STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
STUDIJŲ PROGRAMOS "*FARMAKOTECHNIKA*"
(valstybinis kodas - 6531GX036)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "*PHARMACY TECHNIQUE*" (*state code - 6531GX036*)
STUDY PROGRAMME
at KAUNAS COLLEGE

Review team:

1. **Damian Richard Day (team leader)** *academic,*
2. **Prof. dr. André RTS Araujo,** *academic,*
3. **Prof. dr. Borut Božič,** *academic,*
4. **Ms Rasa Radžiūnienė,** *representative of social partners,*
5. **Ms Vygailė Pundzaitė,** *students' representative.*

Evaluation coordinator -

Ms Gabrielė Bajorinaitė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2018

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Farmakotechnika***
Valstybinis kodas	6531GX036
Studijų sritis (studijų krypčių grupė)*	Sveikatos mokslai
Studijų kryptis	*Farmacija*
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 metai)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sveikatos mokslų profesinis bakalauras, Vaistininko padėjėjas
Studijų programos įregistravimo data	2001-08-29

* skliaustuose nurodomi nauji duomenys, kurie pasikeitė nuo 2017 m. sausio 1 d. įsigaliojus Studijų krypčių ir krypčių grupių, pagal kurias vyksta studijos aukštosiose mokyklose sąrašui bei Kvalifikacinių laipsnių sąrangai.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***Pharmacy techniques***
State code	6531GX036
Study area (Group of study field)*	Health Sciences
Study field	Pharmacy
Type of the study programme	College
Study cycle	First
Study mode (length in years)	Full time (3 years)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Health Sciences, Pharmacist assistant
Date of registration of the study programme	29 August, 2001

* in brackets new data provided, valid from 1 January, 2017 after List of study fields and groups of study fields Framework of qualification degrees came into force.

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

This is an evaluation of a professional Bachelor's degree in Pharmacy technique delivered by Kauno Kolegija/Kaunas College, based in Kaunas, Lithuania. The Kolegija/college was established in 2000 and it became an accredited non-university higher education institution in 2005. Kauno Kolegija/Kaunas College is one of the largest higher education institutions in

Lithuania, having c. 7000 students and 1000 staff. It has four faculties (the Faculty of Management and Economics, the Faculty of Technologies, the Faculty of Medicine, and Justinas Vienozinskis Faculty of Arts) and the study programme being evaluated is based in the Faculty of Medicine. Kauno Kolegija/Kaunas College has its main base in the city of Kaunas but also has three regional divisions, in Taurage, Druskininkai and Kedainiai. Kauno Kolegija/Kaunas College is a member of various international associations and networks and has in excess of 200 foreign academic partnerships, c. three quarters of which are facilitated through the European Union's Erasmus+ scheme.

The study programme in Pharmacy technique was last evaluated by an external team in 2008.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *29/11/2017.*

1. **Damian Richard Day (team leader),** *Head of Education, General Pharmaceutical Council, United Kingdom;*
2. **Prof. dr. André RTS Araujo,** *Professor in Pharmacy, School of Health Sciences, Polytechnic of Guarda, Portugal;*
3. **Prof. dr. Borut Božič,** *Professor of Faculty of Pharmacy, University of Ljubljana, Slovenia;*
4. **Ms. Rasa Radžiūnienė,** *Product group manager of Sandoz Pharmaceuticals d.d., Branch office, Lithuania;*
5. **Ms. Vygailė Pundzaitė,** *student of Vytautas Magnus university study programme Biochemistry*.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

This study programme is a professional bachelor's degree aiming to graduate students fit to practise as pharmacy assistants/technicians in Lithuania. Predominantly, the graduates of this programme, who are in demand, work in social/community pharmacies and the programme is focussed on the knowledge and skills required for that profession in those sectors. In part, the programme is based on several employer surveys mentioned in the SER about the competencies required of pharmacy assistants/technicians (and students).

The programme is embedded in Kauno Kolegija's Faculty of Medicine in one of seven departments, Pharmacy Technique. The Kolegija's focus is applied science and the study programme is a good example of applying science in the context of pharmacy practice. It is, therefore, clearly aligned with the mission and strategic aims of the Kolegija.

