SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ VALSTYBINĖ KOLEGIJA
**STUDIJŲ PROGRAMOS *BENDROSIOS PRAKTIKOS SLAUGA*
(valstybinis kodas - 653B70004)
VERTINIMO IŠVADOS**
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**EVALUATION REPORT
OF *GENERAL PRACTICE NURSING* (state code - 653B70004)
STUDY PROGRAMME**
at SIAULIAI STATE 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	653B70004
Studijų sritis	Biomedicinos
Studijų kryptis	Slauga
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Slaugos profesinis bakalauras, bendrosios praktikos slaugytojas
Studijų programos įregistravimo data	2002 m. rugpjūčio mėn. 30 d.

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***General Practice Nursing***
State code	653B70004
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	30 August, 2002

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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,** approvedby 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 ofthe HEI/Faculty/Study field/ Additional information

General Practice Nursing higher education college study programme (hereinafter – the Programme) is implemented by Siauliai State College (hereinafter – the College), Faculty of Health Care (hereinafter – the Faculty), Department of Biomedical Sciences (hereinafter – the

Department). In 2008 the self-assessment report of the Programme was developed and submitted to the Centre for Quality Assessment in Higher Education. External assessment of the General Practice Nursing Programme has not been done yet.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The team conducted the Review Visit to HEI on the 3rd of December 2015.

1. **Prof. Sandra Buttigieg, (team leader)** *Associate Professor and Head of Department, Health Services Management, Faculty of Health Sciences, University of Malta, Malta.*
2. **Doc. Reet Urban,** *docent of Tartu Health Care College, Estonia.*
3. **Mr. Marc Elie,** *lecturer at the Institute of Nursing Studies, University of Arnhem and Nijmegen, Netherlands.*
4. **Mrs. Aušra Volodkaitė,** *vice president of Lithuanian organization of Nurse specialists, Lithuania.*
5. **Miss Monika Stančiauskaitė,** *student of Vytautas Magnus University study programme Biochemistry.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Programme general purpose "*to train a nurse responsible for general care, capable to organize and to provide nursing services to individuals, families, communities in all levels of personal health care institutions*"and key aime "*to develop skills to organize and provide nursing services, teach and learn while promoting nursing practice in all levels of personal health care institutions*"cover 12 intended learning outcomes listed on Table 3 (SER, page 7) and that all form a clearly described comprehensive complete set. The Programme is formulated taking into account the College strategic aims and mission and is based on national requirements as well as EU directives: LR Law on the Nursing and Midwifery Practice, Lithuanian Medicine Norm MN 28:2011, Law on Health Care Establishments in LR, Description of Lithuanian Qualifications Framework and Description of Study Cycles, LR Law on the Recognition of Regulated Professional Qualifications, EU directives 77/453 and 89/595, 2005/36 and 2006/962/EC. The learning outcomes are in line with Description of the Study Outcomes of the First Study Cycle in Lithuania, the Description of Lithuanian Qualifications Framework VI level as well as Level 6 of European Qualification Framework. Comparison is clearly visualized on tables.

The aims and learning outcomes of the Programme covers all the competences required from EU

perspective (Directive 2013/55/EU) including professional development, life-long learning, quality of nursing care, cooperation with members of other professions etc. The aims and learning outcomes of the Programme cover an essential part of the modern European nursing education including the aim of professional nursing care such as *"shaping abilities to assess patients' needs and self-care capacity, recognize lifethreatening conditions, examine a patient, draw up a nursing plan, carry out prescribed Medical treatment procedures, analyze and evaluate nursing effectiveness"* and emphasizing general transferable competencies such as interprofessional teamwork „g*raduate will understand communication, cooperation and teamwork principlesin personal healt care"*, life-long learning, professional development and nursing practice development *"graduate will understand the importance of lifelong learning and be able to learn and to teach to maintain healt given ongoing scientific change"*.

