



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Panevėžio kolegija
STUDIJŲ PROGRAMOS
BURNOS HIGIENA (valstybinis kodas – 653A51001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF DENTAL HYGIENE (state code - 653A51001)
STUDY PROGRAMME
at Panevėžys College

Experts' team:

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Išvados parengtos anglų kalba
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Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Burnos priežiūra</i>
Valstybinis kodas	653A51001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Burnos priežiūra
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Burnos priežiūros profesinis bakalauras ir burnos higienisto profesinė kvalifikacija
Studijų programos įregistravimo data	2002-08-30

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Dental Hygiene</i>
State code	653A51001
Study area	Biomedical Science
Study field	Dental care
Type of the study programme	Higher Education College Studies
Study cycle	first
Study mode (length in years)	Full-times (3)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Dental Hygiene and professional qualification of a dental hygienist
Date of registration of the study programme	30 th August 2002

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the Methodology for evaluation of Higher Education study programmes, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

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.	Examples of graduation theses
2.	Examples of course papers and practise reports

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

During the analyzed period in the organizational structure of the Panevėžus College (hereinafter – PC) there were three academic divisions: the two faculties in Panevezys and Rokiskis branch. Each academic division had the heads and small departments according to the study field. Dental hygiene study (hereinafter – DH) program has been carried out in the Faculty of Medicine and Social Sciences, in Health Care Department. In June, 2013 The College Board decided to change the structure of the College and set the transition period and the effective date – 02-01-2014.

The fundamental principle of structural change was the reorganization of academic divisions in order to focus on the same field of study programmes in one unit. The Department, pursuing studies and applied scientific activity, has become the most important structural academic unit of the College. Instead of two former faculties and a branch four departments were formed: the Department of Biomedical Sciences, the Department of Social Sciences, the Department of Technological Sciences and the Department of Management and Business.

In 2014–2015 the College has conducted 26 study programmes, 1700 students have been studying. Since 2014, when new structure has come into force, DH programme is realized

in the Department of Biomedical Sciences, there are four other study programmes: General Practice Nursing, Physiotherapy, Beauty therapy and Dental Care.

In 2001 DH programme was prepared and presented for evaluation, when Panevezys A. Domasevicius Higher Medical School was planning to become a higher non-university institution. In January, 2002 there was an external evaluation of the institution. In 2012 DH programme self-assessment report was prepared and submitted for external evaluation to the SQAC - DH programme was accredited for 3 years till 30-06-2015. Taking into account the recommendations of experts of external evaluation, the plan of improvement of DH programme has been drawn up and executed.

Self-assessment report (SAR) of DH programme was performed by the team formed by the order of the College Director, responsibilities of team members were defined and the schedule was approved.

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 14/05/2015.

1. **Dr. Kevin J.Davey (team leader)**, University of Dundee, Scotland.
2. **Prof., dr. Sandra Ribeiro Graca**, University of Lisbon, Portugal.
3. **Assoc.prof. dr.Egita Senakola**, Riga Stradins University, Latvia.
4. **Mrs Erminija Guzaitiene**, dentist and owner of dental clinic, Lithuania.
5. **Mr Mindaugas Vilius**, student of Vilnius College, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the DH programme and the learning outcomes are clearly defined and correspond to the regulations for higher education in Lithuania and approved professional standards. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. The progression of subjects in the programme is logical and there is little evidence of unnecessary duplication of teaching. However, there is still a need to continue to review the learning outcomes in order to design more specific learning outcomes and qualification competences, perhaps to broaden some. Further international benchmarking with international partner institutions may help to achieve this. It was noted by the expert panel during their visit that the foreign language skills of the teachers and in particular the students have improved, however, we recommend that these skills are strengthened further. This would promote international exchanges by staff and students to partner institutions.

The learning outcomes are reviewed periodically following new external legislation and the content of the study programme is updated in the light of new scientific developments, changes in the labour market and feedback from the social partners.

From the visit, experts noted that admission to the programme is every second year, it was explained that this was due to the need to also manage another Oral Care programme for Dental Assistants. The links between the mission and vision of the College and the programme of DH were disclosed during the expert visit, and the programme serves the needs of regional employers. The opinions of the teachers, students and social partners about this programme were positive. According to the SAR, the Study programme Committee regularly evaluates the current students' needs and level of satisfaction, as well as the specific learning outcomes. During the meeting with the students, they were clear how the feedback from the students' assessment is used and incorporated in the specific learning outcomes of the programme. The meeting with the social partners provided the experts with evidence that the programme aims and learning outcomes meet the needs of the regional employers, there was very good interaction from both sides. The DH study programme is constantly improved according the feedback from the stakeholders.