The evaluation team tested the aims of the programme with academic staff, students, employers and social partners and the consistent view expressed by all groups was that this programme was focused very much on labour market needs and the needs of the broad pharmacy assistant/technician profession.

The learning outcomes are well defined and clear, grouped in four broad areas:

- Knowledge and its application: these outcomes cover i. the knowledge required to work as a pharmacy assistant/technician in the various sectors of pharmacy in Lithuania and also provide students with ii. the underpinning knowledge of medicines and how they are manufactured and iii. the effects of medicines;
- Research skills: these outcomes equip students with the skills necessary to apply research principles to a project and also how to use research in their practice;
- Social skills: these outcomes emphasis the skills necessary for pharmacy assistants/technicians to function as professionals, including inter-professional skills and communication skills; and
- Special skills: these outcomes equip pharmacy assistants/technicians with the skill necessary to produce medicinal products and dispense medicines and to do so legally, under the supervision of a pharmacist.

The team agreed that the learning outcomes were consistent with the level of the programme, level six (Bachelor level), and that as a set they accurately described the knowledge and skills required on graduate to then work as a pharmacy assistant/technician. In addition, the team agreed that the programme was designed as a professional Bachelor degree with the mix of academic and practical aspects to be expected in such a programme. Social partners and alumni confirmed that the study programme was very well aligned to the needs of the labour market and as a higher level, vocational, professional programme was a model of its kind. For this reason the evaluation team agreed that the programme should received full marks for the programme's aims and learning outcomes.

2.2. Curriculum design

The pharmacy technique study programme is a 3-year, first cycle professional bachelor programme and is designed according to the:

1. pharmacy law of the Republic of Lithuania;
2. national pharmacy field descriptor, making a clear distinction between full time, 5-year integrated programme leading to a degree of Master of Pharmacy and a college study programme of 3 years leading to the degree of professional Bachelor of Pharmacy/Pharmacy Technique; and
3. regulations/rules about medicines, prescriptions, advertising medicinal products and narcotic drugs.

Programme design is in accordance with the regulations of the EHEA, defined in the Bologna process as the first cycle programme of 3 years' duration. It also conforms to ECTS requirements: students confirmed that the weekly work load of contact hours and self-study hours was correct. The overall balance of the programme in credit terms is:

- General subjects – 15 credits (in Year 1)
- Study field subjects - 135 credits (across all three years)
- Specialisations – 21 credits (in Year 3)
- Electives 9 credits (in Years 1 and 2)

The curriculum is designed in a such way that general subjects of the programme and introductory subjects to the field, including introductory practice, are concentrated in the earlier semesters (Introduction to Pharmacy Studies, Introduction to Philosophy, Search for and Analysis of Scientific References, Anatomy, Physiology, Pathology, Microbiology, Communication Psychology, Methodology of Applied Research). The 3rd to 5th semesters include field characteristic subjects (Pharmaceutical Chemistry, Pharmacy Products, Medicinal Drug Technology, Pharmacology and Social Pharmacy), the practice of medicinal drug production, labelling and pharmacological classification, and, finally, the 6th semester includes the final pharmacy practice course and the final thesis. There is also a degree of spirality in the curriculum, which means that when subjects are revisited in the curriculum, this is either in more depth or in an applied way.

Students are content with the programme: they feel that its design and the subjects included are relevant to their work and they understand why the subjects/topics are included. The programme has been devised consistently according to a Study Plan (an appendix of the SER) and each study subject is mapped out consistently, specifying allocations to academic study, practical study, consultation time and self-study time. Academic staff are competent and engaged. They are appropriately experienced and are accessible to students. Stakeholders, alumni, teachers and students recognized and confirmed that the programme supports graduates to be fully prepared for the labour market.

The content of the subjects corresponds to the 1st cycle of study and to the Field descriptor for Pharmacy Technique. From ca. 3030 contact hours, 1700 belong to practice work, 985 to lectures and 340 to consultations, what is in line with the aim of the programme and with Field descriptor for pharmacy studies, which train pharmacy specialists for practical activities in the field of pharmacy.

Different passive and active teaching and learning methods are used (as detailed in the SER Annex 2: Study Descriptions – 'Study methods' and 'Student achievement assessment methods')): questions, open discussions, team work in small groups, role playing, brainstorming, problem based, laboratory work, which enable to achievement of the professional Bachelor's learning outcomes. The methodology for assessing student achievement supports this. The overall spread of marks across the three key areas is 20 % theory / 30% practical work / 50% exam.

