



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS
STUDIJŲ PROGRAMOS *KINEZITERAPIJA*
(*valstybinis kodas - 653B31005*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *PHYSIOTHERAPY* (*state code - 653B31005*)
STUDY PROGRAMME
at KLAIPEDA STATE COLLEGE

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kineziterapija</i>
Valstybinis kodas	653B31005
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 metai)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kineziterapijos profesinis bakalauras, Kineziterapeuto kvalifikacija
Studijų programos įregistravimo data	2001 m. rugpjūčio 31 d. įsakymas Nr. 1254

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physiotherapy</i>
State code	653B31005
Study area	Biomedical Sciences
Study field	Rehabilitation
Type of the study programme	College studies
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 Physiotherapy, Physiotherapist
Date of registration of the study programme	31 August, 2001; Order No. 1254

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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.	Power Point Presentation: “Palanga Rehabilitation Center”.

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

The procedures of the external evaluation of the first Study cycle full-time (3 years) 180 ECTS study programme Physiotherapy (PT) held at the Klaipeda State College were initiated by the Centre for Quality Assessment in Higher Education of Lithuania. The degree awarded and/or professional qualification (according to the main data of the study programme in self-evaluation

report) is a professional Bachelor of Physiotherapy, Physical Therapist. The programme is implemented by the Department of Health Care and Rehabilitation of the Faculty of Health Care and Social Care (acronym in local language – SPSRF).

The evaluation process consisted of a number of steps. In the first phase various documents regarding the Higher Education system in Lithuania and documents related to the procedures for external evaluation were analysed as well as the Self-Evaluation Report (hereafter, SER) that were forwarded to the team prior to the actual visit. Next, a site visit took place on the 13th of April 2015 that allowed the external evaluation team (EET) to gather relevant information, to discuss and prepare this report. During the visit different meetings took place: with the administrative staff, the staff responsible for the preparation of the SER, teaching staff, students of all years of study, graduates and employers / social partners. The EET were also given the opportunity to evaluate various support services including laboratories and classrooms for learning and practice, library and computer facilities, centre for clinical placements), examined students' final works, and other documents requested during the visit.

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 April, 2015*.

- 1. Dr. Mark Sacco (team leader)**, *Physiotherapy Head of Department, Faculty of Health Sciences, University of Malta, Malta.*
- 2. Dr. Anne Karki**, *Principal Lecturer of Satakunta University of Applied Sciences, Finland.*
- 3. Dr. Mateusz Romanowski**, *Assistant at Department of Rheumatology and Rehabilitation, Poznan University of Medical Sciences, Poland.*
- 4. Dr. Ieva Eglė Jamontaitė**, *Lecturer at the Faculty of Medicine, Vilnius University, Lithuania.*
- 5. Mrs. Lukas Gabrielius Tribulas**, *student of Lithuanian University of Educational Sciences study programme Biology.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The need for rehabilitation in Lithuania is on the increase, the SER states that Lithuania will require about 5000 physiotherapists yet presently there are 700 registered with the Lithuanian Physiotherapy Association. This need for rehabilitation is not only required and desired in Lithuania, but has become a necessity globally. The programme aims and intended

learning outcomes are described quite well and appear to be partly focused on the academic, professional requirements and health needs as stipulated by the State. It has been stated in the SER that care has been taken that all the regulations have met and meet both those stipulated by the state as well as of the European Union, however as will be discussed later these statements still require some alterations to meet the intended outcomes. The course is intended to match the student's expectations to those of the college.

Formally, the intended learning outcomes of the study programme are defined according to the Dublin's descriptors and match the requirements of the sixth level European qualification framework. This first cycle corresponds to the previous sixth level in the Lithuanian Qualifications Design and now to the sixth level in the European Qualifications Framework for Lifelong Learning. However, the created framework of the curriculum could alter the curriculum structure even further, as there are now a list of individual subjects included that are not combined to critical learning topics. There is a need to create a more rehabilitation orientated approach, evidence based physiotherapy and critical thinking should be made more conspicuous in the programme aims and learning outcomes, a number of topics that could be included in the curriculum are mentioned in the next paragraph. There is a statement in the SER that the aim is to educate a physiotherapist who will meet national and EU standards, so keeping this in mind the curriculum aims and learning outcomes could still be developed even further representing European standards (ENPHE 2012). The level of first cycle studies and EQF level 6 demands could be more carefully expressed and better defined in the learning outcomes as well as in the subjects in the curricula. The course's ability to match the proclaimed aims and intended learning outcomes was partly confirmed by the present full-time students, graduates and social partners when interviewed by the Evaluation Team.

“A graduate who has acquired a professional Bachelor's qualification degree in physiotherapy and the professional qualification of a physiotherapist will be able to work at healthcare institutions, educational institutions for children with disabilities, wellness and rehabilitation institutions, institutions for the applicability of orthopaedic products and technical aids, and care institutions.”(SER). However, after having reviewed this stated aim of the capabilities of a graduate physiotherapist from Klaipeda State College, one immediately notes that there are competences and expectations that are not included there or in the stated Learning Outcomes. Particularly noticeable is the absence of Primary Health Care, Preventative Physiotherapy, Domiciliary Physiotherapy, Work Related Physiotherapy, Ergonomics, Entrepreneurship, the Reflective and Critical thinking Practitioner and finally the fact that all the course programme has to be centred as treating a patient as a whole with an array of evidence-based physiotherapy and not as a pathology. This seems to be missing in the current programme.