In order to meet the needs of public and labor market *The College Integrated Development Strategy for 2011–2020* and the *Lithuanian Classification of Occupations* has been bases for define the aims and outcomes of the Programme, and also continuous and close cooperation with stakeholders provide a strong input to the Programme development. The Programme has been revised and updated constantly by the Study Programme Committee based on evidence-based self-assessment. The stakeholder's opinion and suggestions have been taken into account, which were also confirmed by the social stakeholders during the expert group meeting. According to the self-assessment report made in 2008, the Centre for Quality Assessment in Higher Education accredited the Programme till 2015 without the external assessment. Latest updates of the Programme took place in 2010 in order to be aligned with First CycleDegree-awarding (Level 6) and in 2011 in order to harmonize the Programme with the ECTS (European Credit Transfer and Accumulation System).

Programme aims and learning outcomes are publicly accessible in many different and sufficient ways including College internal meetings with students, teachers and administrators, and external communication via meetings in Schools of Šiauliai region and in other public events, collaboration with Vocational Information Centre. Information is presented in specialized publications, in the regional press, at websites for studies and in the College monthly as well as on social networks. Teachers, students and alumni confirmed to the expert team (hereinafter – ET) during the site visit that they evaluate the aims and learning outcomes of the Programme as a comprehensive, understandable, realistic, achievable and measurable.

The ET has no doubts that all the aims and learning outcomes would not be thoroughly analyzed and realistically set according to the official national requirements and European recommendations to the bachelor degree general nursing education. The name of the programme and the content is compatible with each other and the qualification offered.

2.2. Curriculum design

The curriculum design is in compliance with the Description of the General Requirements for Degree Study Programme in Lithuania, which is in accordance with the European requirements. The curriculum with 210 ECTS lasts for three and a half years with seven semesters. Curriculum consists of 90 ECTS practical training which is the minimum requirement by the EU directive (2013/55/EU); 162 ECTS compulsory study field subjects; 15 ECTS elective and optional subjects and 24 ECTS elective subjects for deepening in the nursing field. The scope of the final thesis is 9 ECTS. The ET estimates that the structure of the curriculum is appropriate and rational.

General compulsory subjects are Health Informatics, Latin Language and Professional Language and optional subjects are either English, French, Russian or German language and Basics of Health Care Law or Nursing Management. General knowledge which is needed for achieving general competences of first cycle education such as professional development, life-long learning and leadership are not designed as a general subjects in the curriculum but are integrated to the compulsory study field subjects. These topics, listed above are described in the learning outcomes but are not clearly reflected in the content of the subjects. By the ET opinion, more attention should be paid to the theoretical and practical preparation for leadership and interdisciplinary team-work. Compulsory study field subjects are divided into subjects which help to understand general nursing *(e.g. Anatomy and Physiology, Psychology, Pathology etc.)* and into subjects for acquiring special knowledge in nursing field *(e.g. General Nursing, Surgical Nursing etc.)*. This design is appropriate. And it is very good that students can choose subjects for deepening in the field (24 credits) according to their individual need or interest. Students confirmed that they highly appreciate this opportunity.

The scope of one semester is 30 ECTS and it lasts 20 weeks, the smallest scope of the subject is 3 ECTS. As is visible Table 9 (SER page 15) the study subjects are spread evenly throughout the programme. In order to facilitate the integration of theory and practice, first of all theoretical training of the field of study is being implemented, and then clinical training. There are 14 different professional clinical practices. Students like that there are so many options to practice in different clinical facilities but however according to experts' opinion, too short period in one clinical learning environment does not facilitate students' deep learning and critical thinking in clinical situation.

According to the SER it seems to the ET, that themes in different subjects do not recur. According to the teachers comments the analysis of subjects contents revealed that there are some similarities, but they are in different contexts and thereby facilitate students' better achievements of different learning outcomes. There are many different subjects of small scope, 3

ECTS. It should be possible to cluster the subjects of small scope to be more unified. This facilitates the students to integrate different knowledge and skills to achieve intended outcomes and required competencies, especially according to the philosophy of nursing which is oriented to bio-psychosocial holistic approach to human. The written programme reflects more the disease-centred approach, but at the same time the bio-psychosocial approach and health-centred were clearly verbally expressed in discussions during the ET meetings with teachers, students and alumni.