It was stated that the programme is aimed both at community and clinical pharmacy, but it was acknowledged that there is more emphasis on community pharmacy, for which graduates are fully prepared. Some other points were explored during interviews and discussions during the site visit: alumni are satisfied with the programme, but they would not mind if there was even more pharmacy practice in the programme, and additional or expanded topics such as technology

(industrial pharmacy for jobs in larger production, and manufacturing cosmetics for small production). Social partners pointed to lack of psychological view/skills, something which they acknowledged was often lacking in young employees. The evaluation team did not make this particular point a formal recommendation but the observation has been made here because understanding how to work with a variety of clients/patients may become more important for pharmacy assistants in the future.

The design of the programme corresponds to the latest academic and technological achievements for the professional bachelor level (6th), the academic staff are in close contact with employers and the employment market and they follow changes in the field and upgrade the programme constantly.

2.3. Teaching staff

There is a good composition of academic staff delivering the programme. The academic staff meets the legal requirements. Teaching staff consists of 28 members involved in study programme, of which 19 (68%) work in a full-time position. All of them have obtained Master's degrees. 6 (21% from all teaching staff) associate professors are serving as lecturers. To fulfil content of programme the academic staff includes also nurses, physicians, psychologists, lawyers and IT specialists.

As it is stated in SER one of the weaknesses is "Insufficient number of visiting foreign lecturers" (SER p.19). However, the international activities are increasing and this was also confirmed by the students. For example, 2 lectures (about antibiotic resistance and paediatric drugs) were presented by a lecturer from Guarda Polytechnic University (Portugal) this September (2017).

The qualifications of the academic staff, as well as their research outputs are fully adequate to deliver the programme and to ensure the achievement of the learning outcomes. New staff member have to pass a 40-hours training course, which is not the case in every institution and is an important way that such staff learn best practice in a systematic way at the beginning of their career. Also, it means that new staff benefit from having pedagogic mentors as well as subject-based ones. All staff members have three years' experience of the subject area and all have worked in a higher education institution for at least a year.

The qualification of the teaching staff is evidenced by their applied research outcomes, taking in account the number of articles, during the period under assessment. 33 of them were published in the publications uploaded in international databases (SER p. 17, table No 8). However, the scientific production by the teaching staff could be improved. The representatives of academic staff who are the members of various national and international specialists' organisations are also actively involved in expert activities at the both national and international levels. This was also confirmed during the site visit in the discussion with teachers.

The number of teaching staff was evaluated as optimal to ensure learning outcomes. Theoretical lectures are delivered to a group of 30–60 students. As it was mentioned in the meeting with teaching staff the decrease in group size to 30 students during lectures delivers better communication to students and helps a deeper understanding of knowledge. The number of students per lecturer became 5 during the 2016-2017 academic year (SER p. 14, table No 6).
Practical training activities develop general and professional skills and abilities. During it students are divided into smaller sub-groups with not more than 15 students. 1 teacher and 1 assistant are used during practical sessions.

On average 4 –5 students are assigned to one lecturer supervising final year theses. The students confirmed that availability of supervisors is sufficient.

The number of teaching staff is stable and ensures the proper implementation of the programme. As it is stated in SER (p.14) "Due to the increasing number of students, the number of lecturers has increased from 21 (in 2012) to 28 (in 2016)". To support the needs of the labour market the academic staff was joined by 6 lecturer-practitioners during the assessment period.

The turnover of teaching staff could be evaluated as optimal and corresponding to the needs of the programme. Under the period of assessment, 11 new young teachers have been employed, 3 doctors of sciences, 3 lecturers in doctoral studies (SER p.19).

Kaunas College ensures conditions for professional upgrading of staff. The academic staff is guaranteed with the opportunity to improve their qualification in Lithuania and abroad. In order to implement the recommendation of previous external evaluation, staff attended English language courses. This improvement could lead to better international mobility in the future.

The most popular pedagogical and disciplinary training forms are international conferences, seminars and exhibitions. The professional, educational, scientific, communicative qualifications development is linked with the study subjects taught. As was mentioned during the meeting with staff, in comparison to previous assessment period teaching staff mobility and international activity has increased.