The WCPT (the World Confederation for Physical Therapy) 2013 Policy statement states that “Physical therapists operate as independent practitioners, as well as members of health service provider teams, and are subject to the ethical principles of WCPT and the codes of ethics and best practice in the country in which they practise. They are able to act as first contact practitioners, and patients/clients may seek direct services without referral from another healthcare professional. This encompasses health promotion, prevention, examination/assessment, evaluation, interventions/treatments and outcomes assessment. The actions of individual physical therapists are their own responsibility, and their professional decisions cannot be controlled or compromised by employers, members of other professions or other individuals.” Referring to this policy statement the learning outcomes should be assessed to be responding further to the codes of ethics and best practice in Lithuania. The learning outcomes in a modern physiotherapy curriculum should also be geared towards health promotion and prevention, apart from outcomes assessment. Based on the local survey (2010) (paragraph 17 SER) the results showed that there was a lack of independent provision of physiotherapy services, and also of selecting and applying proper treatment methods. These results also support the proposed alterations of the programme aims and learning outcomes.

“The results and a list of general and special competences important for physiotherapists, provided by the European Network of Physiotherapy in Higher Education (ENPHE), helped to shape learning outcomes of the PT study programme“ (Paragraph 16, SER). It was noted by EET that the amount of internationalisation of the course could be improved and a suggestion put forward is for the Klaipeda State College to become a member of ENPHE, in order that the staff are exposed to changes within physiotherapy education and can also be amongst the policy makers. The fact that the amount of staff attending exchange programmes is very limited could also be a manner to encourage the staff to start taking advantage of these programmes.

EET appreciates that the College has taken note of the student needs, graduate input and the social partners in the development of the programme, however one has to note that this course might be slanted towards the local needs as advised by the social partners and employers at the expense of the introduction of a more versatile curriculum to meet the needs of a physiotherapist that might have to be attractive to the European labour market too.

To summarise, the name of the programme is compatible with the qualification offered, but when it comes to the learning outcomes and the content, the EET considers the aims and learning outcomes of the programme do meet the minimum requirements but further improvements as stated previously should be done for the programme to be developed successfully.

2.2. Curriculum design

The Programme's curriculum design meets the legal requirements as laid down by the State. "The PT study programme applied to full-time students who were admitted in 2009 and graduated in 2012 had been developed in accordance with Section "Non-University Study Programmes" of Order No 1326 of the Minister of Science and Education of the Republic of Lithuania of 26 October 2000. The scope of the PT study programme was 120 national credits (3 years)" (Paragraph 23 SER). The duration of the Physiotherapy programme is of 3 years for full-time students. However, the EET would also like to point out that according to the World Confederation for Physical Therapists a physiotherapy course has to be of four years duration, and it is being suggested that this course be lengthened to meet the recommendations put forward by the WCPT as much as possible. "The first professional qualification should be completion of a curriculum that qualifies the physical therapist for practice as an independent autonomous professional.[1] Education for entry level physical therapists should be based on university or university level courses of at least four years (WCPT Policy statement – Education)". The curriculum design states that it takes into consideration the needs to educate physiotherapy students to the standard required for employment within the national services to health.

In keeping with recent changes in European health policy which include a concerted move towards the primary prevention of ill health, occupational health and the delivery of physiotherapy in community settings, the EET would like to take this opportunity to suggest modifications to the course programme to reflect the changing health service needs and the changing needs of the Lithuanian public. The present curriculum is not designed to reflect current practice with research evidence underpinning all aspects of teaching.

The first point that the EET would like to comment is that the curriculum is still based on the medical model of health and it is being suggested that a more modular curriculum be adopted. The curriculum ought to be structured to a more rehabilitation and evidenced-based profession, and within the subjects of physiotherapy clinical reasoning skills should be supported further. At this state of description the subjects appear to be more of a list of tasks that are separately shown – this could be altered to support the physiotherapy process as one that should be a continuum.

A module is a part of the curriculum which consists of single / multi-content-related and integrated subjects and has a defined aim focused on learning outcomes. The modular approach to the delivery of content should incorporate both College taught and practice-based components which have been designed together as an integrated whole.

The following is an example of a modular format for Year I: A key module focuses on provision of patient-centred, responsive services where patient choice is paramount. Communication skills are developed progressively both in physiotherapy and interprofessional learning activities. A further two modules introduce concepts of decision making in practice, encourage the development of a variety of professional skills, and emphasise profession-specific knowledge and skill in the science of human movement. Three modules introduce patient problems of musculo-skeletal, neurological and cardio-respiratory origin and the scientific knowledge needed to understand them. YEAR 1 CORE could be (Providing Client-Focussed Care, Preparation for Practice, Movement & Exercise, Understanding Musculo-skeletal Problems, Understanding Cardio-respiratory Problems, Understanding Neurological Problems).

In relation to the order of the Minister of Health Care of the Republic of Lithuania (2012) it is stated that it is necessary to give priority to private activities of independent contractors and to develop outpatient rehabilitation services. However the curriculum gives no evidence of entrepreneurship in physiotherapy certainly a topic that can support any private enterprise. Topics like primary health care and preventative medicine are not included to the extent that one would have expected in a modern physiotherapy programme. Also the EET considers that a greater emphasis on research methods ought to be encouraged even though this is a programme that is considered to be 'more practise-based' as the profession has developed further than being just a very practical based, almost 'hands-on' approach to a more scientific profession. The learning outcomes in Table 2 of the SER are demanding, when observing the amount of hours supporting this learning in the programme. During the evaluation visit it was noted that the graduates however are not encouraged to plan and do physiotherapy research independently within the course but are encouraged to research what the members of staff assigned to the student are currently working on.

