



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
STUDIJŲ PROGRAMOS *AKUŠERIJA*
(*valstybinis kodas - 653B72001*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *MIDWIFERY* (*state code - 653B72001*)
STUDY PROGRAMME
at KAUNAS COLLEGE

Experts' team:

1. Mr. Andy Gibbs (team leader), *academic*,
2. Prof. Nadine Oberhauser, *academic*,
3. Assoc. prof. dr. Polona Mivšek, *academic*,
4. Ms. Mari Berglund, *academic*,
5. Ms. Aušra Volodkaitė, *representative of social partners*,
6. Ms. Laura Žlibinaitė, *students' representative*

Evaluation coordinator –

Ms Gabrielė Bajorinaitė

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Akušerija</i>
Valstybinis kodas	653B72001
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	Akušerijos profesinis bakalauras, Akušeris
Studijų programos įregistravimo data	2001–08-31

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Midwifery</i>
State code	653B72001
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 Midwifery, Midwife
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.	List of Midwives

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

The external evaluation procedures of the study programme of Midwifery (653B72001) (hereafter MWSP) in Kauno Kolegija (hereafter KK) in Faculty of Medicine was initiated by the Centre for Quality Assessment in Higher Education of Lithuania.

KK is one of the largest state-owned higher education institutions in Lithuania. The MWSP was registered in 2001. It is provided as full-time study (3,5 years) and is awarded with 210 ECTS. The degree awarded and/or professional qualification (according to the main data of the study programme in self-evaluation report - SER) is a Professional Bachelor in Midwifery, Midwife. For the purpose of the evaluation, the following documents have been carefully studied and taken into the consideration:

- The General Requirements of the first Degree and Integrated Study Programmes
- Methodology for Evaluation of Higher Education Study Programmes
- Assessment Criteria of Professional Activity
- Descriptions of Study Subjects and Assessment Criteria
- Study Plan
- Self-Assessment Report

After studying the SER, The External Review Team (hereinafter – ERT) spent a day discussing the study programme with administrative staff, SER group, teachers, students, graduates and employers. At the end of the site visit, the Team leader presented preliminary findings and general remarks to the staff responsible for the study programme. After the visit, the Evaluation Team discussed its findings and produced this joint evaluation report. The report is based on analysis of the assessment of submitted self-evaluation material and on interviews on a site visit conducted by the Evaluation Team. The Evaluation Team also included in the report observations of the evaluated services (classrooms for practice, library, ICT-facilities) and evaluation of students' final works.

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 *13/November/2015*.

- 1. Andy Gibbs (team leader)**, *Senior Lecturer (International) School of Health and Life Sciences, 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. Ms. Mari Berglund**, *Senior Lecturer, Degree programme Leader, Turku University of Applied Sciences, 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

The aims and learning outcomes of the MWSP are set within the context of national and international documents, regional development perspective, KK mission and labor market needs. The aims and learning outcomes are formulated according EU Directive 2005/36/EB, minimal training requirements for midwives, and follows Lithuanian legislation and framework of qualification (SER, page 5-6). The aim of the study programme and learning outcomes are made public on the KK Internet sites.

The aim of the Midwifery programme is *“to educate an obstetrician who is able to organize and perform the healthcare and training of pregnant women, women in labour as well as a newborns in case of normal and pathological pregnancy and during the labour, to take care of reproductive women’s health during different age stages, to provide obstetric care in approved health care institutions”* (SER, page 5) – it is mostly appropriate according ICM’s (International Confederation of Midwives 2013) definition of essential competencies for basic midwifery practice. However, The ERT questioned some of the terms used in aim description. The terms “midwife” or “midwifery” are not visible in aim description. Instead the term “obstetrician” was used to describe graduates. At the meeting with staff responsible for SER it was indicated that the wrong terminology ensued from a mistake in translation. The ERT considers that using the correct terminology and word “midwifery” in the description of aims, would strengthen the independent field of Midwifery. The programme aim could be refocussed to be widened and more properly represent what is understood by midwifery in most European countries.