During meeting with students, mutual respect for teachers was stressed out as one of the most encouraging aspects of the course, which helps to achieve the programme's learning outcomes.

2.4. Facilities and learning resources

The premises are located in three buildings, due to the different equipment needed for the programme. Facilities include:

- 12 working places (+ additional places with shared equipment) in laboratories for general chemistry, pharmacognosy, pharmaceutical chemistry, pharmaceutical technology and botany;
- 15 places in a computer room for social pharmacy;
- 24 places in a computer room for pharmacology;
- lecture rooms allow lectures to be delivered to groups of various sizes;
- main library (for the whole college), which is open 6 days a week and has good space for independent studying

The premises are well maintained, as was evident to the evaluation team during the visit during tours of the facilities.

Laboratories are well equipped with equipment appropriate to the level and content of the programme. Equipment includes:

- 12 microscopes (for pharmacognosy), 2 fume hoods (for chemistry), equipment for aseptic work, heaters/dryers, blocks for suppositories/pills/capsules, Gako's Unguator for ointments (for pharmaceutical technology).

Computer rooms are well equipped and include:

- 12 stations for individual work with prescriptions; and

- 24 monitors/stations for access to databases used in pharmacology.

Lecture rooms and many of the students' laboratories are equipped with audio/video facilities.

The library has computers, wireless internet, smart boards, equipment and programmes for students with hearing or visual impairments. Remote access via VPN is possible. Besides the printed books, and e-library is also available. There is access to many oscientific journals from international subscription databases (Academic Search Complete, Business Search Complete EBSCO Publishing, Taylor Francis, Emerald Management). The plagiarism prevention system URKUND is used to check final thesis.

Students do not need to buy anything additional for their studies: all equipment are provided by the college.

Places for pharmacy practice placements are all over Lithuania, and there are various contracted partnerships between the college with pharmacies. In the placement locations, students have mentors (who are identified and trained by college). Often, practice placements are undertaken in a pharmacy in the home town of students. The students have also the opportunity to undertake pharmacy practice placements abroad.

Overall the evaluation team felt that the facilities were of a good standard.

2.5. Study process and students' performance assessment

Students are accepted on to this programme in accordance with the rules of general admission, which is carried out by LAMA BPO. Most students are enrolled on state-funded places and thisnumber compared with non-state funded places has remained similar during the period under assessment. However, the competition scores of the enrolled students in the programme has experienced a progressive decrease.

The organization of the study process ensures the proper implementation of the programme and the achievement of the learning outcomes. The workload is well-balanced: theoretical classes are followed by linked practical ones, which help to contextualise, and it includes self-study hours (of about 40%). The schedule of study classes is well distributed between weekdays. However, as there are classes in three buildings, the distance between which might pose scheduling challenges sometimes. However, students did not complain about the travelling required.

Each part of programme is important from students' points of view. However, during the meeting with students and especially with alumni, they expressed the wish to increase the professional practice (if it was possible), to broaden the internships to other pharmacy areas (e.g. wholesale), or to include more work on industrial pharmaceutical technology. The evaluation team noted these points but decided not to turn them in to formal recommendations because the academic staff told the team that they were already under consideration.

Students have possibility to participate in applied research activities together with the teachers and they have opportunity to disseminate them through the publication in national journals and presentation in college conferences. They are also involved in some social community interventions.

Students can participate in international mobility programmes and there has been an increase in the numbers doing this. In the meeting with the senior staff, the evaluation team heard that the establishment and consolidation of international networks is priority for the college.

The organisation of the study process, the curriculum, aims and objectives of the programme as well as the assessment system are introduced to the students with the course Introduction to Studies. In addition, the students have tutors to help them and they also get information from the head of department and the administrative staff. From the meeting with the teaching staff and students, it was clear that there is a close and helpful relationship between the teachers and the students.

The system of assessing student achievements is clear and appropriate to assess the learning outcomes. Student achievements are evaluated by cumulative assessment system, which includes mid-term assessment, self-study work and examinations. The components of the cumulative assessment as well as their weightings can change depending on the subject.

From the meetings it was clear that graduates meet the expectation of employers, especial in community pharmacies. The social partners confirmed that the performance of graduates corresponds to the needs of the labour market and that they are satisfied with graduates' practical skills.

