



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

UTENOS KOLEGIJOS
STUDIJŲ PROGRAMOS *KINEZITERAPIJA* (653B31006)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *PHYSIOTHERAPY* (653B31006)
STUDY PROGRAMME
at UTENA COLEGE

Grupės vadovas:
Team leader:

Dr. Mark Sacco

Grupės nariai:
Team members:

Prof. Arnd Krüger

Assoc. prof. dr. Berta Paz Lourido

Assoc. prof. dr. Milda Žukauskienė

Dalia Janušauskienė

Kristina Mendelienė

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kineziterapija</i>
Valstybinis kodas	653B31006
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 m)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kineziterapijos profesinis bakalauras
Studijų programos įregistravimo data	2002-06-25

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physiotherapy</i>
State code	653B31006
Study area	Biomedical studies
Study field	Rehabilitation
Kind 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 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Rehabilitation
Date of registration of the study programme	2002-06-25

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The procedures of the external evaluation of Utena College first Study cycle full-time (3 years) 180 ECTS study programme Physiotherapy (state code 653B31006) 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 Bachelor of Rehabilitation, Physical Therapist. The program 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 centre for Quality Assessment in Higher Education of Lithuania nominated an external evaluation team (ET) formed by the team leader, dr. Mark Sacco, (University of Malta, Malta), prof. Arnd Krüger (University of Göttingen, Germany), assoc. prof. dr. Berta Paz Lourido (University of the Balearic Islands, Spain), assoc. prof. dr. Milda Žukauskienė (Vilniaus kolegija / Vilnius College, Lithuania), Dalia Janušauskienė (Social Partner Representative, Senior Physiotherapist in Valakupiai Rehabilitation centre, Lithuania) Kristina Mendelienė (Student representative, Lithuania).

The evaluation considered documents regarding the Higher Education system in Lithuania (such as the differences between Universities and Colleges) and documents related to the procedures for external evaluation. The Self-Evaluation Report (hereafter, SER) and the site visit on 14 March 2014 allowed the external evaluation team 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 preparing the SER, teaching staff, students of all years of study, graduates and employers. The external evaluation group evaluated various support services (classrooms for practice, library and computer facilities, centre for clinical placements), examined students' final works, and other documents requested during the visit.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim of the Utena College Bachelors degree of Physiotherapy have been stated as “*The aim of the Physiotherapy study programme is set: to prepare highly qualified physical therapists who are able to examine and assess individual’s functional and physical condition, to treat by using movement, natural and physical actions, to compensate a disability, to ensure health care and prevention, to propagate and teach to a healthy lifestyle*”. These aims appear to have been

realised and the Evaluation Team (ET) would like to congratulate all the staff who contribute to the education of student physiotherapists at Utena College (hereafter, UC). Although ET would like to mention, that there is an incompatibility of concepts: Physiotherapy (physiotherapist) and Physical Therapy (Physical Therapist). In the world the terms Physiotherapy and Physical therapy are considered to be synonymous and are used as bearing the same meaning. However, the list of professions regulated by the European Commission names a profession of “physiotherapist”. World Confederation for Physical Therapy (WCPT) defines physiotherapy as an internationally acknowledged health care profession (WCPT, 1995: 22). So, the suggestion would be to unify the concepts, and stick to one term – “physiotherapist” and “physiotherapy” since these incompatibilities of concepts can be also found in the description of subjects and study plan. The ET comes to this conclusion following the assessment of the documents presented by the College, following the meetings that were held by the staff and finally collaborated by the meetings with the graduates and social partners.

The stated aims of the course included “*to treat by using movement, natural and physical actions*” if students are being trained to do so, then an environment which does not allow physiotherapists to do so (strong influence of medical doctors can be felt during the visit in hospital), can stagnate their desire to practice the various competences that they are being trained to do. A physiotherapist has a number of skills and competences that are available to them to treat different conditions, if a medical doctor dictates what the treatment for a specific condition is then the professional physiotherapist is being relegated to a technician who carries out a number of skills at the discretion of the prescribing medical doctor – this was evident following the visit to the rehabilitation hospital that the ET visited. Physiotherapy in the majority of European countries have evolved away from this stage and in some countries are autonomous professionals who diagnose a condition, treat according to their competences and terminate treatment when they consider that no further progress can be achieved. The ET does realise that these conditions are regulated by the state and that medical dominance over the profession will take time to amend but there is no reason why UC does not commence to educate their students to these standards especially since a large number of student expressed the desire to work overseas.