The content of the subjects, coherence between the learning outcomes of the Programme and subjects as well as study methods and methods of assessment are clearly illustrated in the Annex 1 of the SER. Mixed teaching and assessment methods enable to evaluate not only the learning outcomes of the subject but also the final outcomes of the Programme. Teachers use different active teaching-learning methods, mostly case studies, problem teaching, and brainstorming to encourage students' active participation. The programme structure and the optimal proportion of lectures/seminar and independent study (42.5 percent of the total curriculum) allow students to have enough time for self-studies. Sufficient amount of learning materials are available for students to develop good life-long self-directed learning habits. However, promoting the mixed active teaching-learning methods including e-learning methods enables more effectively support students' self-directed deep learning.

Scientific databases such as EBSCO and different e-books are available. Based on the discussion with teachers and students the scientific sources are used to get most recent evidence–based information and scientific achievements in science and technology in biomedical sciences and nursing field. Students generally use scientific databases, but by the ET opinion, they need to be encouraged to use more scientific articles preparing their final papers, but also during the whole study period. This would help them to better understand importance of development of evidence based practice. But at the same time the scope of final thesis (9 ECTS) is constant with the content of the work they do for that.

The Programme is sufficient to ensure learning outcomes which are required and expected by the employers. Comments from stakeholders and alumni confirmed that General Nursing Programme is up to date in order to prepare nurses to work in today's health care system.

2.3. Teaching staff

According to the SER the teaching staff structure is consistent with legal requirements. The Programme was carried out by 25 teachers, all of them have Master's qualification or equivalent higher education qualification, almost all of them (96 percent) have at least 3 year experience of practical work in the field of the subject they teach. Two professors and three associate

professors support scientific activities, which is good. The number of students for one teacher' post is 20:1, which is quite high but however is consistent with the official recommendations of the Ministry. The conversation with the Programme' administration and teachers confirmed that it is sufficient to achieve learning outcomes. The number of full-time teachers who have sufficient practical and pedagogical work experience ensures the proper implementation of the programme at present. The turnover of academic staff is low. The ET thinks that the qualification of teaching staff is adequate to ensure expected learning outcomes. Considering the future need to develop nursing science and evidence-based nursing practice, the ET recommends that more teachers who have a Master's degree specially in Nursing Science or a PhD in Nursing Science could be a goal for the future.

The workload consists of contact hours with students and non-contact hours for preparation, scientific work, qualification improvement and organizational activities. Teachers' qualification and fields of scientific interests ensure achievement of intended learning outcomes. Teachers' applied research studies are mostly related to the Programme and also taking account the community needs such as *Investigation of the actual nutrition and physical activity status of the citizens of Siauliai city* and *Survey research of adults' lifestyle in Šiauliai.* As shown in SER the teachers are involved in different committees for example *the Community Health Council of Siauliai Municipality* and project with social partners for example *Social Partnership Project "Healthy teeth".* Scientific and consultation activities of the teachers publicize the Programme and encourage diversity of cooperation forms with social partners.The main area of professional improvement is based on Biomedical Science, recommendation by ET is that more attention should be paid to Nursing Science and also Educational Science as well.

During the meeting with teachers, the ET realized that teachers' professional self-development is supported by the College, while the Faculty Council annually approves teachers' activities. According to SER one teacher use approximately 62.3 hours for qualification improvement annually (courses, seminars, conferences). Teachers confirmed that they are encouraged to participate in different developmental projects and by the SER most of them participate in some project, for example 10 teachers participated in the project "Systemic Improvement of Teachers' Competencies" and 2 teachers participated in international continuing training project "Development of ECTS National Conception", both of which are directly related to the development of education.

Implementing Erasmus programme and Nordplus programme of cooperation with educational institutions in Baltic and Northern countries enables international academic mobility of the Programme teachers. The outcome mobility rate is not very high (during the evaluation period 22.2 percent of teachers), during last year only some of the teachers have visited neighboring

countries (Bulgaria, Estonia, Latvia, Turkey) and the number of incoming teachers from partner institutions should be increased also. The ET would like to mention that contributing to the international mobility and international cooperation is an important part in modern academic careers and therefore the intensification of the international mobility could be in focus.