There are surveys in which students can raise problems for consideration by programme staff and students told the evaluation team they felt that they were listened to and that action was taken in response to the points they raised.

The evaluation team examined a selection of final theses from the third year of the programme and noted that they tended to focus on practice research rather than applied science research. This is a common feature of professional degrees because of their practice-based nature so the lack of science research is not a criticism but it is, all the same, a valid observation..

2.6. Programme management

The programme management and decision-making take place at several levels: the college (legal acts of the Ministry of Education and Science and decisions of the college Directorate and college Academic Council), faculty (by the Dean), and department. There is a study programme committee that oversees the delivery of the programme and its quality assurance. The committee acts as a bridge between academic staff, students, employers and the Dean.

In 2013, the college's Quality Assurance System, that is aimed to ensure the monitoring of the quality of the performance of the college, was approved by the college's Academic Council (SER p.30). Self-assessment and planning of activities is carried out every year at every level of college structure.

The academic staff and the Pharmacy Technique department develop annual self-assessment surveys and based action plans for the next academic year in part on the results for the surveys. The SER placed considerable emphasis on the importance of collecting, systematizing and analysing data to improve the programme which is very commendable by the expert team.

The evaluation and improvement processes involve the students, through the administration of questionnaires and by student´s representatives, and social partners, who belong to the programme committee and to a qualifying board. Social partners are involved in supervising professional internships and final theses writing, and also by participating in periodic meetings. The graduates also take part in this process by participating in annual meetings organized by the department. During the visit, the team felt that it was a strong relationship between the academic staff with the students and even with the graduates, as well as with the social partners, who play an important part in improving the programme by sharing their experience of professional practice.

The information about the quality assessment of the study programme is available on the college website and programme documents.

The principal reason that the evaluation team awards full points to this aspect of programme management was that it was so responsive to market needs and the views of external stakeholders. It was clear that external stakeholders had a significant influence on programme design, which is why it was so well aligned to the needs of pharmacy in Lithuania.

III. RECOMMENDATIONS*

1. The Kolegija/college should consider whether the amount of time devoted to psychological and professional communication skills is sufficient. This is to recognise that increasingly pharmacy assistant/technicians have to deal directly with patients and the public and need to be able to communicate with them sensitively and in an appropriate way.

2. The evaluation team heard that the six-month internships in the final year of the study programme tended to be in community/public pharmacies and would recommend that the Kolegija/college considers whether greater use of internships in other pharmacy sectors could be considered (while remaining compliant with the EC Directive 2005/36 requirement for the 6-month internship to be '… in a pharmacy which is open to the public or in a hospital, under the supervision of that hospital's pharmaceutical department').

IV. SUMMARY

Programme aims and learning outcomes: The main positive and commendable aspect of the aims and learning outcomes is that they align well to the needs of the labour market and the needs of pharmacy. This is of particular importance for a professional Bachelor's degree leading to professional, vocational employment.

Curriculum design: Curriculum design is in accordance with the requirements of the EHEA for professional Bachelor-level degrees. The content of the subjects corresponds to the 1st cycle of study and to the Field descriptor for Pharmacy techniques. Stakeholders, alumni, teachers and students recognized and confirmed that the programme supports graduates to be fully prepared for the labour market.

Teaching staff: According to the following criteria such as composition, qualification, number, turnover, professional upgrading teaching staff was evaluated as well defined and appropriate for delivering well the learning outcomes of the programmes.

The Kolegija/college intends to keep a focus on increasing international activity and the scientific activity of programme staff.

Facilities and learning resources: Laboratories are well equipped for the level and content of the programme. It was clear that facilities have been improved and modernized in recent years.

The library is well stocked but the amount of English resources for core areas of the programme may need to be reinforced.

Students benefit from an extensive network of pharmacy practice placements across Lithuania and from their practice supervisors being trained by the Kolegija/college.

Study process and students' performance assessment: The main positive aspect is the organisation of the study process and the close linkage between administrative staff, teaching staff and the students, which helps the smooth delivery of the programme.

The evaluation team did note that not many of the final theses focused on the application of science and tended to be more practice related.

Programme management: The main positive and commendable aspect of the programme management is the close relationship between the management and administration staff, the teaching staff, the social partners, the students and the graduates, all of whom participate in the improvement of the programme.