The ET also noted that there is a lack of the Electrotherapeutic knowledge that is practised and taught in most physiotherapeutic course programmes in Europe. This was evident at looking at the course documents, observing the apparatus available at the college and at the Rehabilitation centre that the ET visited. Again the comments and suggestions proposed earlier ought to be taken.

The UC ought to possibly promote the physiotherapy profession as what can be achieved according to international standards and the suggestion being put forward is to encourage further international agreements between Utena and a number of universities in Western Europe. This will encourage more teaching staff as well as students to observe, learn and work in a different environment. Some students described and were very pleased to have gone on an Erasmus exchange to Greece yet told us that they worked as masseurs at a Health SPA. This does not give the ET confidence that the present Erasmus agreements are being done to improve and promote the physiotherapy profession.

There are a number of small suggestions that the ET would like to add to improve the programme' aims at UC even further:

- The intended learning outcomes of the programme are formulated in such a manner that are not specific to the physiotherapy profession. They are vague and could be suitable for any degree program in any field of rehabilitation. This has probably come about due to the enthusiasm of the study program committee, since they used the latest terminology found in the latest document (project) – Rehabilitation study field descriptor. The ET suggests to specify learning outcomes that are more representative for the physiotherapy profession (for instance “Learning outcome No.9. – *to fill in, accumulate and analyse professional documentation*” can be easily adapted to physiotherapy – “*to fill in, accumulate and analyse physiotherapeutic professional documentation*”).
- Following the writing of the new and amended Learning Outcomes it would be better if these are reviewed by an English speaking person who is familiar with academic writing, relating them also to the European Qualifications Framework document.

The descriptions and some of the information of each module are well written and demonstrate to the Evaluating Team that the suggestions given by the previous Evaluation in 2010 have been noted and acted on. However the styles in which the learning outcomes have been written sometimes are a bit generic and could be more specific to the course in question. As a result the SER related to this course appears to be of a lower academic standing than it actually is. This might have come about as the learning outcomes have been written in Lithuanian and later translated into English as confirmed by the members of staff who prepared the Self Evaluation Report.

In general, it seems that the programme aims and learning outcomes, as well as the content of the programme and the qualifications offered are compatible with each other. Programme aims and learning outcomes are based on the academic and professional requirements, public needs and

the needs of the labour market (except some remarks before) and it is also consistent with the type and level of studies and the qualification offered.

2. Curriculum design

The Programme's curriculum design meets the legal requirements as laid down by the State. The duration of the Physiotherapy programme is of 3 years for full-time students. The curriculum design takes into consideration the needs to educate physiotherapy students to the standard required for national services to health. According to ET understanding (and Tuning methodology¹), the 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. In Tuning a module is defined as a course unit or a combination of course units in a system in which each course unit carries the same number of credits or a multiple thereof. Course units should have a coherent and explicit set of learning outcomes, expressed in terms of competences to be obtained, and appropriate assessment criteria. Course units can have different numbers of credits. The programme has a number of elective study units that are considered positive and this flexibility allows students to be more adapted to the labour market. However as has been stated previously the need to get a more international aspect to the course is considered essential by the ET. The students confirmed that foreign languages including Latin are an integral part of the course but they also stated that a deeper understanding of the language could be improved. This will help the graduates both in their education as well as an asset should they wish to work overseas.

The students also expressed a desire to have more practical sessions and clinical exposure included in the course – there are a certain amount of credits allocated to practice and the students appreciate this, however a greater input is being requested. Students informed the ET that they would like to have more hours for the massage course and flexibility to choose different languages to learn. Hence, it is being recommended that the course could have an elective component for students to choose extra subjects in their second year of studies. It was also stated that certain study units were too long and considered superfluous to the course. The example in question was Gerontology. The ET recognises the fact that students might not always appreciate certain topics. This may require a better explanatory / communication process to make such subjects meaningful for the students and therefore better appreciated. At any case, given the demographic situation in Europe and beyond, with an increasingly aging population, the ET considers crucial the existence of this topic in the curriculum of Physiotherapy education for the

¹ <http://www.unideusto.org/tuningeu/tuning-methodology.html>

achievement of the intended learning outcomes and therefore this aspect has been evaluated positively.