2.4. Facilities and learning resources

According to SER there are 15 rooms intended for the Programme studies and by the opinion of College staff and ET members, the number of rooms and specialized rooms is sufficient and appropriate to pursue the implementation of the Programme. On the other hand, there is a need for continuous modernization of specialized simulation rooms to ensure adequate skill transfer to the students. Close cooperation with the social partners ensures expansion of the study base. During the site visit, the College team needs to ensure the quality of these attachments. The Department submits an application for a project aimed at the development of students' practical skills in the field of study of biomedical sciences as well as development of necessary base and modernization of infrastructure. Additionally, it intends to take into account financial resources of the Faculty, to acquire additional equipment following implementation of the Faculty strategic plan. However, the ET thinks that the premises for studies are adequate and up to date both in their size and quality, skill labs are equipped rationally.

The Library and Self-study Centre are equipped with computers (47 computerised workplaces) and have access to electronic databases of scientific literature. There is access to electronic databases both at College and from home as well. During the visit the ET saw that computer equipment was adequate both in number and quality. The basic handbooks and textbooks necessary for the implementation of the Programme are available in College library for every student. Teachers also prepare and publish methodological tools necessary for study (*e.g. Nursing of Patients with Cardiovascular System Diseases / Practical Tasks; Children's Diseases: Theoretical and Practical Tasks; Child's Health Care / Practical Tasks, etc.).* Virtual learning environment Moodle is used where the distance learning courses were created such as *Data Synthesis and Statistical Analysis: Data Analysis Using PSPP Programme.* Scientific databases EBSCO, Emer Manage Journals Collection, Taylor & Francis and a number of electronic publications in biomedical sciences area are available. Access to Lithuanian Science and Studies Information System of Science Publications Database (PDB) and Lithuanian science and studies electronic document information system is also available. Taking into account the rapid evolution of science and digitalisation the ET encourages the College to put more emphasis to the use of modern learning-teaching technologies, electronic learning environment and the use of scientific databases.

The College has signed cooperation agreements with the institutions in which students can do professional practices. According to SER, students have a possibility to practice in thirty different health care institutions. Students are free to choose the practice institution taking account the possibilities to achieve the learning outcomes. The main practice institution is PI Republican Šiauliai Hospital with whom a College has a long-term cooperation agreement. During the site visit the ET was confirmed that there is a close cooperation with the social partners which ensures expansion of practical places.

2.5. Study process and students' performance assessment

College Admission Rules for Students are approved by the Academic Council and published on the College website and also in the meeting at secondary schools and at other Programme promotion events. Students are admitted to the College through Joint Admission organised by The Lithuanian Higher Institutions Association. The ET thinks that admission requirements are clear and appropriate. As it written in SER the applicants' competition is high, during five years period there was an average of eight candidates for one place. High competition of entrants allows admit highly motivated students. But still the dropout rate is more than 10 percent, but mostly because of personal reasons. The employment rate of the Programme graduates is high and according to the discussion with alumni, most of the graduates work in nursing field. According to the SER and comments by College staff, the Programme is one of the most popular study programmes in the Faculty and the College. The number of admitted applicants increases year-on-year, from 2009 to 2014 the number of applicants has increased from 30 to 73.

The ET thinks that the organisation of studies is appropriate. The study process governed by the *Study Regulations* is annually approved by the Academic Council. Academic Year Calendar, Study Schedule, study timetable and other regulatory documents about the learning process are available for students on the notice boards and on the College website.

It is written in SER that learning outcomes are assessed in accordance with *The Study Regulations* and *The Description of the Assessment of College Study Outcomes*. The assessment grade structure and assessment procedure of each subject are set in the descriptions of the subjects and students are regularly informed about each subject accumulative assessment. This was confirmed by students during the meeting with ET.

To facilitate students' ability for better understanding of theory-practice integration, first of all specific theoretical subjects are carried out in classroom learning, which is necessary to understand the content of the skills, and then students move to the clinical facilities to learn and acquire specific skills. During the meeting the students said that they are well prepared for clinical practice and this was confirmed by representatives from practice bases also. As the

clinical practices cover 42 percent from total curriculum the teaching responsibility is shared also with clinical supervisors. Formative assessment is important aspect of outcome based learning and it revealed during the meeting with teachers that it is not always very clear how analytical feedback students get during their practice. The training course for the clinical supervisors are offered by the Programme teachers, but could be more systematic way specially training courses about didactics of supervision and formative assessment.