Strength:

The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other;

- *Learning outcomes are oriented towards practical applicability of theoretical knowledge;*
- *The foreign language competence (oral English skills) of lecturers and especially of students have improved;*
- *The programme serves the needs of regional employers and the overall opinion of the social partners about this programme is very positive.*

Weaknesses:

- *Learning outcomes are partly updated, there is need to develop more outcomes and qualification competences.*

Recommendations:

- *Dental hygienist qualification competences in the future should also include: problem solving, critical thinking, self-evaluation, lifelong learning;*
- *More learning outcomes should be pointed out in respect of the professional aspects of this programme. For example: risk assessments (tobacco, caries, systemic, etc.) and management, providing continuing care (recall), use appropriate communication skills.*

2.2. Curriculum design

The volume and structure of the study programme conforms to the requirements of 10 legal acts issued in Lithuania during the period 2004-2013. DH programme is implemented as the first study cycle degree awarding programme of biomedical sciences studies oral care trend programme. The duration of the programme is 3 years (6 terms) and it can only be studied full-time. The volume of the study programme is 180 credits. General college studies subjects

comprise 15 credits, study field subjects 144 credits, of which 36 credits are allocated for practical training, and 9 credits for the final assessment. Twenty one credits are for optional subjects, determined by the students. (SAR) 114. (p.22) –list of subjects. In each term no more than 7 subjects can be studied, including practical training, a final examination and final paper writing. DH programme includes 5 general subjects of college studies, 24 subjects of the study field (5 from them – practical training) and 6 optional subjects, determined by the College. Total number of hours for implementation of the study programme is 4800 hours: 19 % are allocated for theoretical studies; 39.1 % for practical training; 41.9 % for students' self-study.

Consistency of the programme subjects in the study plan is based on the outcomes of the programme being in a logical sequence. There is a balanced layout of subjects throughout the entire study period, in order to ensure the sustainability of knowledge and skills. Generally, study subjects are sequentially in order to prevent duplication of learning experiences. The 2012 evaluation team made recommendations to have Histology and Microbiology as separate subjects in the curriculum. Changes were made, but some themes could be further developed such as oral health care for patients with special needs, smoking cessation and oral health, common risk factor approach of non-communicable diseases and oral care for the elderly. These themes could be included in subjects such as Dental Public Health.

A variety of methods are used to pursue the intended learning outcomes. From traditional lectures, demonstrations, discussions to more active learning methods (role play, case study, graduation thesis) and clinical work with patients. The methods used allows students and teachers to make periodic assessments of the students progress in relation to the stated learning outcomes. 39.1 % of the study programme is allocated for five practices. Students of DH programme acquire their competencies in real workplaces such as dental offices and clinics, children's educational institutions in Panevezys city and region. During the practices students are able to apply theoretical knowledge, thus improving necessary skills and abilities. Experts noted reflective and analytic practice reports. The surveys on the organisation of practical training carried out in 2014 showed that students were able to choose practice places and they were consistently consulted by the supervising teacher. From the visit, the experts noted that the students would like to have one of the practices at the College and to have more professional supervision in periodontology.

In 2014 DH programme students prepared and defended final papers for the first time. Prior to 2010 DH programme students did not write final papers. According to the SAR, the DH students encountered issues regarding the English (accuracy and grammar) used in the summaries in their final papers. Furthermore, students do not fully utilise the information resources available in the College library when writing their final papers. In the future it is planned to organise extra practical training on searching scientific information sources. From the visit, the experts noted that the student's final papers were interesting, chosen themes were relevant and applicable to practical activity. During the study process (also in subject course description) teachers and students are using literature (books) mainly in Lithuanian language. The expert panel commend the work which has been done, however, we recommend that the learning resources in English should be used throughout the programme in order to improve language skills, professional development and also willingness to do international exchanges.

The final examination tasks are organised so that students could demonstrate acquired general and professional competencies, and the qualification commission could determine their level. During the examination theoretical knowledge and practical skills are assessed. The examination assesses the professional competencies required by a competent qualified dental hygienist and the practical elements are assessed on a patient rather than on a phantom head.

Strength:

- *The overall structure and sequence of the programme is rational;*
- *The contents of the majority of subjects are consistent with the type and level of studies. The contents of the subjects are appropriate for the achievement of the intended learning outcomes;*
- *The themes of the final papers are relevant and interesting;*
- *Clinical practice starts early in the programme (2nd semester), good arrangements for students' professional practice, places are selected purposefully and correspond to the requirements of DH programme.*

Weaknesses:

- *It is important to point out that the basic literature on the reference lists for the majority of subjects in the curriculum consists mainly of Lithuanian sources. There are only few foreign authors in the descriptions, there are also problems regarding the correct use of English (accuracy and grammar) used by the DH students in their final papers.*

Recommendations:

- *All five practices are well organised outside the College. The experts suggest that one of the practices should take place at the College in order to have more professional supervision in periodontology. This recommendation was supported by the students during the meeting with them;*
- *More oral health promoting themes could be developed;*
- *The number of the foreign authors in the reference lists of the subjects should be increased. Learning resources in English should be used throughout the curriculum in order to improve language skills, professional development and also willingness to do international exchanges.*

2.3. Teaching staff

The SAR indicates that in DH programme there are 26 teachers, 16 (62 %) are full-time teachers and 10 (38%) part-time teachers. 62% of teachers have more than 10 years of pedagogical work experience, 73% have had practical work experience in their subject within the last 7 years. Teachers constantly update their former practical work experience by keeping close relationships with local employers and by keeping abreast with new knowledge and techniques, which may have influence on the content of the DH programme.