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 ET considers that a greater emphasis on research methods ought to be encouraged even though this is a programme that is considered of 'more practise'. 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, to develop outpatient rehabilitation services. The programme is not geared yet towards private practice. Concerning this, it might be helpful to develop such modules together with the *Faculty of Business and Technologies of UC* in the future. In this context it will also be necessary to shift the emphasis of the course from a study programme that addresses health problems to people problems. Physiotherapy is a form of emotional labour and this should be reflected in the curriculum design.

It is also being recommended that an abstract in the English language be included in the thesis / project submitted by the students at the end of the course.

In summary of this chapter ET would like to mention some strengths of the program: the curriculum seems to be attractive for students; the curriculum was redesigned after the last evaluation including the learning outcomes and competences; 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 learning outcomes.

3. Staff

The composition of the teaching staff meets the legal requirements for a College and its teaching function seems to give the expected results according to the aim of the institution. Students are pleased with their teachers, both for their expertise in relation to the profession of physiotherapist as their teaching skills, which include the use of e-learning. Moreover, students are particularly pleased with the inclusion of younger teachers in the staff that were described as been more enthusiastic and capable to relate the theoretical aspects of the physiotherapy treatments to their recent clinical practice. This seems to make the learning experience more meaningful for the students. Graduates also indicate the availability of teachers to help them with issues they face during practice. All this deserves recognition by the ET, as evidenced not only the involvement of teachers during the education but also in later stages.

However, and in line with the recommendations in the previous sections, such as “aims and learning outcomes” and “curriculum design” sections, the SER and visit revealed that the teachers are doing the teaching tasks requested, but more contact with other international institutions could have a greater impact not only in the centre but also in their clinical settings, and thus on students and future graduates. There appears to be a paradigm shift from the biomedical to the bio-psychosocial paradigm as the backbone of the studies, in line with what is being done in many other institutions around the world. Therefore, it seems necessary to strengthen the international aspect in the teaching staff, not just to soak up the new tendencies in physiotherapy but also to act as active agents for the internationalization of the institution. Related to that, language skills could be improved among the teaching staff.

Although the requirements for teachers in university and colleges are different in relation to the research background, taking in consideration the SER it seems that a higher level in this matter is desirable to allow the teaching staff not only to be aware of the latest evidences regarding to treatment options in physiotherapy, but also to apply research methods to better understand the impact of physiotherapy in a changing society. It was noted that not all the teachers have a master’s qualification degree or equivalent degree (in annex 3 – 2 teachers have lower than master degree: 1. Rimvydas Aginis, 19. Andrius Maškarinec). According to Law of Education and Research of Lithuania Republic, chapter 6, article 58, teacher (assistant, lecturer, assoc. prof.) should be a person who has at least a master's degree or equivalent tertiary qualification. According to that, the above mentioned persons were not entitled to teach in the College. So, greater efforts should be made in the institution to encourage and facilitate teachers to acquire master’s and doctoral degrees, in particular those who are physiotherapists. So far it seems that the way to ensure that students receive an updated education is based on the incorporation of teachers and clinical tutors who have been recently graduated as physiotherapists and with clinical experience what is valuable but it shouldn’t be the only way for that.

30 teachers are involved in physiotherapy programme – 17 work full-time, others 13 work part – time. The average age of the lecturers is 45 and students appreciate this fact as stated previously as younger teachers are more oriented to new methodologies, newer information, and latest publications. Finally, it is also being recommended that all teachers might do more research work.

In five years there has been an increased number of professors and associate professors. More than a half of teaching staff – 19 teachers (65 %) – have more than 10 years of pedagogical experience, 17 of 29 teachers (59%) have more than 10 years of practical work experience.

There are two lecturers who work full-time and five others who work part-time have a physiotherapy qualification. The workload for full-time Teaching staff is 1400 hours out of which 820 are contact hours and the rest of the time is spend to write articles or conduct researches.

Lecturers prepare and publish textbooks, lecture conspectuses, exercise tasks, questionnaires and other methodological materials. Lecturers do participate in exchanges between some eastern European universities but due to an insufficient knowledge of the English language are restricted to where they can go. It is thus being recommended that the college should improve English language skills for the lecturers concerned.