Annex 1 of the course programme was found to be difficult to understand by the EET. Specifically the section on the Practise of Professional Activities. Here 884 hours have been included in Self-study work of Students and it was very difficult for the EET to find out how many hours of clinical practice hours are actually "hands-on". The suggestion being that this number ought to be raised to a 1000 hours to meet the requirement for prospective graduates to work in any European country. The EET are well aware that the WCPT recommends but does not specify that a course must include a minimum of 1000 hours of supervised clinical practise, the recommendation that 1000 hours of clinical practice hours be included in the Klaipeda Physiotherapy course is for its graduates to be able to be employed in the different countries that form the European Union. For a physiotherapist to be employed in a European country not only must the course be recognised but then the applicant has to apply for registration within that

country, it is here that most regulatory bodies require a minimum of 1000 hours of supervised clinical practice. If the aim of Klaipeda College is to educate prospective physiotherapists who want to seek employment as physiotherapists within all of Europe then this is a very strong recommendation.

The SER / Course programme also includes entries for Sports Medicine, Sociology and Occupational Therapy yet no hours or ECTS have been allotted to these subjects (Annex 1 SER, breakdown of Physiotherapy Course).

During the conversion from National credits (NC) to ECTS certain subject have had their content increased for example previously Law and Professional Ethics was equated to 4 NC and converted to 6 ECTS, yet Physiotherapy Techniques had 4NC and Physiotherapy Techniques and Therapeutic Exercises with 3NC on conversion became equated to 9ECTS. This further reinforces the EET's view that the present curriculum ought to be reviewed, with certain study units like Environmental and Human Safety, Environmental Health, Nursing being possibly reduced and further hours directed to the topics stated previously including more anatomy and physiology (a comment put forward by one of the graduates). Courses like Physical Medicine and Rehabilitation 3 ECTS and Massage and Physiotherapy 6 ECTS have some similar content and here for example could be a case to develop a larger module. Also, the EET is proposing that the course of Massage and Physiotherapy could be altered to Physiotherapy Methods – that seems to respond better to the content of the course; unless there is a national need to show Massage as a separate study-unit.

Regarding 'Basics of nursing and patient lifting' 3 ECTS, the learning outcomes and the content should altered further to support interdisciplinary team work, in the present context it is not necessary for a physiotherapy student to study theories and models of nursing or nursing process etc. But the EET points out that if the similar contents are being offered to nursing or other health sector students concerning physiotherapy, then the HEI has in that case made a purposeful decision that health professionals ought to have wider knowledge of each professions' work.

The EET also noted and considered the Student Self Study number of hours and the comment being put forward is that this is rather excessive and some of this time could be used to either reinforce topics already covered or to reinforce or introduce some physiotherapy skills that are not being covered in the course.

The EET noted that the course includes a study unit titled Professional and Foreign Language with an ECTS value of 8 credits, even though this is very honourable but is considered to be possibly excessive. More emphasis on 'Spoken English' for both the staff and the students however might be the catalyst for more students to participate in international exchanges and

will help the graduates should they wish to work overseas. It was noted that an interpreter was often required during the meetings that took place with EET.

In fact it would be beneficial to review the ECTS content of all these: Law and Professional Ethics 6ECTS (high), Anatomy and Physiology 7 ECTS (low), Professional and foreign language (8 ECTS), these are normally pre-registration requirements (high) etc. This list can be reviewed and compared with physiotherapy educational programmes in other European countries.

To summarise this chapter the EET would like to mention some strengths of the programme: the curriculum seems to be attractive for students; the curriculum covers the main physiotherapy competences and knowledge base with some exceptions. It ought to be stated that themes of study subjects are not repetitive and the scope of the programme is sufficient to ensure current learning outcomes. The programme at Klaipeda offers a number of elective study units, this is considered positive and this flexibility allows students to be given the opportunity to become better educated and more adapted to the labour market.

2.3. Teaching staff

The composition of the teaching staff meets the legal requirements set by the state and the Procedure for Certification of Job Competitions. Teachers of the Klaipeda State University of Applied Sciences are employed in a transparent manner and are all competent teachers who provide the education required for the future professionals who will eventually work mainly in the Klaipeda region.

The college employs academic staff in different positions, those at professor, associate professor, lecturer, and assistant. In the SER there was reference regarding the important issue of staff turnover that could affect this physiotherapy programme but this was minimal. In the academic years 2010–2012, three new teachers were employed, two in a full-time capacity and one part-time. In 2013, there was a turn over of a part-time teacher going out on maternity leave and one returning. This low staff turnover is considered positively by the EET and is an indication for student continuity.

The staff to student ratio is very low and this promotes a good teaching environment, this information was forwarded by the administrative staff, Staff who prepared the SER and the academic staff at the meeting and has also been collaborated by the students and graduates.

According to the SER (p. 18) 25 teachers are involved in the programme of which 18 (72%) teach study field subjects, of which 3 (12%) have a doctoral degree in science. 14 (70%) of the teachers who teach study field subjects and work with the Physiotherapy's study programme have at least three years of practical work experience in the field of the subject being

taught. The qualification of the all the teaching staff meets the legal requirements necessary and is adequate to ensure achievement of the intended learning outcomes.