Academic staff are recruited and their activity is evaluated every five years in accordance with the College *Regulations of teachers' attestation and competition*. Currently there is 1 docent, 14 lecturers and 11 assistants working in DH programme. The academic activity of the teachers is

evaluated annually by the Department. There has been some difficulties recruiting scientific staff, so dentists with relevant experience from Panevezys Dental Polyclinic have taught study field subjects. Currently there are five dentists are involved in the programme, but only one hygienist.

In 2014–2015 there were 2 years of DH students enrolled in the programme (I and III course) with 53 full-time students and 18 staff in total. The staff to student ratio in practical classes is 1 to 8–12 students and for supervision during the writing of the final papers is 1:6, which is adequate. Annual workload per teacher is 1440 hours which consists of contact work hours (770–885 hours of direct student teaching and assessments), self-study, non-contact work and academic activity hours. Information from the Staff Developments Survey in 2012 has been used to plan future staff development courses. For example, one area highlighted in the survey was the ability to communicate in foreign languages so in 2012–2013 intensive courses in English for teachers (at two different levels) were organized. These courses were followed up with English language clubs.

The SAR indicates, 63. (p.14), Appendix 5 that during the period 2009–2014 DH programme teachers under the Erasmus exchange programme delivered lectures in foreign schools of higher education: list of 16 teachers and 13 countries. From the visit, the experts noted that there is sufficient international mobility of the dental staff, but it should be further developed in the future to also involve more students.

Programme teachers produced 5 methodical teaching/learning aids (between 2009-2014), which are used by the DH students. The teachers also post teaching and learning material onto the College's virtual learning environment (VLE) MOODLE.

Programme and College staff were involved in several research projects to develop applied research and worked together with stakeholders to develop research activities necessary for regional dental care development. Teachers have been involved in the publication of 28 articles in journals of applied science, mostly in a College journal, and the majority of staff have been involved in the presentation of reports at national and international conferences. The Department organises internships involving Dental Hygiene and Dental care, which are conducted by the teachers of study field subjects. From the visit, the experts noted that there is scope to further develop applied research in the field of oral health.

In 2009–2014 teachers of the study programme participated in five projects funded by the European Union. The Department of Biomedical Sciences has implemented Panevezys Municipality projects for public health support special programme measures: *“Live healthy and be healthy”* (2011), *“Healthy lifestyle – the key to health”* (2012) which were dedicated for Panevezys students' health promotion.

Programme teachers are members of appropriate professional associations and organisations, with all study field teachers being members of the Lithuanian Dental Chamber or the Lithuanian Dental Hygienist Association.

Strengths:

- *The academic staff meet the legislative requirements and have the relevant professional and pedagogic experience;*
- *The number and the qualifications of the teaching staff are adequate to implement the programme and to ensure the learning outcomes are achieved;*
- *The students/teachers ratio is adequate;*
- *The staff has a young age profile;*
- *Progress has been made in International mobility of the staff.*

Weaknesses:

- *There is scope to further develop applied research in the field of oral health.*

Recommendations:

- *The staff could have more dental hygienists or periodontal specialist involved in the clinical practice work within the college.*
- *Continue to increase international exchanges and make further improvements in English language skills.*
- *The staff should develop further applied research and publication activities in the field oral health.*

2.4. Facilities and learning resources

The infrastructure within the department, both in terms of size and equipment, is adequate for the implementation of the DH programme in comparison to the number of enrolled students. There are well equipped auditoriums, training classrooms, teaching laboratories, clinical units, library, reading and computer rooms. Further modernisation of the facilities took place in 2013–2014 and there are now 2 fully equipped training rooms containing 6 dental units for patient work, 5 dental units with moulages/phantom heads and a well equipped sterilisation room. The dental units are equipped with mobile piezoelectric scalers, a sand blasting machine, polymerization lamps and micro-motors.

The College has 300 computers which are both internet and local network connected. Within building VII there are 76 computers available for the use of students and teachers and an IT classroom with 14 workplaces. The computer provision is sufficient for the programme.

DH students acquire their competencies in real workplaces such as dental offices, clinics and children's educational institutions. Dental hygienists perform their practice in: Panevezys Polyclinics, Panevezys Town Dental Polyclinics, Panevezys Region Municipality Polyclinics, Panevezys Odontologists, in dental offices of Panevezys town family clinics, private dental offices, also in other towns activity of which is directly concomitant with study programme aims and outcomes. Practice “Oral care education” is carried out in children's educational institutions. From the visit experts noted that there are agreements with the practice places, all 5 practices have specific regulations regarding the work done by the students including working on patients from specific age groups. PC cooperates very successfully with the social partners in organising practical training. Some examples of the practices defence reports were reviewed.