4. Facilities and learning resources

ET noticed that the facilities and learning resources for theoretical lectures were adequate. While auditoriums for theoretical lectures and practical training are not very spacious and comfortable, all that is necessary for teaching of general and special subjects is available. 3 auditoriums equipped for 60-120 students when they have theoretical training. Classroom of computer technologies has 14 computerized workplaces. In their free time students can make use of the internet in the computer classroom. The Faculty has massage classrooms, physiotherapy classrooms and SPA therapy and body care classroom with the necessary equipment. However some classrooms are not spacious enough, more suitable for an individual rather than group work. The Physiotherapy study programme has a computer programme called Physiotoools and use it extensively during physiotherapy lectures. However, students stated that there is not enough equipment for testing and measuring within the faculty, this shortcoming is solved by using the clinical practice places.

Furthermore, it was realized, that some teaching of professional skills, competences and practical training can be organised at the health care institutions, this is commendable in the case of close cooperation with social partners. This was also confirmed by the social partners who attended the meeting.

Students were happy with the existing teaching materials – textbooks, books, periodical publications, databases. They assured the ET that the College recourses are adequate and accessible. The Library has a reading room with 36 workplaces, an Internet Reading Room with 20 workplaces – 20 students share 1 computer. Hence, it is being recommended that the number of computers be increased, if possible. The library has a number of textbooks, periodicals, audio and video records, CR-ROMS's, the dabase of subscribed EBSC full-text periodicals, the database of subscribed LITLEX legal acts search system.

Also, there are specific subscribed publications: Sveikatos mokslai, Reabilitacijos mokslai: Kineziterapija, Slauga, Ergoterapija. However, on the whole the Library lacks a number of modern books related to physiotherapy and the recommendation being done is that more books in both the national and international languages are purchased.

The ET had an impression, that the College improved the base of material resources from their last evaluation in 2010, having said that some modern equipment and devices used for PT education and practice are still required.

It is also important to mention that it would be beneficial for the College to organise a course for social partners / medical doctors from student's practice places to familiarise them with the changes of paradigms taking place within the biomedical sciences, as well as the study programme learning outcomes and the competences learnt by physiotherapists. In this way a better cohesion between the facilities and learning resources taking place in hospitals and rehabilitation centers and students training and learning could take place.

The students also informed the ET that they have the possibility to choose a practical training site from different institutions – Utena hospital, hospice, kindergarten, social care centers, Druskininkai sanatorium, “Pušyno kelias” sanatorium in Vilnius.

Teaching/learning materials used in the study programme are adapted to modern teaching/learning methods, and conspectuses prepared by lecturers, methodological materials, tasks for independent work, descriptions for practical and laboratory tasks are placed on the College's Moodle. It is being recommended that all the teaching staff who teach theoretical part of the module use Moodle and that the College sets up a committee to promote E- learning.

5. Study process and student assessment

The course of physiotherapy at UC is popular with approximately 6 students competing for every available space. The admission procedures are well formulated, easily available and conform to Lithuanian admission regulations. The student numbers on the programme are approximately 40 students per cohort with a total population of 142. Although the total number of applications and students has been decreasing, this is considered by the administrative staff to be the optimum number that the college together with its resources can cope with. The student to staff ratio is good and this has been collaborated by the students, graduates as well as the staff. Good student support and careful academic monitoring has ensured that the number of drop-outs is small.

Study plans have been revised recently and all the study units have been incorporated into modules, each have a European Credit Transfer and Accumulation System (ECTS) value

helping make the course more transparent. Students have the capacity to attend some elective study units, including some foreign languages that the ET considered necessary. The positive development of distance learning teaching, including the use of the College's MOODLE VLE that is also accessible from home makes learning more interactive and encourages both self-directed learning as well as group work, both of which the students and staff told the ET are taking place regularly. Given the nature of the programme as a college-based Professional Bachelor's programme students have less opportunity to participate in basic scientific research and the ET suggests that the amount of ECTS value given to the research module could be increased, if it is possible.

Given the modular structure and a multitude of non-permanent staff involved, the course is difficult to plan. The study process is, however, well supported by web-based communications. The students were content about the possibilities of self-organisation. Below the study year as basis for the programme (e.g. about 40 students for lectures) many practice activities (e.g. massage) are organised in groups of ten. These student-staff ratio is a favourable element of the study process.

However, when it comes to internationalisation the students mentioned that they only participated in one exchange in Greece for massage training. It should also be noted that no students from abroad have attended for an exchange at the physiotherapy programme in UC. It is thus being recommended to include more international universities for student's exchange.