The specific skills of the programme are: *Knowledge and its application, Research skills, Special skills, Social skills and Personal skills* (SER, Table 2). Under these skills the intended learning outcomes of the study programme are defined (7 in total). Under these intended learning outcomes are located the different study subjects of the programme. Some of the study subjects are located under more than one learning outcome. At first, The ERT found it difficult to understand how these links have been formed. In SER (page 6) it is explained that the aims, learning outcomes and the structure of the MWSP were coordinated during NordPlus intensive programme in Vaasa, Finland. In a meeting with those responsible for SER, they explained that the links between the aim, study cycle learning outcomes, intended program learning outcomes and study subjects are formed in collaboration with teachers, social partners, students and international advisers and according to this collaboration the structure of the MWSP is developed. This clarified the understanding of the matter.

In descriptions of study subjects and assessment criteria (Annex 3.3) the annotation, volume of credits and hours, requirements, links between study programme learning outcomes, subject

learning outcomes, study methods and methods of student's achievement assessment, subject study assessment system and study achievement assessment criteria are presented in a logical, systematic and clear way. At the meeting with students it was clear that students are aware what are the aims, learning outcomes and assessment criteria of different study modules. On the programme level the learning outcomes correspond with each other, complement each other and do not repeat each other.

Study achievement assessment criteria (Annex 3.3) of each of the study subjects is presented particularly well. The criteria from excellent (10) to weak (5) is described in clear and concrete written form and helps teachers to use a coherent assessment while at the same time helps students to know the basics of the assessment. The ERT found the level of learning outcomes correspond to the qualification requirements described in The Framework of Qualifications for the European Higher Education Area level VI and the name of the programme, learning outcomes, content and the qualifications compatible with each other.

At meetings with teachers, students and social partners it was apparent, that Midwifery is progressing in terms of acceptance in Lithuania. The role of the independent midwife is still relatively young, especially in the countryside. Making Midwifery even more visible in programme aims, content and learning outcomes, can support the existing midwifery students to be more self-confident and more ready to promote the independent field of Midwifery towards modern European level.

2.2. Curriculum design

The curriculum design of MWSP meets Lithuanian and international legal requirements and the aims and learning outcomes have been formulated according to the Framework of Qualifications for the European Higher Education Area or Dublin Descriptions (2004) and European Parliament and Council Directive 2013/55/ES, which is partially amending Directive 2005/36/EB (SER, page 10).

The extent of the Midwifery studies are 210 credits (5600 hours) that include: general subjects of college education – 15 credits, study field subjects – 165 credits and 21 credits are allocated to deeper specialization within the field and optional subjects - 9 credits. The duration of studies is three and a half years and covers seven semesters. The volume of each semester is 30 credits. Study workload during the program implementation period has been shared to theory teaching hours, practical teaching hours, consultation hours, self-study work hours and Final Theses and Qualification Examination hours on each academic year (SER, Table 3). The volume of professional practices is 74 credits. Professional activity practice is a separate subject included into the number of 7 subjects. At meetings with students, teachers and social partners all pointed

out that the strength of the program is a large amount of clinical training. Students also considered as a good point that they can choose by themselves the clinical training placements. The ERT considers study workload during the programme is equally divided and the volume and structure of MWSP corresponds to the legal requirements and is sufficient for the achievement of intended learning outcomes.

The study plan (Annex 3.1) shows that first semester in the curriculum consist mostly general subjects of college education and from second semester study field subjects of nursing and midwifery. The subjects of deeper specialisation starts from fifth semester. This is relevant according to the objective that study subjects are spread evenly, their themes are not repetitive and skills are developing step by step. The ERT considered that the terminology in the names on different study modules could be more Midwifery oriented. As ERT analysed the content of modules it could be concluded that they are consistent with the type and level of the studies.

The diverse learning methods are used in MWSP. The description of methods are written in SER (page 12) and according to description the learning/teaching methods applied are connected to the intended learning outcomes. Both teachers and students agreed at meetings that different learning methods help students to achieve learning outcomes and make the studying more meaningful. The feedback from course content and methods applied is collected systematically from students after study modules both true electronic surveys and orally, and changes related to the content of some study subject have been made from the basis of this feedback.

The clinical training process is well-organized in MWSP. This process is improved in cooperation with social partners. According to students most of the mentors in clinical training placement are midwives who have undergone a specific mentor course. This has improved the quality of student mentoring according to students. The assessment criteria (Annex 3.7) gives clear and detailed instructions to students and mentors for clinical training related to student tasks (e.g diary keeping), student self-evaluation, assessment criteria and guidelines of practice mentors. Through this systematic clinical training procedure, it is more likely to reach objective and equitable quality of assessment in clinical training.