The College library is located in 3 different buildings and has 120 workplaces, 49 of which are computerised. Both the workplaces and the computer equipment are in the process of being updated. The library subscribes to variety of periodicals in Lithuanian and English, and has funding to obtain new books, periodicals and textbooks in biomedical and other scientific fields. In SAR, par.90,p.18 there is list of some of basic textbooks in dentistry, the range of which needs to be further extended. In order to compensate for the lack of specific books, the library applies a flexible issuing policy: for weekends and holidays books from the reading rooms are available to home. The library is a member of Lithuanian Scientific Library Association (LSLA) and students can access and search a number of scientific databases. The College library is open from 7.30 a.m. to 6 p.m which is sufficient for the student's needs.

Strengths:

- *The infrastructure of the PC is supportive for implementation and development of study and research activities in the field of Dental Hygiene;*
- *The teaching and learning equipment (dental and computer equipment, consumables) are adequate both in size and quality; teaching materials (textbooks, books, periodical publications, databases) are sufficient and accessible;*
- *Teachers have prepared and published a lot of methodological publications in Lithuanian language used in theoretical and practical classes;*
- *New modernised laboratory of oral care at the practical training centre of the College was developed;*
- *The PC has good arrangements for students' professional practice and very good support, attention from the social partners. Practice places are selected purposefully and correspond to the requirements of DH programme.*

2.5. Study process and students' performance assessment

Student admissions is governed by *Student admission regulations of Panevezys College*. The regulations define study programmes, principles of a competition score, formula of calculating a competition score and admission procedures. The application procedure for the programme is clear, understandable and is available on the website. According to the SAR, the number of applications to the DH study programme has gradually increased over the last 5 years from 146 applications in 2011 to 178 in 2014. The competitive scores of the applicants has been consistently high and there is significant competition for places (one place per 6.4 applicants). There has been a significant increase in the number of students who are self-funded over the last few years with 6 in 2011 compared with 16 in 2014. State-funded places have likewise reduced from 22 places in 2011 to 9 in 2014. Although the previous success rate for completing the programme (i.e. to graduation) was relatively poor, it has greatly improved over the last 5 years with only around 5% of students failing to graduate. Reasons cited for students failing to complete the programme include academic leave, change in career choice and poor motivation.

The study process is well organised and structured, with input at Departmental, Faculty and College levels. This ensures that the DH programme is implemented appropriately and the learning outcomes are achieved. The DH programme is divided into 2 sections with formal

teaching (lectures, practical session, etc) accounting for 58.1% and self-study (including directed tasks) for 49.1% of the study time.

Students are involved in applied scientific research and are encouraged to be involved in the preparation of publications, reports, to attend and present at conferences. During the period 2009 to 2014 8 students have presented 5 reports at student scientific conferences. However, it was noted in the SAR and during the expert's visit that there is insufficient student applied research activities being carried out. Various issues were cited for this including the relatively recent introduction of finals papers and difficulties in recruiting patients. Some research activity does take place during practical training and the results of these activities are presented at theoretical study days. The expert panel recommend that the student applied research activities are further developed.

DH programme students, along with the teachers, are involved in various consulting activities which involve health promotion within the community. For example, activities include providing information on oral care in pre-school education institutions, as part of "Healthy Teeth Week", and giving oral health advice to the local community as part "October – the month of health" which is organised by the Panevezys Municipal Public Health Office. DH programme students have also been involved in the teaching of oral care in various nurseries/kindergartens and in a school for the deaf. These activities promote the student's experience of working with children and special needs groups.

DH programme students are able to participate in Erasmus exchanges with partner institutions in Estonia, the Netherlands and Turkey, although the uptake of exchanges has been very low. Since 2009 there has only been one student exchange from the DH programme, which occurred in 2014 to the Netherlands. Reasons cited for this low uptake of exchanges included lack of funding, different systems of education and training in partner countries, insufficient foreign language skills and lack of confidence. In order to overcome some of these issues and encourage students to participate in exchange programmes an optional subject called *Intercultural communication* has been proposed.

There is sufficient student financial support from the College either by scholarships or loans. These are granted in accordance with the appropriate College and Government regulations. Other forms of support from the College include individual consultations with teachers, especially during exam periods and the College will also provide accommodation for all students as required.

The assessment system is transparent, readily accessible and is a suitable measure for the attainment of the learning outcomes. Various in-course assessments (written and oral) encourage the students to continuously maintain their learning. As stated in the SAR and confirmed by the expert's interview with the students, the students are generally supportive of the high number of assessments. Students continuously receive feedback following assessments which augments their learning. During the expert visit students mentioned that tutor/mentoring system works mostly during the first study year, thereafter the students representatives managed most of the issues.

Employment rates following graduation are relatively high and are continued monitored by the College. The College has sufficient career guidance procedures and policies which are carried out by the Study and Career Centre. Currently careers advice is mainly given by lectures and consultations, however, a computerised system (Career Management Information System (CMIS)) is being developed which will give students access to a virtual careers library and improve the College's monitoring of the student's career progression post-graduation.

During the expert visit, it was clear that there are good relationships in sharing experiences between the staff and the students. Ultimately the Faculty provides academic and social support to the students regarding professional matters. It was considered to be an important strength of the programme from the graduates as well.