The assessment system of student 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. In case students wished their grades to be explained in detail, this was available. In case the students did not agree with the grade, they had the chance to appeal within 2 days. However, it is worth noting that staff working at the social partners are also involved in assessing students, but do not have any further training as clinical supervisors or assessors, hence standardisation between examiners is rather subjective.

6. Programme management

The PT study programme is part of the Faculty of Health Care and Social Care and of the Health Care and Rehabilitation Department that administrate and warrant the quality of the programme. The persons responsible have closely followed the recommendations of the previous evaluation, have included the recommendations in their SER, and managed to make most of the necessary shifts. The responsibilities for the programme management are clearly

allocated. The students are aware of the responsibilities and have an efficient way of communicating their own input into the system. The programme management collects students' feedback regularly (twice a year) and analyze it. The feedback of the social partners is less clearly structured, but those partners who are involved in the training of interns have a close relationship and can easily make their concern heard. The internal quality assurance measures UC has introduced the *“Internal quality management system at Utena College”*, by implementing the project No.VP1-2.1-ŠMM-04-K-02-12 funded by the ESF, „Increase of Efficiency of the Study System at UC”. The improvement of the study programme and other important issues is carried out collegially. The ET was under the impression that collegiality was something that had not to be learned, but that existed all along. The ET was impressed by the close cooperation between graduates, employers, students and staff. In a close knit community with formal as well as informal ways to communicate the programme is managed very efficiently. This includes social data and living conditions which are the basis for successful studies. Programme management is aware of the social needs of its students.

As stated previously, the institution has worked hard to implement procedures for quality management and the ET is pleased with the improvements done from the last evaluation. During the visit it was observed that there is a clear involvement of teachers in their tasks related to the programme. However, most of the management of the study seems to be focused on a very small part of the teaching team, this became evident as not all the teaching staff was familiar with the aims and learning outcomes. A strong individual leadership can be seen as a positive element in the management of a teaching organization, but if the strategic plan is not shared and discussed within the team it is not easy that fresh and innovative ideas could emerge within the team and make changes occur in practice with real conviction. Thus, if previous sections of this report emphasized the importance of internationalization, no less important is the use of all available inputs coming from within the institution itself. This implies that teachers, students, graduates and social partners not only participate in meetings and other quality management procedures to gather information from them, but also that their contributions are taken into account in shared process of decision-making. Then, the programme will not only reflect and reproduce what is currently being done in the physiotherapy field in the region but also could have some future impact in changing the status of PT in the clinical and non-clinical settings towards a wider perspective of the role of physiotherapy in society.

III. RECOMMENDATIONS

1. The concepts in the main data about the program as well as in the whole curriculum should be unified. In Europe the terms “*Physiotherapy*” and “*Physiotherapist*” should be used.
2. The learning outcomes of the programme should be more specific and should represent more the physiotherapy profession and better reflect the originality of the profession and competences of a physiotherapist.
3. Greater attention should be paid to Electrotherapy knowledge and skills acquisition and training. To ensure this, the environment which does not allow physiotherapists to do so, and stagnates their desire to practice the various competences that they are being trained to do should be changed. Utena College Physiotherapy program is expected to meet European standards in Physiotherapy Education, so students should be educated as autonomous professionals who diagnose a condition, treat according to their competences and terminate treatment when they consider that no further progress can be achieved.
4. Greater emphasis in the curriculum could be given to Physiotherapy private practice. There ought to be a shift in the context from health problems to people problems, and in the teaching paradigm – from one that is based on the biomedical to the biopsychosocial.
5. The international aspects could be also strengthened. Internationalization of the institution – mobility of teaching staff and students – is an important factor when we talk about the quality of studies and European standards fulfillment. Language skills of teaching staff and students could also be improved.
6. More teaching staff could be involved in research activities, as this continuously improves the professional and educational competencies.
7. Continued investment in the base of material and Library resources would be beneficial.
8. Organize meetings with clinical instructors, these professionals are involved in the study process from the clinical aspect and have a clear understanding of the professional portrait of the Physiotherapy specialist thus helping to harmonize the theory and practical components of the course.
9. To introduce a number of elective study-units that will give students the opportunity to broaden their knowledge base especially foreign language skills.