The Final Theses is an independently performed student research work which is based on the topic literature and data-collection and analysis according to research questions. The ERT examined some of the Final Thesis prepared by midwifery students and noticed that the topics were mostly on Midwifery field, even if the focus in some of the thesis were more medically oriented. The data was collected mostly with questionnaires or with interviews. The data collection required permissions from Ethical Board. The ERT considers the procedure may overload hospital staff and discussed the possibilities to encourage students to do more literature reviews as their theses. In meeting with staff teachers told that they have set this as goal to get

more varied methods in Final Theses. The references used in Final Theses were both Lithuanian and international, even some of the Theses the used literature were old, from more than 10 years ago published. The place and content of final professional practice is combined with the Final thesis topic. This enables the implementation of the results the Theses more effectively.

The MWSP conclude that the content of programme reflects the latest scientific knowledge. The ERT observed that the used Midwifery textbooks were mostly Lithuanian and some of these were quite old. However, students do have possibilities to use different scientific databases widely through KK intranet and in the library there also were new, high standard Midwifery textbooks available. The ERT believes that the books on the shelves in the library would be more relevant than the textbooks currently in use. The ERT encourages MWSP to include international literature more in study subject requirements, even if language makes the studying harder.

2.3. Teaching staff

The qualification of the teachers working in the MWSP meets legal requirements and is sufficient for achievement of study aims and learning outcomes (SER, page 13-14). Most of the teachers have Master's degree and 27,7% of teachers are Doctors of Science degree. The average of pedagogical experience is relatively high (17,4 years) and all teachers have 3 years or more experience in practical work. However, was unclear how many of teachers in MWSP have midwifery background but it was clarified when KK sent the list of midwives after the visit. At the meeting with staff it was clear that teachers wish to have more experienced teachers with midwifery background as their colleagues. The ERT proposes take this as a starting point when new teachers are hired. This could strengthen the professional level of Midwifery in the program. The number of teaching staff is adequate to meet learning outcomes. Every academic year one group of midwifery students (in average 30 students) is admitted into MWSP. The ratio of students and teachers depends on the study subject learning outcomes and lesson form. Theoretical lectures are delivered for the whole group (30 students) and for practical training in classrooms students are divided into subgroups that include max 15 students each. One teachers supervises 3-4 students on their Final Thesis preparation. (SER, page 14). At meetings with teachers, management and students it came clear that assessment related to the number of teaching staff vs. learning outcomes is executed continuously. In SER (page 13) it is also presented that during the assessment period, when study program were updated, 8 new teachers were integrated. ERT can conclude that the turnover is able to ensure an adequate provision of the program.

Teachers in MWSP are engaged in strong cooperation with social partners (SER, page 14). This is mutually beneficial; at first teachers get the newest information about current practices from the

midwifery field and secondly social partners can develop their research skills by participating in applied scientific activity together with teachers and students, and further implement the results to the field. This can improve evidence-based-practice of Midwifery. Teachers also have conducted professional development programmes for midwives (e.g. “Communication in nursing practice). At meetings with social partners and teachers it was obvious that cooperation was seen as particularly valuable.

MWSP is carrying out scientific applied research active in national and international level. The main areas of scientific activities are: educational research, midwifery and professional activities in nursing. The results of the scientific applied research have been published in form of scientific articles placed in international databases, articles in other reviewed scientific publications, conference presentations in Lithuania and abroad, and publications in methodological textbooks. (SER, page 14, 15 & Table 5). In addition, teachers and students together have participated projects in Lithuania and abroad (e.g. NordPlus). Teachers of MWSP have participated in the editorial boards of scientific journals, international databases approved by LSB and professional publications (SER, page 15). The ERT considers that teachers in MWSP are highly motivated to develop scientific applied research which is related to the study programme and actual midwifery practice and thereby improve the quality of studies.

Teachers in MWSP have participated in exchange programmes thure Erasmus and NordPlus programmes, mostly in EU countries. During the self-assessment period 31 teachers travelled abroad (SER, Table 7). The visits contained teachers presentations about KK, developing contacts with foreign partners and planning joint research and project work with partner institutions (SER, page 16). At the meeting with teachers it was indicated that KK organises English courses to teachers and thus makes it easier to teachers to participate in exchange programmes. The ERT encourages teachers to participate into exchange programmes even more widely and that greater opportunity could be provided to benchmark the midwifery programme against midwifery programmes in Europe.