Strength:

- *The study process is organised, monitored and assessed according to the overall rules and requirements of the College;*
- *A full range of supports is provided for students, a student-centred approach is being implemented at PC, the School has put in place incentives including financial rewards and special recognition to encourage the students to perform better;*
- *Studies are chosen by motivated students, the ratio of graduates and entrants is to 96.0 %;*
- *Student assessment is sufficiently described and seems reasonable;*
- *There is improvement in oral English abilities of the students.*

Weaknesses:

- *Students` applied research activity and mobility under Erasmus programme are insufficient.*

Recommendations:

- *The possibilities for cooperation with the national and international professional networks in the field of Dental Hygiene need further development;*
- *The College must give more attention to the implementation of the applied research by the students.*
- *The skills of foreign languages (particularly English) in the future should be further developed.*

2.6. Programme management

PC has clear and appropriate procedures for the monitoring and the evaluation of study programmes, including the DH programme. These procedures take into account of changes in legislation and feedback from the academics, employers/social partners and the student body. PC also has a clear managerial structure which outlines the chain of structures and personnel responsible for the implementation and quality assurance of the study programmes at College, Faculty and Programme levels. The Internal Study Quality Management System, which complies with the International Standard ISO 9001:2008 is implemented in the PC.

At the programme level, The Committee of DH is responsible implementation of the programme and it consists of 7 members, including the DH programme coordinator, a student representative, representatives of the social partners and the Head of the Department of Biomedical Sciences. Student input into the DH programme is principally through the student representative on this committee, who provides feedback from the student body regarding the programme, but also from regular student surveys, interviews and representation on other programme (e.g. Self-assessment Group) and College committees. Likewise the social partners/employers have input into the DH programme through direct representation on the Committee of DH, and other committees such as the Self-assessment group, as well as feedback from regular surveys. It is through this close interaction with the social partners that the programme learning outcomes can be modified to take into account of the needs of the labour market. The expert panel commend the close interaction the programme has with the student body and the social partners, and the positive influence this has on the evaluation and development of the programme.

A further source of feedback regarding the DH programme is from the College's Quality and Research Department annual survey of stakeholders (students, teachers and employers/social partners). In 2014 representatives of the DH programme stakeholders were also interviewed. Data from these surveys is used to evaluate various aspects of the programme (e.g. content, human resources, assessment, learning resources, appropriateness of the programme outcomes to the needs of the labour market, etc) and contribute to the development of the DH programme.

Meeting with different groups related to the study programme during the experts' visit to PC reflect simple and integrated system of decision making in the implementation of the programme and clear understanding of the roles of management bodies in this process. Students, graduates and social partners identify the Study programme committee as a key element in this programme implementation process. The management of the Programme is based on updated quality management system, certified according to international standards. From the meeting with social partners and employers in the region, experts identified that their participation both in the Study programme committee and in the Self-assessment group is consistent and effective. Systematic analysis of labour market changes shows that there is a high level of employability of graduates.

Strength:

- *The PC has developed an appropriate framework and institutional support for programme management, including also the programme in Dental Hygiene;*
- *The Internal Study Quality Management System, which complies with the International Standard ISO 9001:2008 is implemented in the PC;*
- *Systematic analysis of labour market changes shows that there is a high level of employability of DH graduates;*
- *The responsibilities allocated to the Coordinator in the DH programme makes her role exceptionally important as a real leader of the programme. Responsibilities are fully developed and balance between the members of the Study programme committee;*
- *All social stakeholders are consistently included into the processes of assessment and improvement of the study programme and quality assurance;*
- *Meetings with different groups related to the programme during expert visit to PC reflect simple and integrated system of decision making in the implementation of the*

programme and clear understanding of the roles of management bodies in this process.

2.7. Examples of excellence (if there are any).

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III. RECOMMENDATIONS

1. The staff needs to continue review and design more specific learning outcomes, perhaps to broaden some. Further benchmarking may help.
2. The possibilities for cooperation with the international professional networks in the field of Dental Hygiene need further development.
2. There needs to be more international students exchange, this should be supported by enhancing abilities in foreign languages (particularly English) and using literature in English during the whole study process.
3. Further work is required to develop the applied research activities carried out by the teachers and Dental Hygiene students. More oral health promoting themes can be developed.
4. To consider employing an additional dental hygienist or a periodontal specialist for the clinical practice within the college. To consider one of the outside dental practices to be organized at the College to have more professional supervision in periodontology.

IV. SUMMARY

1. Programme aims and learning outcomes

The aims and objectives of the programme correspond to the regulations for higher education in Lithuania and approved professional standards. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. The outcomes are clearly defined and structured, showing relationship to the study subjects, they correspond to the professional competences defined by the local norms of Medicine. Learning outcomes are harmonized and obtain specific competences that correspond to study results. Staff need to continue to review, design more specific learning outcomes and qualification competences, perhaps to broaden some. Further benchmarking may help. The foreign language competences of lecturers and especially of students have improved, but still should be strengthened. The programme serves the needs of regional employers and the overall opinion of the social partners about this programme is very positive.