IV. SUMMARY

The aim of the Utena College Physiotherapy study program “*to prepare highly qualified physical therapists who are able to examine and assess individual’s functional and physical condition, to treat by using movement, natural and physical actions, to compensate a disability, to ensure health care and prevention, to propagate and teach to a healthy lifestyle*” seems to be realised. Although there is an incompatibility of concepts in the description of subjects and study plan: Physiotherapy and Physical Therapist. The list of professions regulated by the European Commission names a profession of “*physiotherapist*”, so the suggestion would be to unify the concepts, and stick to one term – “*physiotherapist*” and “*physiotherapy*”.

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.

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 Physiotherapy private practice should more be reflected in the curriculum.

The composition of the teaching staff and its teaching functions meets the requirements and seems to give the expected results according to the aim of the institution. Students are pleased with the inclusion of younger teachers in the staff, their expertise and teaching skills. However it seems necessary to strengthen the international aspect in the teaching staff. Related to that, language skills could be improved among the teaching staff as well as research work.

The facilities and learning resources for theoretical lectures are adequate. While auditoriums for theoretical lectures and practical training are not very spacious and comfortable, all that is necessary for teaching of general and special subjects is available. Furthermore, teaching of special (professional) part subject, practical works and practical training can be organised at the health care institutions.

Students are happy with the existing teaching materials; they assured the ET that the College resources are adequate and accessible.

Another weaker 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 small. Study plan seems 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 implemented and a lot of improvements are done from the last evaluation. There is a clear involvement of teachers in their tasks related to the programme; the students are aware of the responsibilities and have an efficient way of communicating their own input into the system; the responsibilities for the programme management are clearly allocated;

For further improvement of quality management it is being recommended that teachers, students, graduates and social partners not only participate in quality management procedures, but also that their contributions are taken into account in shared process of decision-making.

V. GENERAL ASSESSMENT

The study programme Physiotherapy (state code – 653B31006) at UTENA COLLEGE is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	19

*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:

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Doc.dr. Milda Žukauskienė

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Kristina Mendelienė

**UTENOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
KINEZITERAPIJA (VALSTYBINIS KODAS – 653B31006) 2014-06-23 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-371 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Utenos kolegijos studijų programa *Kineziterapija* (valstybinis kodas – 653B31006) 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	4
6.	Programos vadyba	3
	Iš viso:	19

* 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

Utenos kolegijos Kineziterapijos studijų programos tikslas – „parengti aukštos kvalifikacijos kineziterapeutą, gebantį tirti ir vertinti asmens funkcinę ir fizinę būklę, gydyti judesiu, fiziniais ir fizikiniais veiksniais, kompensuoti negalią, užtikrinti sveikatos priežiūrą ir prevenciją, propaguoti ir mokyti sveikos gyvensenos“, – atrodo, yra įgyvendintas. Dalykų ir studijų plano aprašyme yra nesuderintų terminų: „kineziterapija“ (angl. *Physiotherapy*) ir „fizioterapeutas“ (angl. *Physical Therapist*). Europos Komisijos reglamentuojamame profesijų sąrašė nurodoma *kineziterapeuto* profesija, todėl siūloma suvienodinti sąvokas ir vartoti terminus „kineziterapeutas“ ir „kineziterapija“.

Programos studijų rezultatai suformuluoti neaiškiai ir nevisiškai atspindi kineziterapijos profesijos originalumą ir kineziterapeuto kompetencijas.

Programos sandara atitinka valstybės nustatytus teisinius reikalavimus. Studijų programoje atsižvelgiama į poreikį ugdyti kineziterapijos studentus, kad jie atitiktų šalies sveikatos tarnybų nustatytą standartą, nors programoje turėtų daugiau atsispindėti privati kineziterapijos praktika.

Personalo sudėtis ir jo dėstymo funkcijos atitinka reikalavimus ir, atrodo, suteikia siektus rezultatus, atsižvelgiant į įstaigos tikslus. Studentai džiaugiasi jaunesniais dėstytojais, jų kompetencija bei dėstymo įgūdžiais. Tačiau kalbant apie dėstytojus būtina stiprinti tarptautiškumą. Šiuo tikslu galėtų būti tobulinami dėstytojų užsienio kalbų įgūdžiai, taip pat ir mokslinių tyrimų veikla.