Learning outcomes are assessed in accordance with *The Study Regulations* and *The Description of the Assessment of College Study Outcomes*. Semesters end with examination period. The ET evaluates highly that College is open to support students making their individual study plan. Teachers said that students can pass the examination period flexibly and students appreciate this highly also. In recent years more than 20 students have used this opportunity. Also the Previous Learning Outcomes Recognition system is used.

Active teaching-learning methods are used to allow students to achieve required learning outcomes, but there was no very well visible that students can develop the interdisciplinary teamwork during the studies. As the health care is multi-professional area then ET would like to suggest to pay more emphasis to be creative and organise multi-professional/inter-professional learning (team-work together with social workers, physiotherapists in one course). This facilitates students' biopsychosocial understanding of the human being instead of biomedical view.

ET heard from students and read in the SER that students are encouraged to participate in Student Scientific Society. Students can present the results of their scientific work in different conferences organised by the hospital or nursing organisation and it gives them good motivation and starting point for future career and also helps to understand better the meaning on Evidence-Based Practice. But as an ET revealed during the site visit that Evidence-Based Practice is not a well-known and understandable concept for students as well as for graduates. The ET's recommendation is that more attention should be paid to explain deeper meaning of EBP and that every nurse can be part of this process. The ET also suggests to widen students' competence of research methodology. Students' final theses are only descriptive, and a few scientific articles especially in nursing science are used. Teachers could encourage more students to participate in applied researches and empower students more to move from textbooks to scientific journals during their study process.

Meeting with the students the ET noticed that students are highly motivated and feel engaged to be part of their College. Students are fully involved in College activities participating in various types of cultural, sporting activities, in traditional Department and Faculty events such as *The European Day of Healthy Food*". Students' self-government initiates various Faculty events.

They have opportunities to contribute to development and revision of the Programme. Students have acquired an international attitude, Erasmus and Nordplus exchange programmes are available. Mobility rate is rather good, on average 5 percent of the total numbers of the Programme students participate in mobility programmes annually. By the SER the College has signed 11 inter-institutional bilateral agreements for exchange mobility. However, by the ET opinion this number could be increased in the future.

2.6. Programme management

The Programme is implemented and administered by the Biomedical Sciences Department at the Faculty, which is headed by the Head of the Department. The Department is responsible for the quality of the Programme. Responsibility of the implementation of the Programme, maintenance, and decision making structure is presented in the Quality Manual (SER p31-32). The quality management system is in accordance with principles of European Foundation for Quality Management (SER p33). Since 2013 the *General Practice Nursing and Public Health Study Programme Committee* was formed, which is a responsible body for monitoring and improvement of the Programme's quality. The Committee consists of teachers from different study fields as well as students and stakeholders.

External evaluation of the Programme has not been done, but the Programme is evaluated by the Committee annually. By the initiative of the teachers the Programme updating on the level of subject may take place also every year. There is a list of indicators in the SER (p 32) which the Committee evaluates annually. Students give their feedback on satisfaction of studies every semester. In addition to students the data are collected from teachers, graduates and external social stakeholders. After analysing the data the Committee proposes the results of their work to the Department and Faculty Council for the final decision about improvements in the Programme. There is an example in the SER, that according to the feedback from clinical practice supervisors the descriptions of professional practices were updated. By the opinion of the ET the list of quality indicators is comprehensive and allows to use appropriate data for the quality assessment and improvement. It seemed to the ET and was confirmed at the meeting with the leaders and teachers of the Programme that quality system is clear and operate effectively not only in the written manual, but it is used as an effective tool for quality assurance. However, the Committee itself has found, that the data processing system requires more effective IT tool. This demonstrates the commitment of the people who are responsible for quality.