2. Curriculum design

The curriculum design meets the legal requirements and regulations of the higher education in Lithuania. The overall structure and sequence of the programme is rational. The subjects are organized in a logical and consistent manner. The contents of subjects are appropriate for the achievement of the intended learning outcomes. In the structure of the study programme 42% is given to the self-study. New subjects – Histology and Microbiology were introduced in the DH curriculum. The content of the programme reflects achievements in medical–dental sciences, but more oral health promoting themes should be developed in the future. Students final papers are interesting, chosen themes are relevant, received data may be applied in practical activity. Basic literature on the reference list of final papers and also for the majority of subjects in the curriculum consists mainly of Lithuanian sources, the number of foreign authors should be increased.

3. Staff

The programme is run by highly dedicated and enthusiastic staff, the number of which is adequate to ensure the learning outcomes. Teacher qualifications correspond to their subjects, especially in practical training. More dental professionals (dental hygienists and specialists in periodontology) could be involved in the teaching process in the future. 75% of lecturers have more than ten years pedagogical work experience. Pedagogical experience is also demonstrated by the staff prepared and published text books, methodical materials, etc. Teachers systematically improve their professional and pedagogical qualifications - go to scientific conferences, practical internships, participate in some exchanges between European schools, these activities have to be more developed. Foreign languages (particularly English) have improved. This will also influence the amount and level of teachers' applied research activities directly related to the DH study programme and this is recommended by the expert team.

4. Facilities and learning resources

The infrastructure of the College is supportive for implementation and development of study and research activities in the field of Dental Hygiene. Students have good access to theoretical and practical working places not only at the Panevėžys College, but also at the public institutions, private practices and also at the new modern laboratory of oral care at the practical training centre of the College. The premises for students are adequate both in size and quality. Regarding the teaching and learning equipment, it is modern and sufficient for the present number of students. The experts confirm that the equipment and materials used for implementing the DH programming general supports the development of practical skills and the achievements of the learning outcomes. There are adequate arrangements for students' practices outside the department, estimated by the students and also graduates. Practice places are selected purposefully and correspond to the requirements of DH programme. Learning materials are of sufficient quality and periodically renewed, some are placed in the virtual learning environment and students have access to them. Libraries are sufficient for the DH studies. In the Faculty library, it could be good to see more copies of international books - to assist studies and research activities by students and staff. International journals are available via internet sources. Teachers have prepared and published a lot of methodological publications in Lithuanian language used in theoretical and practical classes. Students have a good access to the materials in paper and online.

5. Study process and students' performance assessment

Admission of the students is organized in accordance with the regulations and are clearly defined. The study process is organized, monitored and assessed according to the overall rules and requirements of the PC. There has been improvements in foreign language abilities (particularly English). Students' mobility is not sufficient, in part, because of different systems of education and training of dental hygienists in Europe but more effort is needed on mobility. More attention must be given to the implementation of the applied research done by the students. A full range of supports is provided for students, a student-centered approach is being implemented at PC, and the College has put in place incentives including financial rewards. Students are consulted regularly by the programme administration on various matters like assessment, schedule, etc. There are good relationships in sharing experiences between the staff and the students. Ultimately the Faculty provides academic and social support to the students regarding professional matters. It was considered to be an important strength of the programme from the graduates as well.

6. Programme management

The PC has developed an appropriate framework and institutional support for programme management, including for the programme in Dental Hygiene. Responsibilities for the decisions and management of the implementation of the programme are clearly allocated. The management of the Programme is based on updated quality management system, certified according to international standards. Study quality assurance policy is based on the quality of cultural universality and responsibility. The results of internal and external evaluation of the programme are used effectively for the improvement of it as showed by the research study. Meeting with different groups related to the study programme during the experts' visit to PC reflect simple and integrated system of decision making in the implementation of the programme

and clear understanding of the roles of management bodies in this process. Students, graduates and social partners identified the Study programme committee as a key element in this programme implementation process. From the meeting with social partners and employers in the region, experts identified that their participation both in the Study programme committee and in the Self-assessment group is consistent and effective. In collaboration with the representatives of employers, the programme is assessed continuously against the demands of labour market and the compliance of trained professionals to local labour market needs. Systematic analysis of labour market changes shows that there is a high level of employability of DH graduates from the PC.