According to the SER the University employs 25 members of staff out of which 18 are full-time teachers, and nine are physiotherapists. However during the site visit the ET were given different figures that the university employs 25 members of staff, out of which 17 are employed full-time and 8 are part-timers and that only six are physiotherapists. This does not give a favourable outlook for the course because even though all teachers are qualified and have a lot of experience they can only teach their topic through their view of expertise and not that as a physiotherapist. It is also being recommended that the staff especially the physiotherapy qualified staff get more involved in research and encourage the students to do their final thesis in a more scientific manner possibly using different methodologies.

According to the SER (p. 21), teachers are appointed by a public competition and certified for a five-year period. Teachers who wish to develop their skills should prepare an annual plan indicating events which they would like intend to attend. In Annex 4 one notes the courses, conferences and publications teachers from Klaipeda College achieved. According to this Annex 4 only 1 teacher went to 3 international conferences in the physiotherapy field (2011 -Switzerland, 2010 - Estonia, 2009 - Denmark). None of the other teachers attended any other international conferences. The majority of seminars and courses teachers attend to were held by Klaipeda College. In 2014 teachers attended to 4 seminars: “Brian Mulligans Concept of Mobilisations with Movement. Upper and lower Quadrant”, “Issues of Internal diagnostics and Treatment”, “Physical activity and health”, “Cervical spine problems and correction”. In 2014 there was no other activity. Between 2009-2014 all teachers wrote 5 publications (2 - “KU publishing house”, 3 - Lithuanian Association of Rehabilitation). There are no publications in any scientific journals or with an impact factor. However, the SER states that the university supports and encourages professional growth and development (SER 44-47, 52-53), the expectations of the management and the EET expectations regarding teacher development do not tally.

The biomedical model still appears to be the manner how the course programme is organised and the manner how it is being delivered, a shift to the bio-psychosocial paradigm in line with what is being taught in many other institutions teaching physiotherapy around the world is being recommended. There is also the need to strengthen the international aspect in the teaching staff, both incoming and outgoing, ideally with more western parts of Europe to not just familiarise themselves with the new tendencies in physiotherapy but also to act as active agents for the internationalization of the institution. Related to this issue is the fact that some members of staff mentioned language as being a barrier to travel apart from financial and the level of

competitiveness allowing staff to go on these exchanges. It was also mentioned that only full-time members of staff are allowed to apply for international exchanges a view that the EET considers to be negative especially considering the small amount of staff that actually participate and go.

At the end of each study-unit students are expected to give electronic feedback to their teachers and this ensures the quality of the study-unit and the content of what is being taught. It ought to be pointed out that all students were full of praise for the academic staff and described their teachers 'as excellent', however these are the expectations of the students.

2.4. Facilities and learning resources

It was the opinion of the EET that the facilities and learning resources for theoretical lectures were adequate. 4 large lecture rooms were noted for theoretical lectures and all that is necessary for teaching of general subjects is available. A 16 chair common room was noted however considering the student population this is not considered adequate. Classroom of computer technologies has 14 computerized workplaces and next door a room with 17 computers is present. Due to the number of students this means that each class has to be repeated three times. However, some classrooms are not spacious enough and appear to be more suitable for an individual tutorials/consultation, rather than group work. The facilities also included a very small room with 2 couches with a possibility of placing two mats on the floor for teaching specific physiotherapy skills. This situation seems to be far from adequate and has to be resolved if students are to get the education they deserve. The amount of physiotherapy equipment is not conducive to learning, there is also the fact that physiotherapy students do not have to buy their own small equipment which means that due to the lack of teaching equipment and students not having their own, can make the teaching of a simple task/skill very laborious and time consuming (Example the use of a pulse-oxymeter or a goniometer). The room in which Human Movement and physiotherapy skills is taught consisted of 4 double variable height plinths, there are adequate amounts of anatomical models present. The classroom in which massage is taught has seven plinths with the necessary equipment. Another large room that served as a gym in which exercise therapy is taught had only two plinths present. Health and safety issues however need to be reconsidered in this room, as EET noticed some unsecure spaces.

There is also a desperate need for more electrotherapy equipment, the college cannot possibly be giving the students enough exposure to the basic modalities that are available. A simple application of ultrasound will take a student ten minutes to prepare now since the college has only one such apparatus, then mathematically a student will get a turn to learn and subsequently practise this modality every ten hours if there are 60 students in each year.

The SER states that “the swimming-pool and the sauna area are renovated in accordance with Lithuanian hygiene standard HN 109:2009 Swimming-Pools“, however when the facilities were viewed by the EET it was evident that the pool has not been used for a period of time and was dry, when asked when the pool will commence to function, the reply was when funds are made, or due to economic reasons. During the discussion it was also suggested that an optional swimming pool could be utilised for educational purposes at no expense.

All students stated that they were happy with the course including the existing teaching materials – textbooks, books, periodical publications, databases. They assured the EET that the College resources are adequate and accessible, however following a visit to the library it was noted that all journals were local and that there were very few books in the English language. It was difficult for example to find a book on Respiratory Physiotherapy. The Library has a reading room with very few work-stations and the number of computers there was very limited. It is the opinion of the EET that the Library lacks a number of modern books related to physiotherapy and the recommendation being done is that more books, journals and periodicals in both the national and international languages are purchased according to possibilities.