Students commented to the ET, that they feel free to communicate and to express their opinions to teachers as well as to the programme managers if they needed it or would like to. Students confirmed that they feel themselves to be involved in the decision-making process.

According to the SER, a lot of regular meetings held with staff, students and social stakeholders to make public the results of Programme evaluation as well as Department' annual activity plan. Management enforces discipline in an open and friendly manner, which has been reflected also by the students and teachers during the meeting with the ET. The College has also shown the ability to embrace evidence-based quality improvement.

The ET noticed the passion and commitment to face the challenges of the future. The greatest strength is the will to learn to improve to acknowledged weaknesses. The future challenge to prepare the Programme in English for international students needs to be given support from the teachers. Teachers need intensive courses in English to achieve such an ambitious goal. But to promote internationalisation the international connections via ERASMUS and Nordplus Network are favoured.

2.7. Examples of excellence *

III. RECOMMENDATIONS

1. Develop the curriculum design and implement teaching-learning methods to facilitate students to achieve better leadership ability and understanding of Evidence-Based Practice. Promote students research capability.
2. Integrate and cluster the subjects with 3 ECTS to promote the integration of knowledge and skills.
3. Support and empower the teachers Master's and Doctoral studies in Nursing Science.
4. Find more foreign partners for inter-institutional bilateral agreements and empower students' and teachers' exchange within ERASMUS and Nordplus Network.
5. Extend the use of e-learning environment.
6. Promote multi-professional/inter-professional learning in teams.
7. Continue to develop the mentorship training programme for mentors in clinical settings.

IV. SUMMARY

The Programme aims and out-comes are clearly formulated and reflect graduation requirements. The Programme reflects requirements of labour market. The learning outcomes are in accordance with Lithuanian legal and EU requirements and takes into account community needs in Lithuania. The management of the Study Programme Committee has promoted communication between the College and employers. Advances in the development of the Programme are following the needs of social partners and health needs of society.

Students find the structure in the Programme well organised and this has led to integration of theory and practice. An optimal proportion of lectures/seminar and independent study is available for students with sufficient supporting materials to develop good life long self-directed learning habits. Facilitation of learning is carried out through active learner participation methods such as group work, brainstorming, and case study. But the same time evidence-based nursing, professional development and leadership abilities are described in the learning outcomes but are not clearly reflected in the content of the subjects. Many subjects with a small scope do not facilitate students to achieve integrated competencies.

Teachers are well qualified and competent. They are actively involved in international projects and research activities. The main fields of scientific interests is based on Biomedical Science, more attention should be paid to Nursing Science and also Educational Science as well. More teachers who have a Master's degree in Nursing and a Doctorate in Nursing Science will be needed.

The Library contains all compulsory literature required in the programme. There are competent workers and technical aids necessary for assisting students in obtaining appropriate learning materials including scientific journals. Students have full access to information networks and computing facilities in the Library. More attention should be paid to the electronic learning environment and the use of scientific databases.

Students are highly motivated, feel engaged to be part of their College. Students are encouraged to participate in applied research studies. More attention should be paid to the students' competence of research methodology and also more emphasis could be put on students' awareness of evidence-based practice and leadership in nursing process.

The College has clear management strategy. Stakeholders are involved in the management processes. There is clearly visible passion and commitment to face the challenges of the future.

V. GENERAL ASSESSMENT

The study programme GENERAL PRACTICE NURSING (state code – 653B70004) at SIAULIAI STATE 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:	Prof. Sandra Buttigieg
Grupės nariai: Team members:	Marc Elie
	Doc. Reet Urban
	Aušra Volodkaitė
	Monika Stančiauskaitė

ŠIAULIŲ VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *BENDROSIOS PRAKTIKOS SLAUGA* (VALSTYBINIS KODAS – 653B70004) 2016-04-01 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-88 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

ŠIAULIŲ VALSTYBINĖS KOLEGIJOS studijų programa BENDROSIOS PRAKTIKOS SLAUGA (valstybinis kodas – 653B70004) 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 *Bendrosios praktikos slauga* tikslai ir numatomi studijų rezultatai aiškiai suformuluoti ir atitinka mokslinio laipsnio suteikimo reikalavimus. Programa atspindi darbo rinkos poreikius. Numatomi studijų rezultatai atitinka Lietuvos teisės aktus ir ES reikalavimus, taip pat atsižvelgta į Lietuvos visuomenės poreikius. Studijų programos komiteto vadovybė skatina Kolegijos ir darbdavių bendradarbiavimą. Programa tobulinama atsižvelgiant į socialinių partnerių ir visuomenės sveikatos priežiūros poreikius.