Teachers in MWSP have a strong and supportive network between each other. At a meeting with teachers, The ERT was told about the mentoring system teachers have when a new teacher is employed. A teacher with more experience as a teacher in KK mentors the new one in practical and pedagogical matters. In addition, a teacher with long working experience told The ERT about the support and knowledge they can receive from younger teachers (e.g. ITC-skills). It was obvious that teachers are higly motivated to develop their own work as teachers and thereby reach the intended learning outcomes in MWSP.

2.4. Facilities and learning resources

Study facilities are arranged in newly opened building of KK Medical Faculty as well as in several hospitals which can offer modern computer and medical equipment, contemporary medical devices and materials for student use. All lecture rooms are equipped with IT technologies, projectors, other visualisation tools and study materials (SER, Table 10). Learning material and tasks related to different study subjects can be found on electronic platforms (Moodle, LIEMIS).

Practical skill training is conducted in specific laboratory rooms at KK, hospital simulation centre and at different clinical wards at hospitals or primary health care centers in Kaunas or other cities. Some of the laboratory rooms in KK are equipped for special learning equipment for midwifery students to practice skills related maternity, obstetrics, gynecology and new-born care. Modern training dummies are used. Students also can develop midwifery skills at simulation centre (The Hospital of Lithuanian University of Health Sciences Kaunas Clinics): study woman's anatomy, pregnancy stages, pregnant woman care, delivery care, newborn care. Dummies for pregnancy and delivery simulation are available for student training. Students can use obstetric instruments and instructional handouts.

Practical training at patient bedside is taking place in different hospitals according to the student's choice and MWSP curriculum criteria. Students have enough options to choose their practical training placement with the assistance of teachers and social partners. Enough agreements with the health care institutions are signed (SER, page 19). In the professional training placements students can use all the equipment and tools possessed by health care institution. In practice locations students are supervised by midwife-practice mentors what was commended from students' and teachers' side. At meeting with students they indicated that they were satisfied that they can choose training places by themselves, also outside of Kaunas City. The ERT considers arrangements related to practical training well organized in MWSP.

A new library with information resources centre was opened at Kaunas College in 2014. Working hours of the library seem to be convenient. The Library building is located at a driving distance from main faculty building and it takes time to get there. The information resource center is a department of the college, providing professional information services and access to information resources required for studies. The library offers a modern learning space for students and has a reading room, a classroom of linguistics for foreign language teaching/learning, and is equipped with interactive whiteboards, computerized work places, abundant funds, databases. The library is designed with convenient spaces for students' individual and team work. Learning resources such as textbooks, books, periodicals, databases are adequate and accessible. The library has subscriptions for 15 data bases (e.g EBSCO

Publishing) and provide access to full-text articles from scholarly journals, newspapers, e-books etc. (SER, page 20). All KK students and teachers can use databases also outside KK with personal user name.

The ERT found both the premises for studies and the teaching and learning equipment are adequate both in their size and quality in MWSP. However, The Team found out that there is a lack of Midwifery textbooks used in MWSP. Most of the used textbooks were on obstetrics, maternity, delivery care, birth, child care or breastfeeding. When visiting the library The Team noticed that there were available modern Midwifery textbook copies and also Midwifery e-books in data base written in English. The ERT proposes to take this modern Midwifery literature in wider use in MWSP.

2.5. Study process and students' performance assessment

The admission requirements provided in SER (page 21) are clear and well-founded. The main competition score criteria changed in year 2014 and is presented in SER. MWSP is popular and there is sufficient of applicants on the first priority to state-subsidised places. This leads to motivated students groups in MWSP.

The study process is well organised as it is shown in SER and confirmed in meetings with students and graduates. The study calendar and class schedules are published on good time in the KK website. Clinical training practices are organised according to the time identified in the study plan and the academic year schedule. Students can choose practice locations themselves with the help of their teachers. Since 2012 practice supervisors are mentors who underwent a 40 hours pedagogical courses. Teachers in MWSP are responsible for the preparing students for practice, student self-study works during clinical training, consultations and formal final assessment. Teachers are in close cooperation with practice field. The ERT evaluated this fact positive way to teachers to keep their knowledge updated.