It must also be stated that the premises have no access for disabled or wheelchair bound persons as a lift or stair-lift is not available, a solution could be found nowadays and implemented.

However, it was stated that some practical training and equipment can be organised at the health care institutions, this is commendable as a case of close cooperation with social partners. This was also confirmed by one of the social partners who attended the meeting. Though the learning of the most commonly used equipment as part of the evidence based physiotherapy treatment should be possible to organise in the HEI.

To summarise therefore the college is going to have to invest heavily in resources and basic equipment, should it be expected to be evaluated positively again in the future.

2.5. Study process and students‘ performance assessment

“The aim of the PT study programme is to train highly qualified physiotherapists who meet standards of Lithuania and the European Union and are able to provide professional physiotherapy services independently or in a team of rehabilitation specialists, and compete in the labour market“. To ensure this statement the college employs 25 members of staff. However, only six of the staff are physiotherapists as a result the danger is that since the rest of the staff are specialists in their fields then the danger is that this is conveyed to the students in a manner that is very individualistic reinforcing the medical model of education and not the more

‘Rehabilitation oriented approach to a patient as a whole’ that is associated with the education of physiotherapy nowadays.

The course of physiotherapy at Klaipeda is popular and there are many more applicants than places available (552 applicants out of which 69 had been offered signed agreements). The number of student admissions has been declining since 2010 and the 2014 intake was of 69 students, the admission procedures are well formulated, transparent and conform to Lithuanian admission regulations. The official entry is 1, but the EET was pleased to hear that the college has students applying with a higher academic score thus ensuring a better quality student. The student support systems and careful academic monitoring were evident (evidence backed by the graduates and social partners who speak highly of the staff who have graduated from Klaipeda College). It seems that student support and careful academic monitoring has ensured that the number of drop-outs is small, unfortunately there still are a significant number of student drop-outs even though this number has decreased and these figures are still quite high. Paragraph 77 of the SER states that out of the 172 admitted students during the last three entries there have only been 132 graduates, meaning that almost 24% are dropping out of the course. However, the college ought to be congratulated for the initiative to research the cause and where these students are going.

The course programme is European Credit Transfer and Accumulation System (ECTS) compliant helping making the course more transparent, but is still very reliant on a medical model of health. The EET is of the opinion that integrating study units into modules would allow greater opportunities for students to learn subjects in a broader manner. This emphasis is supported by the lack of theses with a socio-psychological background. During the transfer from national credits to the ECTS system some crucial subjects were downgraded as has been mentioned previously and acknowledged by the staff who prepared the SER, however the EET has been told that they intend to rectify the situation.

2008 – 2012, the programme included four elective subjects, which accounted for 16 credits. Unfortunately, these were taken out of the programme as of 2012. Although the SER called this an “upgrading”, the EET following some of the wishes expressed by the students and graduates are concerned that this lack of electives is counter-productive to a programme that aims at a high academic quality. The students expressed the notion that they could be exposed to different areas of expertise, including sports centres. Even though the programme allots 9ECTS to the final thesis, without the necessary elective studies and taking into consideration the small number of hours dedicated to research methodology (3ECTS) runs the risk of a thesis which is not of a standard that the college expects or wishes. It is hoped by the EET that the intended “offer (of) several new elective modules” will help to improve on this deficiency.

Students have learning facilitated by an experienced teaching team that lend their support to students either directly or via a student representative, this was evident by the enthusiasm generated by the staff during the meetings with the EET. However, the staff have had very little overseas experience and the course itself has very little foreign input. The positive development of electronic journals, distance learning teaching, including the use of the College's Moodle system helped to make learning more flexible.

Given the nature of the programme as a University of Applied Science (College)-based Professional Bachelor's programme students have less opportunity to participate in basic scientific research and the EET suggests that the amount of ECTS value given to the research module could be increased (as suggested previously) and some basic apparatus to implement this research be purchased. The final thesis process is mostly planned to be carried out as an experimental design. The need for studying different treatment methods is however decided by students and this leads to the question of research ethics. The use of humans with or without disabilities as target of experiments should be assessed by the ethical board either in HEI or in the organisations that are responsible for the treatment and clearly stated in the actual thesis. The Declaration of Helsinki gives very clear guidelines regarding these ethical procedures (<http://www.wma.net/en/30publications/10policies/b3/> and more information is found in <http://www.eurecnet.org/index.html>).

All teachers, students and graduates stated that the means of assessment throughout the course is fair, transparent and should a revision of paper or grade be necessary, then there is a procedure to follow that can have the issue resolved. The assessment and progression of a student's performance is straightforward and transparent, consisting of a mixture of continuous assessment and examinations and final thesis / project work. Students and graduates interviewed expressed a high level of satisfaction with the fairness of the assessment process of the course. However, it is worth noting that staff working at the social partners are also involved in helping students in their final thesis, and during their clinical training. It ought to be noted that so far they do not have any further training as clinical supervisors or assessors, hence standardisation between examiners is rather subjective, a flaw that the EET is suggesting to be rectified.

The EET would have liked to see more interaction between Lithuanian Universities and Colleges to make up for the downfall in the lack of teachers going on foreign exchanges to help inject a different perspective to physiotherapy education.