Studentų nuomone, programa gerai struktūruota, ir tai lėmė teorijos bei praktikos integraciją. Studentams nustatytas optimalus paskaitų / seminarų ir savarankiškų studijų santykis, pakankamai aprūpinant pagalbine medžiaga, kad jie galėtų visą gyvenimą savarankiškai lavinti mokymosi įgūdžius. Studijas palengvina aktyvaus studentų dalyvavimo formų taikymas, pavyzdžiui, darbas grupėse, kolektyvinis naujų idėjų svarstymas, atvejų nagrinėjimas. Numatomuose studijų rezultatuose yra apibūdinta įrodymais pagrįsta slauga, profesinis

tobulėjimas ir vadovavimo gebėjimai, tačiau dalykų turinyje tai nėra aiškiai atspindėta. Daugelis (kreditų atžvilgiu) mažos apimties dalykų nepadeda studentams pasiekti kompleksinių gebėjimų (*integruotų kompetencijų*).

Dėstytojai kvalifikuoti ir kompetentingi. Jie aktyviai dalyvauja tarptautiniuose projektuose ir mokslo tiriamojoje veikloje. Pagrindinės mokslinio suinteresuotumo kryptys yra pagrįstos biomedicinos mokslu; daugiau dėmesio reikėtų skirti slaugos ir ugdymo mokslams. Prireiks daugiau dėstytojų, turinčių slaugos magistro ir slaugos daktaro laipsnį.

Bibliotekoje yra visa privalomoji literatūra, reikalinga studijuojant šią programą. Dirba kompetentingi darbuotojai, yra techninių priemonių, kurių dėka studentai gauna jiems tinkamos metodinės medžiagos, įskaitant mokslo žurnalus. Studentai turi visas galimybes bibliotekoje naudotis informacijos tinklais ir kompiuteriais. Daugiau dėmesio turėtų būti skiriama el. mokymosi aplinkai ir mokslinių duomenų bazių naudojimui.

Studentai yra labai motyvuoti ir jaučiasi esą Kolegijos dalis. Jie skatinami dalyvauti taikomuosiuose moksliniuose tyrimuose. Daugiau dėmesio turėtų būti skiriama studentų kompetencijai mokslinių tyrimų metodikos srityje, jų supažindinimui su įrodymais paremta praktika ir vadovavimu slaugymo procesui.

Kolegija yra parengusi aiškią vadybos strategiją. Į vadybos procesus įtraukiami socialiniai dalininkai. Akivaizdus entuziazmas ir įsipareigojimas priimti būsimus iššūkius.

<…>

III. REKOMENDACIJOS

1. Tobulinti programos sandarą ir įgyvendinti mokymo bei mokymosi metodus siekiant padėti studentams įgyti vadovavimo įgūdžių ir suprasti įrodymais pagrįstą praktiką. Užtikrinti studentų gebėjimą atlikti mokslinius tyrimus.
2. Integruoti ir sugrupuoti trim (3) ECTS kreditais vertinamus dalykus siekiant užtikrinti žinių ir įgūdžių integraciją.
3. Skatinti (remti ir įgalinti) dėstytojų magistratūros ir doktorantūros slaugos mokslo studijas.
4. Susirasti daugiau užsienio partnerių ir sudaryti su jais dvišalius susitarimus bei užtikrinti studentams ir dėstytojams galimybę dalyvauti ERASMUS ir Nordplus tinklo mainų programose.
5. Daugiau naudotis el. mokymosi aplinka.
6. Skatinti multiprofesinį / tarpdalykinį mokymąsi grupėje.

7. Toliau tobulinti mentorystės mokymo programą, skirtą studentų klinikinės praktikos vadovams.

<…>   _____

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)