme is more and more attractive to wide range of students, although it makes it difficult to organise the study process well. The ERT would kindly recommend the administration to stress on the strengths of the study programme and what distinguishes it from the other Professional Bachelors in Nursing, despite the fact they have practice which is not evidence based – according to international directives all nursing students have the same amount of practice hours.

The programme has among its strengths and experienced and dedicated teaching staff, specialised in different fields, but most of them have the nursing background and long practice experience. Teaching is organised in subjects have system allowing students to have learning experiences with specialists in each area, but also requires coordination at various levels. This coordination seems to be achieved in this programme, although it is important that the study quality system continue with the collecting of opinions of students and social partners.

Another strength of the programme is motivated and highly satisfied students. They expressed their opinion on practice hours, mobility programmes, qualified teaching staff and good implementation into the study organising process. Most part of the graduates are working in the clinical settings and others are studying Master degree. Social partners supported the opinion about the study programme quality by expressing their satisfaction about well-prepared for working graduates.

Finally, the evaluation of this study programme is very good, so external evaluation team congratulates the ones who were in response for it. Hopefully, the provided recommendations will be helpful and taken into consideration in the future.

## V. GENERAL ASSESSMENT

The study programme GENERAL PRACTICE NURSING (state code – 653B70005) at KAUNAS 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	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>19</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:	Andy Gibbs
Grupės nariai: Team members:	Prof. Nadine Oberhauser
	Assoc. prof. dr. Polona Mivšek
	Mari Berglund
	Aušra Volodkaitė
	Laura Žlibinaitė

**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS BENDROSIOS  
PRAKTIKOS SLAUGA (VALSTYBINIS KODAS – 653B70005) 2016-04-01  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-83 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

KAUNO KOLEGIJOS studijų programa BENDROSIOS PRAKTIKOS SLAUGA (valstybinis kodas – 653B70005) vertinama **teigiamai**.

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

**2.7. Išskirtinės kokybės pavyzdžiai**

Kauno kolegiją reiktų pagirti dėl akademinio personalo. Išorinio vertinimo grupė susidarė įspūdį, kad dėstytojai yra puikiai organizuoti ir padedantys, tai taip pat buvo pažymėta studentų ir absolventų, kurie teigė, kad prireikus studentų ir dėstytojų santykiai yra neformalūs ir labai artimi. Kolegijos administracija remia dėstytojus ne tik organizuodama jiems profesinio tobulinimo kursus, finansine parama judumo programose, bet svarbiausia parama yra naujiems dėstytojams skirta mentorystė. Jie labai reaguojantys į pageidavimus ir skirtingų lygių pripažinimą.

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#### **IV. SANTRAUKA**

Visų pirma išorės ekspertų grupė labai džiaugiasi matydama, kiek daug pastangų įdėta į pasirengimą išorinio vertinimo procesui. Administracijai ir darbuotojams tai buvo gera proga persvarstyti programą ir panagrinėti, kaip būtų galima pagerinti kokybę įvairiais lygmenimis.

Tačiau pageidautina, kad būtų aiškiau nurodyta institucijos istorijos ir senų tradicijų nauda rengiant slaugos specialistus. Atsižvelgiant į naujus iššūkius, kuriuos slaugytojams kelia besikeičianti socialinė aplinka, kai didėja tarptautiškumas, svarbu, kad studijų programoje geriau atsispindėtų jos tikslai ir numatomi studijų rezultatai. Matyti, kad bendrosios praktikos slaugos studijų programa darosi vis patrauklesnė plačiam studentų ratui, nors dėl to sunku gerai organizuoti studijų procesą. Išorės ekspertų grupė rekomenduoja administracijai išryškinti šios studijų programos stiprybes ir tai, kas ją išskiria iš kitų slaugos profesinio bakalauro programų, nepaisant to, kad jų praktika nėra pagrįsta įrodymais – pagal tarptautines direktyvas visi slaugos studentai turi tiek pat praktikai skirtų valandų.

Tarp kitų studijų programos stiprybių yra patyrę ir atsidavę dėstytojai, kurių specializacija – įvairios sritys, bet dauguma turi slaugytojo išsilavinimą ir ilgą praktinę slaugos srities patirtį. Dalykų mokymas organizuojamas taip, kad studentai turėtų galimybę mokytis iš įvairių sričių specialistų, bet reikalingas koordinavimas įvairiuose lygiuose. Atrodo, vykdant šią studijų programą toks koordinavimas pasiektas, bet svarbu, kad įgyvendinant studijų kokybės (užtikrinimo) sistemą būtų toliau renkamos studentų ir socialinių partnerių nuomonės.

Antra šios studijų programos stiprybė yra studentų motyvacija ir didelis pasitenkinimas studijomis. Studentai išreiškė nuomonę dėl praktikai skirtų valandų, judumo programų, aukštos dėstytojų kompetencijos ir gero studijų proceso įgyvendinimo. Daugelis absolventų dirba ambulatorijose ir poliklinikose, dalis studijuoja magistrantūroje. Socialiniai partneriai pritarė nuomonei dėl studijų programos kokybės išreikšdami pasitenkinimą geru absolventų parengimu.

Baigiant reikia pasakyti, kad ši studijų programa vertinama labai gerai, taigi išorės ekspertų grupė sveikina tuos, kurie prie jos prisidėjo. Tikimasi, kad pateiktos rekomendacijos bus naudingos ir į jas bus atsižvelgta.

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#### **III. REKOMENDACIJOS**

1. Kolegija akcentuoja savo istoriją. Būtų gerai ją ne tik aprašyti, bet daugiau dėmesio skirti jos rezultatams ir naudai (studentams). Išorės ekspertų grupė rekomenduoja nurodyti, kas

- daro šią programą ypatingą atsižvelgiant į ilgą kolegijos istoriją ir tradicijas ir kaip Kauno kolegija diegia tai į studijų procesą. Tai gali būti veiksminga ir galbūt atneš sėkmę.
2. Kolegija akcentuoja orientavimąsi į praktiką. Išorės ekspertų grupė rekomenduoja nustatyti kitas studijų programos *Bendrosios praktikos slauga* stiprybes, nes tokios pat apimties praktinį parengimą galėtų pasiūlyti ir kitos institucijos, taigi minėtos išskirtinės ypatybės nebelieka.
  3. Savianalizės suvestinės dokumentuose ir Kauno kolegijos žodiniuose paaiškinimuose studijų programos anglų kalba reikšmė ir tikslas galėtų būti daugiau pagrįsti.
  4. Vartojami kai kurie terminai (numatomi studijų rezultatai, į studentus orientuotas mokymasis ir įrodymais pagrįsta praktika), tik ne visi studentai ir dėstytojai juos gerai supranta. Kolegija turėtų siekti, kad šie terminai būtų geriau suprantami ir taikomi.
  5. Judumo lygis ir tarptautiniai ryšiai yra geri, bet būtų tvirtesni parengus strategiją.
  6. Pageidautina, kad taikant įrodymais pagrįstą mokymąsi būtų daugiau naudojamos naujausia su slauga susijusia literatūra.
  7. Savianalizės suvestinėje galėtų būti aiškiau nurodyta, kaip apskaičiuojamos praktikos valandos. Kadangi savarankiškos studijos ir konsultacijos laikomos praktiniu mokymu, išorės ekspertų grupė rekomenduoja nurodyti, kaip tai atliekama, siekiant išvengti neteisingo supratimo ir netinkamo klinikinių valandų skaičiavimo.

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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)