The EET is also very concerned about the small number of students going on foreign exchange, 9 students since 2010 (Paragraph 94 SER) even though the EET was told during the site visit that students are supported and have the opportunities to participate in student mobility

programmes. The EET is strongly recommending that this issue be researched further leading to an increase in students from Klaipeda expanding their professional horizons.

Paragraph 15 of the SER states that “The aim of the PT study programme is in line with provisions of the Law of the Republic of Lithuania on Higher Education and Research (30 April 2009, No XI-242) and tasks of the KVK Integrated Development Strategy 2011–2021, namely the tasks of meeting expectations of KVK students for high-quality studies and of training specialists who meet needs of the labour market”. Later in paragraph 105 of the SER a chart explains that in 2014 out of the 56 graduates only 21 have found employment according to their speciality. This mismatch between the aim of the course and the outcome seriously requires that the management of the programme reviews what is being offered, and ensures that students are trained to an extent that they are attractive to employers in the Klaipeda region, Lithuania as a whole and the rest of Europe should they seek to be employed overseas.

The EET was pleased to hear that a buddy system exists between students of different years, and that an electronic method of obtaining feedback from the students at the end of each study-unit has been introduced. The EET is also pleased with the fact that feedback from the graduates and the social partners has been a regular occurrence. Finally, the fact that the students mentioned an occasion that a teacher’s attitude changed following their complaint means that the administrative staff are sensitive to feedback.

All in all the study process seems to satisfy the basic requirements, that of achieving of the intended learning outcomes, however these can be improved as the programme management must tackle the issue about the amount of student self-study time within this course. The present situation is partly acceptable and the students are not getting the maximum that the College can offer and are being ‘short-changed’. This is further complicated by the fact that so many of the lectures are being repeated hence students again having a lot of free time that can be used in a more positive manner.

2.6. Programme management

The institution appears to have worked hard to implement procedures for quality management and the EET was pleased with the evidence put forward by the SER, the staff, the students, graduates and social partners. During the visit it was observed that there is a clear involvement of teachers in their tasks related to the programme. The programme management appears to have taken into consideration the feedback that has been collected from the various stakeholders to try and improve the course. However the decision to reduce the number of electives in the course programme for example to improve the course is not supported in the SER, just stated (it is not explained why this decision was taken and on whose

recommendations). The students are aware and have confirmed that they have a responsibility to provide feedback following each study-unit. The feedback from the graduates appears to be less structured, however the social partners on the other hand seem to have a closer relationship with the programme management and easily make their concerns and suggestions heard. The responsibilities for the programme management seems to be clearly allocated and distributed.

The EET also noticed that there is no long-term strategy of the College or programme management on how to improve the scientific performance of their staff, this became evident when the EET asked the Administration what factors are in place to ensure that academic standards and the internal quality assurances are being maintained. This is also considered as one of the Management's weaknesses.

During the meeting held with the teaching staff, it was highlighted that the amount of teachers who may go for an exchange is not enough. The EET were told that the Administration provides place for one outgoing teacher every year, this is not considered adequate and this number ought to be revised upwards. This is considered as an important issue that the Management has to tackle immediately. The EET is also recommending that the places to which the College sends teachers ought to be re-examined in terms of compliance and quality of education (for example, as State Higher Vocational School in Nysa, Poland is a case in point as there is no physiotherapy course held there).

Previous sections of this report highlight the need and absence of further internationalisation within this course, this is something that the programme management has to take on this issue and work on it further. It is only then that the programme will not only reflect and reproduce what is currently being done in the Klaipeda region, but will then familiarise itself with how the profession has and is developing within the rest of the world. This could eventually be a catalyst to change the perception and status of the profession both in the clinical and non-clinical settings towards a wider view of the role of physiotherapy within society.

One also has to take into consideration that this course has never had an overseas evaluation hence it is difficult for the management team to implement any changes to the course curriculum, staff or resources to improve their programme that is being offered.

2.7. Examples of excellence *

* if there are any to be shared as a good practice

III. RECOMMENDATIONS

- The course programme must be reviewed and changed regarding the excessive percentage of the time being attributed to student self-study.
- The learning outcomes of the programme should be more profession specific and should better represent the physiotherapy profession and better reflect the originality of the profession and competences of a physiotherapist.
- More modern trends in physiotherapy and health services ought to be included in the Course Programme, example: Primary Health Care, Preventative physiotherapy, Domiciliary Physiotherapy, Work-related physiotherapy, Entrepreneurship.
- Increase the internationalisation of the College and Course, by joining international organisations, increasing the amount of staff who go on exchange.
- The fact that the college education has to be of three years duration and consists of 180 ECTS, the State allows a professional course to be of 210 ECTS, this would bring it further in line with the recommendation of the World Confederation of Physiotherapy that the course ought to be of four years duration. The recommendation is that the excessive hours taken up by the student self-study time within the course be converted into lecture hours to increase the amount of ECTS and improving the quality of the graduate.
- A change in the course programme ethos away from the medical model of health to a more physiotherapy rehabilitation oriented version with a modular design is recommended.
- To review the ECTS content of some study-units for example: Law and Professional Ethics 6ECTS (high), Anatomy and Physiology 7 ECTS (low), Professional and foreign language (8 ECTS), these are normally pre-registration requirements (high) etc. This list can be reviewed and compared with physiotherapy educational programmes in other European countries.
- To recruit more physiotherapists amongst the teaching staff.
- To increase the amount of electrotherapy and other physiotherapy skills into the curriculum.
- To encourage the Staff to do more research and possibly publish in foreign journals.
- To purchase more apparatus and equipment if this course is to remain viable.
- It is being recommended that further interaction between Universities and Colleges in Lithuania takes place to inject different aspects of the curriculum and staff (learning better practice from each other).