V. GENERAL ASSESSMENT

The study programme *Pharmacy techniques* (state code – 6531GX036) 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	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	**20**

*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:	Damian Richard Day
Grupės nariai: Team members:	Prof. dr. André RTS Araujo
	Prof. dr. Borut Božič
	Ms Rasa Radžiūnienė
	Ms Vygailė Pundzaitė

KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *FARMAKOTECHNIKA* (VALSTYBINIS KODAS – 6531GX036) 2018-01-19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-5 IŠRAŠAS

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Farmakotechnika* (valstybinis kodas – 6531GX036) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	**20**

* 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

Studijų programos tikslai ir studijų rezultatai. Pagrindinis teigiamas ir pagirtinas tikslų ir studijų rezultatų aspektas tas, kad jie puikiai atitinka darbo rinkos ir farmacijos poreikius. Tai ypač svarbu profesiniam bakalauro laipsniui, kurį įgijus reikia gauti profesionalų darbą pagal įgytą profesiją.

Programos sandara. Programos sandara atitinka Europos aukštojo mokslo erdvės reikalavimus, nustatytus profesiniam bakalauro laipsniui. Dėstomų dalykų turinys atitinka pirmąją studijų pakopą ir *Farmakotechnikos* krypties aprašą. Dalininkai, alumnai, dėstytojai ir studentai pripažino ir patvirtino, kad ši studijų programa padeda absolventams visiškai pasirengti darbo rinkai.

Personalas. Dėstytojai buvo įvertinti pagal šiuos kriterijus: sudėtis, kvalifikacija, skaičius, kaita, profesinis tobulėjimas, taip pat jų tinkamumas dėstyti ir pasiekti šios programos studijų rezultatus.

Kolegija ketina toliau didelį dėmesį skirti tarptautinei veiklai ir studijų programos dėstytojų mokslinei veiklai.

Materialioji bazė. Laboratorijos gerai įrengtos ir tinka tokiam studijų programos lygiui ir turiniui. Matyti, kad pastaraisiais metais patalpos buvo atnaujintos ir modernizuotos.

Biblioteka gerai aprūpinta, tačiau pagrindinėms programos sritims galėtų būti skirta daugiau išteklių anglų kalba.
Studentams labai naudinga atlikti praktiką vaistinėse, kurių tinklas apima visą Lietuvą, daug naudos jie gauna iš praktikos vadovų, kurie studijavo kolegijoje.
Studijų eiga ir studentų veiklos vertinimas. Pagrindinis teigiamas aspektas – studijų eigos organizavimas ir glaudus administracijos darbuotojų, dėstytojų ir studentų bendravimas, nes tada programa vykdoma sklandžiai.

Ekspertų grupė pastebėjo, kad baigiamieji darbai daugiau susiję su praktika ir tik nedaugelyje dėmesys skiriamas mokslo taikymui.
Programos vadyba. Pagrindinis teigiamas ir pagirtinas šios studijų programos vadybos aspektas – glaudus vadovybės ir administracijos darbuotojų, dėstytojų, socialinių partnerių, studentų ir absolventų ryšys ir bendras dalyvavimas tobulinant programą.

III. REKOMENDACIJOS

1. Kolegija turėtų apsvarstyti, ar pakankamai laiko skiriama psichologiniams ir profesiniams bendravimo įgūdžiams ugdyti. Reikia pripažinti, kad vis daugiau vaistininkų padėjėjų ir (arba) technikų tiesiogiai bendrauja su pacientais ir visuomene, todėl privalo mokėti su jais bendrauti švelniai ir tinkamai.
2. Ekspertų grupė girdėjo, kad paskutiniais studijų programos metais šešių mėnesių praktika dažniausiai atliekama bendruomenei ir (arba) visuomenei skirtose vaistinėse, todėl rekomenduoja kolegijai apsvarstyti, ar būtų galima praktiką atlikti ir kitose farmacijos sektoriuose (nors tai ir

atitinka EB direktyvos 2005/36/EB reikalavimą 6 mėnesių praktiką atlikti „visuomenei skirtoje vaistinėje arba ligoninėje, prižiūrint tos ligoninės farmacijos skyriui“).

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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)