Students are able to participate on research projects and dissemination of the projects with their teachers. This was told in meetings both with students and with staff. Articles and brochures from different project were shown to ERT in site visit. Students have large possibilities to choose the optional subjects they want to study in different KK faculties. Some of the optional subjects are linked in projects.

At the meeting with the students it came clear that students know the assessment criteria of different study subject. Students told that when a new study subject begins, teachers start introducing aims, learning outcomes and study and assessment methods to students. According to given feedback, students of MWSP think that the assessment is objective and it correlates with subject assessment criteria that were presented by teachers at the beginning of the subject studies

(SER, page 26). Student also told to The ERT that they give feedback individually or in groups regarding the level of knowledge, skills and abilities gained. Assessment criteria are visible and related to the learning outcomes (SER, Annex 3.3). Student assessment system is clear, public and suitable for the evaluation of learning outcomes.

Students of MWSP get social and academic support in different ways. If problems with studying occur teacher consultation possibilities are always given. Both students and teachers agreed this at the meetings. Also other supporting actions (meetings with group monitors, meeting with management) are arranged regularly. Feedback is possible to give related to study programme and study process. In addition, students have possibilities to get discount from different sport and art activities and thru Students Association get peer support in various way.

According to SER (page 29) one of the main objective in KK is to increase international mobility of students. Students get information from exchange programmes from Project coordinator and from those students who went abroad. However, the number of MWSP students who took part in different mobility programmes in the period of 2009-2014 were 14. The number of incoming students were 27. The ERT recommends MWSP to consider more effective ways to market exchange programmes to students to get students mobility to increase.

Social partners gave positive feedback about MWSP students' and graduates' professional competences and especially on their practical skills. Students' opinion about the midwives employment were positive. They told to ERT that they are recruited to clinics already during the studies. According to SER (Table 20) the unemployment of graduates from MWSP on the period 2011-2014 has been 0. This confirms the need of midwives in labor market in Lithuania. The ERT found that the professional activities of the majority of graduates meet the programme providers' expectations.

2.6. Programme management

The responsibilities for decisions and their impacts monitoring of MWSP are clearly allocated. According to SER (page 31) MWSP management and decision making involves MWSP committee, Head of Department, FM Dean, teachers, students and other social stakeholders. The quality assurance of MWSP study process is the responsibility of Nursing Department staff and MWSP Committee. The MWSP Committee includes 7 members (lecturers, midwives, administrative staff, student representative). The coordinator of the MWSP Committee is the president of Lithuanian Midwives Association. The responsibility of the Committee is the implementation of the study programme and its quality assurance. The main function of the Committee is to assess MWSP quality as a whole: programme descriptions, take into account the suggestions provided during other evaluations, provide recommendations to the management,

seek to create an appropriate and effective quality assurance system based on transparency and trust.

The Committee cooperates closely with teachers, students and administrative in quality assurance responsibilities. Teachers are responsible for the quality of study subject content, selection of suitable active teaching/learning methods and assessment criteria (SER, page 31-32). The ERT paid attention that there was no one with a midwifery-background on management staff. On the other hand, the MWSP Committee with midwifery representative plays significant role in programme quality assurance.

The Department regularly collects and analyses data from teachers and students qualification development with different multiple questionnaires. The data are analysed and provided regularly in the meetings of the Department, the MWSP Committee, and the Deanery (SER, page 32). Self-assessment of MWSP is based on the collection, organization and analysis of data. MWSP self-assessment is aligned with the external assessment requirements and covers the programme aims and learning outcomes, programme structure, academic staff, learning resources, study process and its assessment and programme management. The results of the feedback are presented to all interested parties and the summaries of results are included in the Department self-assessment reports (SER, page 32).

At the meeting with management staff The ERT was told that according to given feedback changes in the study programme can be done in short order. In some study modules changes were recently done based on students feedback. Even if the continuous assessment and analysis are keystones to quality assurance, The ERT ponders whether all quickly done changes lead automatically to improvements and better quality.

Involvement of social partners and students in quality assurance system in MWSP is obvious. This is described in the SER and it came clear at the meetings with students, staff and social partners. They have possibilities to make recommendations and suggestion on improvements in programme structure. The ERT found this strong bond and cooperation in MWSP positive. In MWSP community people seems to have easy to approach each other, from student to Dean and vice versa. The ERT could concluded that internal quality assurance measures seems to be effective and efficient.