V. GENERAL ASSESSMENT

The study programme *Dental Hygiene* (state code – 653A51001) at *Panevėžys College* given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	20

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

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

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

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

Grupės vadovas: Team leader:	Dr. Kevin J Davey
Grupės nariai: Team members:	Prof. dr. Sandra Ribeiro Graca
	Assoc. prof. dr. Egita Senakola
	Mrs Erminija Guzaitienė
	Mr Mindaugas Vilius

**PANEVĖŽIO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *BURNOS HIGIENA* (VALSTYBINIS KODAS – 653A51001)
2015-06-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-168 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

Panevėžio kolegijos studijų programa *Burnos higiena* (valstybinis kodas – 653A51001) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	20

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA**1. Programos tikslai ir numatomi studijų rezultatai**

Programos tikslai ir numatomi studijų rezultatai atitinka Lietuvos aukštąjį mokslą reglamentuojančius teisės aktus ir patvirtintus profesinius standartus. Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje. Studijų rezultatai aiškiai apibrėžti ir susisteminti, susieti su studijų dalykais ir atitinka šalies medicinos normose apibūdintas profesines kompetencijas. Numatomi studijų rezultatai dera su suteikiama kvalifikacija. Darbuotojai turi ir toliau peržiūrėti studijų programą, nustatyti konkretesnius studijų rezultatus ir kvalifikacinius gebėjimus, galbūt kai kuriuos išplėsti. Ateityje gali būti naudingas studijų kokybės palyginimo metodo naudojimas. Dėstytojų ir ypač studentų užsienio kalbų žinios pagerėjo, bet tikslinga jas ir toliau gerinti. Programa atitinka regiono darbdavių poreikius, iš esmės socialinių partnerių nuomonė apie ją yra teigiama.

2. Programos sandara

Programos sandara atitinka Lietuvos aukštąjį mokslą reglamentuojančių teisės aktų reikalavimus ir reglamentus. Programos struktūra ir jos seka yra racionali, dalykai išdėstyti nuosekliai. Dalykų turinys leidžia pasiekti numatomus studijų rezultatus. 42 proc. šios studijų programos sudaro savarankiškos studijos. Į studijų programą *Burnos higiena* įtraukti du nauji dalykai – *Histologija* ir *Mikrobiologija*. Šios programos turinyje atsispindi naujausi medicinos ir

odontologijos mokslų pasiekimai, tik ateityje reikėtų parengti ir dėstyti daugiau burnos ertmės sveikatos skatinimo temų. Studentų baigiamieji darbai įdomūs, pasirinktos temos tinkamos, gauti duomenys gali būti pritaikomi praktinėje veikloje. Pagrindinė literatūra, nurodyta baigiamųjų darbų literatūros sąrašuose, taip pat daugelio studijuojamų dalykų programose – daugiausia lietuviški šaltiniai; reikėtų naudoti daugiau užsienio autorių literatūros užsienio kalbomis.

3. *Personalas*

Programą vykdo atsidavęs ir entuziastingas personalas; jo skaičius pakankamas numatomiems studijų rezultatams pasiekti. Dėstytojų kvalifikacija, ypač praktinio mokymo srityje, atitinka dėstomus dalykus. Ateityje mokymo procese galėtų dalyvauti daugiau odontologijos specialistų (burnos higienistų ir periodontologų). 75 proc. dėstytojų turi daugiau kaip dešimties metų pedagoginio darbo stažą. Dėstytojų pedagoginę patirtį atspindi ir jų rengiami bei leidžiami vadovėliai, metodinė medžiaga ir t. t. Dėstytojai nuolat tobulina profesinius ir pedagoginius įgūdžius – dalyvauja mokslinėse konferencijose, praktinėse stažuotėse, kai kuriose Europos mokyklų mainų programose; šią veiklą vis dėlto reikia plėtoti. Pagerėjo užsienio kalbų (ypač anglų kalbos) įgūdžiai. Užsienio kalbos įgūdžių tobulinimas taip pat turės įtakos su studijų programa *Burnos higiena* tiesiogiai susijusios dėstytojų taikomųjų mokslinių tyrimų veiklos apimčiai ir lygiui. Ekspertai rekomenduoja ir toliau gerinti šiuos įgūdžius.

4. *Materialieji ištekliai*

Kolegijos infrastruktūra padeda įgyvendinti ir plėtoti studijas bei mokslinių tyrimų veiklą burnos higienos srityje. Studentams gerai prieinamos ne tik Panevėžio kolegijoje esančios teoriniam bei praktiniam mokymui skirtos darbo vietos, bet ir viešosios institucijos, privačios odontologinės praktikos įstaigos bei kolegijos mokymo centre įkurta nauja moderni burnos priežiūros laboratorija. Studijoms skirtos patalpos yra tinkamos, jų pakanka. Mokymo ir mokymosi įranga šiuolaikiška, pagal dabartinį studentų skaičių jos pakanka. Ekspertai patvirtina, kad studijų programai *Burnos higiena* įgyvendinti skirta įranga ir kiti materialieji ištekliai iš esmės padeda tobulinti studentų praktinius įgūdžius ir pasiekti numatomus studijų rezultatus. Tinkamai susitarta dėl studentų praktikų vietų už kolegijos ribų, šias praktikas teigiamai vertina tiek studentai, tiek absolventai. Vietos praktikoms atlikti pasirenkamos tikslingai ir atitinka šios studijų programos reikalavimus. Metodinė medžiaga yra kokybiška, ji periodiškai atnaujinama, tam tikra dalis įtraukiama į virtualiąją mokymosi aplinką ir yra prieinama studentams. Būtų tikslinga, jei (Medicinos ir socialinių mokslų) fakulteto bibliotekoje būtų daugiau tarptautinių knygų užsienio kalbomis – tai būtų pagalba studijuojant ir studentams, bei dėstytojams vykdant mokslinių tyrimų veiklą. Tarptautiniai žurnalai yra prieinami internetu. Dėstytojai yra parengę ir išleidę nemažai metodinės medžiagos lietuvių kalba, skirtos teoriniams ir praktiniams užsiėmimams. Ši medžiaga studentams lengvai prieinama tiek spausdinta forma, tiek internetu.