- To make the premises more accessible for staff, students or the public with special needs.
- To encourage teachers, students, graduates and social partners not only participate in quality management procedures, individually but that joint meetings can be held and that their contributions are taken into account in a shared more transparent process of decision-making.

IV. SUMMARY

The aim of the Klaipeda Physiotherapy study programme has been stated as “*the tasks of meeting expectations of KVK students for high-quality studies and of training specialists who meet needs of the labour market*” do not appear to have been totally met as graduates are qualifying and not finding employment as physiotherapists.

The learning outcomes of the programme are formulated in a vague manner that does not fully reflect the physiotherapy profession’s originality and competences of a physiotherapist and are still based on a traditional view of the profession and competences associated with this profession.

The Programme’s curriculum design meets the legal requirements as laid down by the State. The curriculum design takes into consideration the needs to educate physiotherapy students to the standard required for national services to health, although there are a number of topics and specialisations that are missing and could quite easily be included in this course. Heavily recommended to increase the actual amount of supervised clinical practice.

The composition of the teaching staff and its teaching functions meets the legal requirements. It is being recommended that the number of physiotherapists on the staff be increased. That the international aspect of both incoming and outgoing staff has to be developed further. That language skills could be improved among the teaching staff. Publication of any research at international peer conferences or international journals encouraged.

The facilities and learning resources for theoretical lectures are adequate. The University is to invest more in more diverse physiotherapy apparatus. The laboratories for practical training are not at all spacious and comfortable. Due to lack of space, apparatus and resources lectures are repeated often by the staff. Electrotherapy apparatus and the education of electrotherapy have to be upgraded. The premises have to make the necessary changes to allow the public with special needs more accessible.

Another weak point is considered to be ‘internationalisation’ within the course. It is thus being recommended to include more international universities for students’ and teaching staff exchanges.

The student to staff ratio is adequate. Good student support and careful academic monitoring has ensured that the number of drop-outs is being tackled. Study plans seem to be clear for students, the study process is well supported by web-based communications. The assessment system of student performance is straightforward and transparent, students and

graduates expressed a high level of satisfaction with the fairness of the assessment process of the course.

Procedures for quality management are present but need to be more transparent, there are certain issues that have been identified that the management must address. There is a clear involvement of teachers in their tasks related to the programme; the students are aware of the responsibilities and have a way of communicating their own input into the system however the graduates appear to be more involved than the actual students.

For further improvement of quality management it is being recommended that teachers, students, graduates and social partners not only participate in quality management procedures, individually but that joint meetings can be held and that their contributions are taken into account in a shared more transparent process of decision-making.

V. GENERAL ASSESSMENT

The study programme PHYSIOTHERAPY (state code – 653B31005) at KLAIPEDA 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	2
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	12

*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:	Dr. Mark Sacco
Grupės nariai: Team members:	Dr. Anne Karki
	Dr. Mateusz Romanowski
	Dr. Ieva Eglė Jamontaitė
	Lukas Gabrielius Tribulas

**KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *KINEZITERAPIJA* (VALSTYBINIS KODAS – 653B31005) 2015-09-07
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-247-1 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS studijų programa *KINEZITERAPIJA* (valstybinis kodas – 653B31005) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	12

* 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

Atrodo, kad Klaipėdos valstybinės kolegijos kineziterapijos studijų programoje minimos „*užduotys atitikti KVK studentų lūkesčius dėl aukštos kokybės studijų ir rengti darbo rinkos poreikius atitinkančius specialistus*“ ne iki galo įvykdytos, nes parengti absolventai neranda kineziterapeuto darbo.

Programos studijų rezultatai suformuluoti neaiškiai, iki galo neatspindi kineziterapijos specialybės esmės, kineziterapeuto kompetencijų ir tebėra grindžiami tradiciniu požiūriu į šią profesiją ir su ja siejamomis kompetencijomis.

Programos studijų turinio sandara atitinka valstybės nustatytus reikalavimus. Joje atsižvelgiama į tai, kad kineziterapijos studentus reikia ugdyti laikantis sveikatos priežiūros paslaugoms taikomo nacionalinio standarto, nors nemažos dalies temų ir specializacijų, kurias būtų galima lengvai įtraukti į šį studijų kursą, trūksta. Pritygtinai rekomenduojama didinti faktinį kuruojamos klinikinės praktikos valandų skaičių.

Pedagoginio personalo sudėtis ir jo atliekamos funkcijos atitinka teisinius reikalavimus. Rekomenduojama didinti dėstančių kineziterapeutų skaičių. Reikėtų toliau plėtoti tarptautiškumą – didinti tiek atvykstančių, tiek išvykstančių dėstytojų skaičių. Galėtų būti tobulinami

pedagoginio personalo kalbiniai įgūdžiai. Skatintinas mokslinių tyrimų pristatymas tarptautinėse specialistų konferencijose arba publikavimas tarptautiniuose moksliniuose žurnaluose.