2.7. Examples of excellence *

*If there are any

III. RECOMMENDATIONS

1. The ERT recommends that terminology in programme aim and study subject descriptions should complement in Midwifery terminology.
2. The ERT recommends that the used methodology and literature requirements in Final Theses process is renewed.
3. The ERT recommends that the suggested textbooks used in Midwifery subjects are complemented by modern Midwifery professional textbooks.
4. The ERT recommends that MWSP consider more effective ways to market exchange programmes to students to get students mobility to increase.
5. The ERT recommends that MWSP construct clear objectives to teacher exchange programme visits to get best benefit from visits in foreign institutions.

IV. SUMMARY

The aims and learning outcomes are presented in a logical, systematic and clear way in MWSP descriptions of study subjects. Students are aware of the aims, content, used learning methods, intended learning outcomes and assessment criteria. However, in the main aim of the programme and in the titles of different study subjects or modules, Midwifery terminology could be more visible. This could strengthen the independent field of Midwifery.

The curriculum design of MWSP meets Lithuanian and international legal requirements. Study workload during the programme is equally divided and the volume and structure of MWSP corresponds to the legal requirements and is sufficient for the achievement of intended learning outcomes. The clinical training process is especially well-organized. Final Theses mainly focus to Midwifery field, anyhow the used literature on Theses partly were too old and medical related. Used methods in Final Theses could focus more on literature reviews instead of doing surveys.

The qualification of the teachers working in the MWSP meets legal requirements and is sufficient for achievement of study aims and learning outcomes. Teachers are carrying out scientific applied research active in national and international level and publish diligently from the results of research. Teachers have a strong and supporting network. Teachers have participated with increasing volume to exchange programmes. Anyhow, the content of visits could be more systematic based on objectives related to benchmarking.

Both the premises for studies and the teaching and learning equipment are adequate both in their size and quality in MWSP. Study facilities are arranged in newly opened building and in hospital environment. Some of the laboratory rooms in KK are equipped for special learning equipments for midwifery. The equipment both in classrooms and laboratory rooms is modern. Library offers a modern environment with space and technology. Learning resources such as textbooks, books, periodicals, databases are adequate and accessible. However, the suggested textbooks used in Midwifery subjects could be renewed. There are possibilities of modern Midwifery professional textbooks in MWSP library at hand.

The study process is well organized in MWSP. Clinical training practices are organized through the College and students can choose practice training locations themselves with the help of their teachers. The assessment is objective and it correlates with subject assessment criteria that is presented by teachers at the beginning of the subject studies. One of strategic objectives in KK is

to increase international mobility of students. However, the number of MWSP students who took apart international exchange programmes lately, is relatively low. MWSP could consider more effective ways to market exchange programmes to students to get students mobility to increase.

The responsibilities for decisions and their impacts monitoring of MWSP are clearly allocated. The quality assurance of MWSP study process is the responsibility of Nursing Department staff and MWSP Committee. The feedback data is collected and analyzed systematically. The results of the feedback and their impacts are public. According to given feedback changes in the study programme can be done in short order. In the other hand, it might be taken into account that constant changes according to feedback is not always as a matter of routine lead into improvements.

V. GENERAL ASSESSMENT

The study programme MIDWIFERY (state code – 653B72001) 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	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	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 AKUŠERIJA
(VALSTYBINIS KODAS – 653B72001) 2016-04-01 EKSPERTINIO VERTINIMO
IŠVADŲ NR. SV4-82 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

KAUNO KOLEGIJOS studijų programa AKUŠERIJA (valstybinis kodas – 653B72001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Studijų programos Akušerija tikslai ir numatomi studijų rezultatai studijų dalykų apraše išdėstyti logiškai, sistemingai ir aiškiai. Studentai yra susipažinę su studijų programos tikslais, turiniu, taikomais mokymosi metodais, numatomais studijų rezultatais ir vertinimo kriterijais. Tačiau į pagrindinio studijų programos tikslo apibūdinimą ir įvairių studijų dalykų pavadinimus galėtų būti įtraukta daugiau akušerijos terminų. Tai sustiprintų akušerijos srities savarankiškumą.