Materialiniai ir mokymosi išteklių teorinėms paskaitoms yra pakankami. Nors auditorijos, kur vyksta teorinės paskaitos ir praktiniai mokymai, nėra labai erdvios ir patogios, tačiau viskas, ko reikia dėstyti bendruosius ir specialiuosius dalykus, yra. Be to, dėstant specialiąją (profesinę) dalį, praktiniai darbai ir praktinis mokymas gali būti organizuojami sveikatos priežiūros įstaigose.

Studentai patenkinti esama studijų medžiaga; jie patikino ekspertus, kad kolegijos išteklių yra tinkami ir prieinami.

Kita silpnė vieta – tarptautiškumas. Rekomenduojama įtraukti daugiau tarptautinių universitetų, su kuriais vyktų studentų ir dėstytojų mainai.

Studentų ir dėstytojų santykis yra pakankamas. Parama studentams gera, akademinė stebėseną vykdoma rūpestingai, todėl studijų nebaigusiųjų skaičius nedidelis. Studijų planas studentams yra aiškus, studijos vykdomos ir per žiniatinklį. Studentų pasiekimų vertinimo sistema paprasta ir skaidri, studentai ir absolventai išreiškė didelį pasitenkinimą vertinimo proceso teisingumu.

Kokybės vadybos procedūros įgyvendintos; po paskutinio vertinimo atlikta daug patobulinimų. Dėstytojai aiškiai dalyvauja vykdam su programa susijusias užduotis; studentai žino atsakomybę ir kaip veiksmingai perduoti savo indėlį į sistemą; atsakomybė už programos vadybą aiškiai paskirstyta.

Toliau tobulinant kokybės vadybą rekomenduojama, kad dėstytojai, studentai, absolventai ir socialiniai dalininkai ne tik dalyvautų kokybės vadybos procedūrose, bet būtų atsižvelgiama ir į jų indėlį bendrai priimant sprendimus.

III. REKOMENDACIJOS

1. Pagrindinėje informacijoje apie programą, taip pat visoje studijų programoje vartojamos sąvokos turėtų būti suvienodintos. Europoje turėtų būti vartojami terminai *kineziterapija* ir *kineziterapeutas*.
2. Programos studijų rezultatai turėtų būti konkretesni ir daugiau susiję su kineziterapijos profesija bei geriau atspindėti kineziterapeuto profesijos savitumą ir kompetencijas.
3. Didesnis dėmesys turėtų būti skiriamas elektroterapijos žinioms ir įgūdžiams įgyti bei apmokymui. Siekiant tai užtikrinti, reikėtų keisti aplinką, kuri neleidžia kineziterapeutams to daryti ir slopina jų norą lavinti įvairius gebėjimus, kurių jie mokomi. Utenos kolegijos Kineziterapijos programa turi atitikti Europos kineziterapijos ugdymo standartus, todėl studentai turėtų būti lavinami būti savarankiškais specialistais, kurie diagnozuotą būklę, gydytų pagal savo kompetencijas ir baigtų gydymą, jei, jų manymu, daugiau pažangos pasiekti negalima.
4. Programoje didesnis dėmesys galėtų būti skiriamas privačiai kineziterapijos praktikai. Turėtų būti perėjimas nuo sveikatos problemų prie žmonių problemų, o ugdymo paradigmoje – perėjimas nuo to, kas pagrįsta biomedicina, prie to, kas grindžiama biopsichosocialiniais dalykais.
5. Turėtų būti stiprinami tarptautiniai aspektai. Institucijos tarptautiškumas, t. y. dėstytojų ir studentų judumas, yra svarbus veiksnys, kai kalbame apie studijų kokybę ir Europos standartų įgyvendinimą. Dėstytojų ir studentų užsienio kalbų įgūdžiai taip pat turėtų būti gerinami.
6. Daugiau dėstytojų galėtų dalyvauti tyrimų veikloje, nes tai leidžia užtikrinti nuolatinį jų profesinių ir ugdymo kompetencijų tobulėjimą.
7. Būtų naudinga toliau investuoti į materialinės bazės ir bibliotekos išteklių gerinimą.
8. Organizuoti susitikimus su klinikiniais instruktoriais, nes šie specialistai dalyvauja studijų procese klinikiu aspektu ir aiškiai supranta kineziterapijos specialisto profesiją ir gali padėti suderinti teorinius ir praktinius studijų dalykus.
9. Įtraukti pasirenkamųjų studijų dalykų, kuriuos studijuodami studentai turėtų galimybę plėsti savo žinių bazę, ypač tobulinti užsienio kalbų įgūdžius.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.