Teorijos paskaitoms naudojamos patalpos ir studijų išteklių yra tinkami. Kolegija ketina investuoti į įvairesnę kineziterapijos aparatūrą. Mokomajai praktikai naudojamos laboratorijos toli gražu nėra erdvios ir patogios. Dėl vietos, aparatūros ir reikmenų stokos dėstytojams tenka dažnai kartoti paskaitas. Būtina modernizuoti elektroterapijos aparatūrą ir patį elektroterapijos mokymą. Patalpas būtina pertvarkyti taip, kad į jas galėtų patekti specialiųjų poreikių turintys asmenys.

Kita studijų programos silpnybė – tarptautiškumas, todėl į studentų ir dėstytojų mainų programas rekomenduojama įtraukti daugiau tarptautinių universitetų.

Studentų ir dėstytojų santykis yra tinkamas. Geras studentų palaikymas ir atidi akademinė stebėseną leido suvaldyti nubyrėjimų skaičių. Studijų planai studentams atrodo aiškūs, studijų procesas palaikomas tinkamai, pasitelkiant tinklapių technologijomis grįstą komunikaciją. Studentų pasiekimų vertinimo sistema nesudėtinga ir skaidri, studentai ir absolventai teigė esą labai patenkinti sąžiningu studijų vertinimo procesu.

Kokybės vadybos procedūrų laikomasi, tačiau jos turėtų būti skaidresnės. Nustatytos kelios problemos, į kurias vertėtų atkreipti dėmesį vadybos procese. Dėstytojai aiškiai vykdo savo užduotis, susijusias su programa; studentai informuoti apie jiems tenkančią atsakomybę ir gali įnešti savo indėlį į sistemą, tačiau susidaro įspūdis, kad absolventai joje dalyvauja labiau nei dabartiniai studentai.

Stengiantis toliau gerinti kokybės vadybą, rekomenduojama, kad kokybės vadybos procedūrose dalyvautų ne tik pavieniai dėstytojai, studentai, absolventai ir socialiniai partneriai, bet būtų rengiami jungtiniai posėdžiai, taip pat paisoma jų įnašą į bendrą skaidresnį sprendimų priėmimo procesą.

<...>

III. REKOMENDACIJOS

- Studijų programą reikia persvarstyti ir keisti, nes procentiniu santykiu ypač didelė laiko dalis skiriama studentų savarankiškomis studijoms.
- Programos studijų rezultatai turėtų būti labiau orientuoti į profesiją, geriau perteikti kineziterapijos specialybę, atspindėti jos esmę ir kineziterapeuto kompetencijas.
- Į studijų programą turi būti įtraukta daugiau šiuolaikinės kineziterapijos ir sveikatos priežiūros paslaugų kryptių, pavyzdžiui: pirminė sveikatos priežiūra, prevencinė kineziterapija, kineziterapija namuose, darbo kineziterapija, verslumas.

- Rekomenduojama didinti kolegijos ir studijų programos tarptautiškumą: stoti į tarptautines organizacijas, didinti mainų programose dalyvaujančių darbuotojų skaičių.
- Faktas, jog koleginės studijos turi trukti trejus metus ir susidaryti iš 180 ECTS, o valstybė leidžia profesinę programą sudaryti iš 210 ECTS, kas leistų labiau priartėti prie Pasaulio kineziterapeutų konfederacijos rekomendacijos, kad programa turėtų būti ketverių metų trukmės. Itin didelį valandų skaičių, kuris programoje numatytas studentų savarankiškomis studijoms, rekomenduojama paversti paskaitų valandomis – taip padidėtų ECTS skaičius ir pagerėtų absolventų parengimo kokybė.
- Studijų programos etosą rekomenduotina pakeisti iš medicininio sveikatos modelio į labiau kineziterapinės reabilitacijos linkme orientuotą modulinę versiją.
- Rekomenduojama persvarstyti kai kurių studijų dalykų ECTS skaičių, pavyzdžiui: teisės ir profesinės etikos – 6 ECTS (daug), anatomijos ir fiziologijos – 7 ECTS (mažai), profesinės ir užsienio kalbos (8 ECTS), nes tokie reikalavimai paprastai keliami prieš registraciją (dideli), ir kt. Šį sąrašą galima peržiūrėti ir palyginti su kineziterapijos mokomosiomis programomis kitose Europos šalyse.
- Rekomenduojama įdarbinti daugiau kineziterapeutų dėstytojų.
- Rekomenduojama studijų turinyje padidinti elektroterapijos ir kitų kineziterapijos įgūdžių mokymo valandų skaičių.
- Reikėtų skatinti darbuotojus atlikti daugiau mokslinių tyrimų ir pagal galimybes juos publikuoti užsienio moksliniuose žurnaluose.
- Kad šis studijų kursas išliktų konkurencingas, reikia įsigyti daugiau aparatūros ir įrangos.
- Rekomenduojama ir toliau palaikyti sąveiką su Lietuvos universitetais ir kolegijomis, leidžiančią įvairiais aspektais ir dėstytojais papildyti studijų turinį (t. y. mokytis gerosios praktikos vieniems iš kitų).
- Būtina pagerinti patekimo į pastatą sąlygas specialiųjų poreikių turintiems studentams ir darbuotojams.
- Reikia ne tik skatinti kokybės vadybos procedūrose dalyvauti pavienius dėstytojus, studentus, absolventus ir socialinius partnerius, bet ir rengti jungtinius posėdžius, taip pat paisyti jų įnašo į bendrą skaidresnį sprendimų priėmimo procesą.

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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)