Studijų programos Akušerija sandara atitinka Lietuvos ir tarptautinių teisės aktų reikalavimus. Studijų krūvis per visą studijų programą paskirstytas vienodai, studijų programos apimtis ir sandara atitinka teisės aktų reikalavimus ir yra pakankamos numatomiems studijų rezultatams pasiekti. Ypač gerai organizuotas klinikinio mokymo procesas. Baigiamieji darbai daugiausia skirti akušerijos sričiai, nors juose naudota literatūra iš dalies pasenusi ir susijusi su medicina.

Metodai, taikyti rengiant baigiamuosius darbus, galėjo būti labiau pagrįsti literatūros apžvalga, o ne apklausomis.

Studijų programos *Akušerija* dėstytojų kvalifikacija atitinka teisės aktų reikalavimus ir yra pakankama studijų tikslams ir numatomiems studijų rezultatams pasiekti. Dėstytojai atlieka nacionalinio ir tarptautinio lygmens taikomuosius mokslinius tyrimus ir stropiai skelbia jų rezultatus. Sukurta stipri dėstytojų tarpusavio palaikymo sistema. Vis daugiau dėstytojų dalyvauja mainų programose. Tačiau vizitų užsienyje turinys galėtų būti sistemingesnis, pagrįstas su palyginimu susijusias tikslais.

Šios studijų programos studijoms skirtos patalpos ir įranga yra tinkamos, jų pakanka. Studijų bazė įrengta naujame pastate ir ligoninėje. Kai kuriose kolegijos laboratorijose yra speciali akušerijos mokymo įranga. Ir kabinetų, ir laboratorijų įranga šiuolaikinė. Bibliotekos aplinka šiuolaikiška, technologijos modernios. Metodiniai išteklių, pavyzdžiui, vadovėliai, knygos, periodiniai leidiniai, duomenų bazės, yra tinkami ir prieinami. Tačiau siūlomi akušerijos dalykų vadovėliai galėtų būti naujesni. Bibliotekoje yra šiuolaikinių akušerijos specialybės vadovėlių, studentai turi galimybę jais naudotis.

Studijų programos *Akušerija* studijų procesas gerai organizuotas. Klinikinio mokymo praktika organizuojama per kolegiją ir studentai, padedami dėstytojų, gali patys rinktis praktinio mokymo vietas. Vertinimas yra objektyvus, susijęs su dalykų vertinimo kriterijais, kuriuos dėstytojai pateikia pradedant studijuoti dalykus. Vienas iš strateginių kolegijos tikslų yra didinti studentų tarptautinį judumą. Tačiau pastaruoju metu tarptautinių mainų programose dalyvavusių studentų skaičius palyginti nedidelis. Studijų programos *Akušerija* vykdytojai turėtų rasti būdų efektyviau vykdyti studentų mainų programą, kad didėtų jų judumas.

Aiškliai paskirstyta atsakomybė už sprendimus ir jų poveikį šios studijų programos stebėsenai. Už šios studijų programos studijų proceso kokybės užtikrinimą atsakingi Slaugos katedros darbuotojai ir studijų programos *Akušerija* komitetas. Nuolat renkami ir nagrinėjami grįžtamojo ryšio duomenys. Grįžtamojo ryšio rezultatai ir jų poveikis skelbiami viešai. Remiantis gautu grįžtamojo ryšiu nedelsiant atliekami studijų programos pakeitimai. Antra vertus, reikėtų atkreipti dėmesį, kad ne visi nuolat atliekami pakeitimai reiškia patobulinimą.

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III. REKOMENDACIJOS

1. Išorės ekspertų grupė rekomenduoja, kad aprašant studijų programos tikslą ir studijų dalykus būtų vartojama daugiau akušerijos terminų.
2. Išorės ekspertų grupė rekomenduoja atnaujinti baigiamųjų darbų rengimui taikomus metodikos ir literatūros reikalavimus.
3. Išorės ekspertų grupė rekomenduoja, kad vadovėliai, kuriais siūloma naudotis studijuojant akušerijos dalykus, būtų papildyti šiuolaikiniais akušerijos vadovėliais.
4. Išorės ekspertų grupė rekomenduoja studijų programos *Akušerija* vykdytojams ieškoti veiksmingesnių būdų įgyvendinti mainų programas, kad padidėtų studentų judumas.
5. Išorės ekspertų grupė rekomenduoja studijų programos *Akušerija* vykdytojams nustatyti aiškius tikslus mainų programoje dalyvaujantiems dėstytojams, kad jų apsilankymai užsienio institucijose duotų kuo didesnę naudą.

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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)