5. *Studijų eiga ir jos vertinimas*

Studentų priėmimas organizuojamas remiantis Bendra studentų priėmimo į aukštąsias mokyklas tvarka ir yra aiškiai apibrėžtas. Studijų procesas organizuojamas, stebimas ir vertinamas remiantis Panevėžio kolegijos bendrosiomis taisyklėmis ir reikalavimais. Pagerėjo užsienio kalbų (ypač anglų kalbos) žinios. Studentų judumo lygis vis dar yra per mažas – iš dalies dėl to, kad burnos higienistų švietimo ir ugdymo sistemos Europoje skiriasi; vis dėlto reikia dėti daugiau pastangų judumo problemai spręsti. Daugiau dėmesio reikia skirti studentų taikomiesiems moksliniams tyrimams. Studentams teikiama visokeriopa parama, kolegijoje taikomas orientuotų į studentą studijų principas, įdiegtos kai kurios iniciatyvos, įskaitant finansinį skatinimą. Programos vadovai nuolat konsultuoja studentus įvairiais klausimais, pvz., vertinimo, tvarkaraščių ir t. t. Sukurta gera dėstytojų ir studentų dalijimosi patirtimi tvarka. Taip pat fakultetas suteikia studentams akademinę ir socialinę paramą profesiniais klausimais. Absolventai taip pat mano, kad tai yra didelė programos stiprybė.

6. Programos vadyba

Panevėžio kolegija yra parengusi tinkamą programų vadybos ir institucinės paramos programoms (įskaitant *Burnos higienos* programą) sistemą. Aiškiai paskirstyta atsakomybė už sprendimų priėmimą ir programos įgyvendinimo vadybą. Programos vadyba pagrįsta atnaujinta kokybės vadybos sistema, patvirtinta remiantis tarptautiniais ISO kokybės vadybos standartais. Studijų kokybės užtikrinimo politika grindžiama kultūrinio universalumo ir atsakomybės kokybe. Kaip rodo mokslinio tyrimo studija, vidinio ir išorinio programos vertinimo rezultatai yra veiksmingai panaudojami programai gerinti. Ekspertų grupė vizito į Panevėžio kolegiją metu, susitikusi su įvairiomis grupėmis, susijusiomis su šia studijų programa, nustatė, kad su programos įgyvendinimu susijusių sprendimų priėmimo tvarka yra paprasta ir integrali, valdymo organai aiškiai suvokia savo funkcijas šiame procese. Studentai, absolventai ir socialiniai partneriai pripažino, kad pagrindinis šios programos įgyvendinimo proceso elementas yra studijų komitetas. Susitikus su regiono socialiniais partneriais ir darbdaviais, ekspertams buvo pateikta informacija bei įrodymai, kad jie nuolat ir veiksmingai dalyvauja studijų programos komiteto ir savianalizės rengimo grupės veikloje. Bendradarbiaujant su darbdavių atstovais, programa nuolat analizuojama ir vertinama, atsižvelgiant į darbo rinkos poreikius ir tai, kaip išugdyti specialistai atitinka vietos darbo rinkos poreikius. Nuolat tiriant darbo rinkos pokyčius matyti, kad Panevėžio kolegijoje vykdomos studijų programos *Burnos higiena* absolventų įsidarbinamumo lygis yra aukštas.

<...>

III. REKOMENDACIJOS

1. Darbuotojai turi toliau analizuoti ir svarstyti numatomus studijų rezultatus, juos sukongretinant, kai kuriuos praplečiant. Palyginimo metodo panaudojimas gali šiam procesui padėti.
2. Reikia toliau didinti bendradarbiavimo su tarptautiniais burnos higienos profesiniais tinklais galimybes.
3. Tarptautiniai studentų mainai turi būti intensyvesni; juos reikėtų stiprinti tobulinant užsienio kalbų (ypač anglų) gebėjimus ir per visą studijų laikotarpį naudojant literatūrą anglų kalba.
4. Būtina toliau plėtoti dėstytojų ir studijų programos *Burnos higiena* studentų vykdomą taikomųjų mokslinių tyrimų veiklą. Tikslinga nagrinėti daugiau su burnos sveikatos skatinimu susijusių temų.
5. Reikia apsvarstyti, ar klinikinės praktikos tikslais nereikėtų kolegijoje įdarbinti dar vieno burnos higienisto ar periodonto ligų specialisto, taip pat ar nereikėtų vieną iš praktikų, kurios atliekamos ne kolegijoje, organizuoti kolegijoje, siekiant profesionalesnės periodontinės priežiūros.

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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)