



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

PANEVĖŽIO KOLEGIJOS  
STUDIJŲ PROGRAMOS *KINEZITERAPIJA*  
(*valstybinis kodas - 653B31001*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *PHYSIOTHERAPY* (*state code - 653B31001*)  
STUDY PROGRAMME  
at PANEVEZYS COLLEGE

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kineziterapija</i>
Valstybinis kodas	653B31001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 metai)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kineziterapijos profesinis bakalauras, Kineziterapeuto kvalifikacija
Studijų programos įregistravimo data	2002 m. rugpjūčio 30 d. įsakymas Nr. 1515

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physiotherapy</i>
State code	653B31001
Study area	Biomedical Sciences
Study field	Rehabilitation
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full time (3 years)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Physiotherapy, Physiotherapist
Date of registration of the study programme	30 August, 2002; Order No. 1515

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## **I. INTRODUCTION**

### ***1.1. Background of the evaluation process***

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

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

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

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

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

### ***1.2. General***

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Order of the Head of the College: “Qualification development program of Lecturers and Researchers 2015-2017 “

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

The procedures of the external evaluation of the first Study cycle full-time (3 years) 180 ECTS study programme Physiotherapy (state code 653B31001) held at the Panevezys College were initiated by the Centre for Quality Assessment in Higher Education of Lithuania. The

degree awarded and/or professional qualification (according to the main data of the study programme in self-evaluation report) is a Professional Bachelor of Physiotherapy, Physiotherapist. The programme is implemented by the Department of Biomedical Sciences.

The evaluation process consisted of a number of steps. In the first phase various documents regarding the Higher Education system in Lithuania and documents related to the procedures for external evaluation were analysed as well as the Self-Evaluation Report (hereafter, SER) that were forwarded to the team prior to the actual visit. Next, a site visit took place on the 15th of April 2015 that 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 the preparation of the SER, teaching staff, students of all years of study, graduates and employers / social partners. The external evaluation group (EET) were also given the opportunity to evaluate various support services including laboratories and classrooms for learning and practice, library and computer facilities, centre for clinical placements), examined students' final works, and other documents requested during the visit.

#### ***1.4. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *15 April, 2015*.

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

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

The programme aim is “to develop a physiotherapist capable of organizing and provision of physiotherapy services independently in all levels of health care and rehabilitation institutions, schools, specialized education and child care institutions, wellness and fitness

centres” (SER, chapter 9). Such a goal just describes places where physiotherapist could work through their carrier but did not specify the scope of its activities.

The programme aims does not reflect enough the definition of physiotherapy/physical therapy that the World Confederation for Physical Therapy (WCPT) has stated: “Physical therapy provides services to individuals and populations to develop, maintain and restore maximum movement and functional ability throughout the lifespan. This includes providing services in circumstances where movement and function are threatened by ageing, injury, pain, diseases, disorders, conditions or environmental factors. Functional movement is central to what it means to be healthy. Physical therapy is concerned with identifying and maximising quality of life and movement potential within the spheres of promotion, prevention, treatment/intervention, habilitation and rehabilitation. This encompasses physical, psychological, emotional, and social wellbeing.... “(WCPT Policy statement). That must be followed by programme developers updating programme aim and learning outcomes.

The aim of the study programme does not appear to be connected to the learning outcomes and hence not related to the activities carried out by a physiotherapist. The programme emphasises the nine learning outcomes, which are defined not very appropriate using general terms: „They will be able to explore and assess functional status of a person, his physical capacity and activeness. They will be able to make and apply integrated individual physiotherapy programmes“ (SER, Table 3). However, they could reflect more the specific areas of physiotherapy activities and movement should be an essential element. According EET opinion, too much emphasis has been put on first aid, which should be as integrated object.

The programme aim and learning outcomes, subjects taught and career possibilities are publicly accessible by visiting <http://studijos.panko.lt/kineziterapija>.

First study cycle learning outcome descriptions and programme aims are based on the academic and/or professional requirements corresponding to level VI of the Lithuanian qualifications framework description; Science and study law regulations of the Republic of Lithuania.

However, the SER (chapter 18) states that the study programme “*is oriented towards common European space for higher education; professional undergraduate diplomas are recognized in the European Union*”. To emphasise this, the description of professional competences and also minimum requirements in Europe should be taken into consideration when further developing the programme’s aims and learning outcomes. The learning outcomes (SER, Table 3) could be defined more comprehensive covering: knowledge, skills and general competences, for example „will be able to analyse collected data, make the physiotherapy diagnosis and prognosis, develop a client-centred physiotherapy intervention strategy“.

Furthermore, when developing the programme's aims and learning outcomes these ought to be integrated further, utilising the theoretical framework defined by ENPHE and WCPT (Towards a Qualification Framework Culture 2012, ENPHE).

The analysis of the labour market is discussed greatly in the SER (chapters 15- 17): namely the resolution of the Seimas of the Republic of Lithuania, the order of the Director of National Health Insurance Fund and the priorities of the European Union health policy. However, it is a theoretical provision helping in the design development of a study programme. According to Panevezys Territorial Labour Exchange the barometer of employment opportunities for physiotherapists is low (<http://www.ldb.lt/TDB-/Panevezys/DarboRinka/Prognoz/UserDispForm.aspx?ID=5>) (SER, chapter 17.). Therefore it is being recommended that more detailed studies should be carried out regarding employment for physiotherapists working in the Panevezys district. Discussions with programme graduates and social partner's taking into account very dynamic development of the profession could be very helpful. Also this would be needed to analyse the future needs and retirement of physiotherapist in the area. The country based data of vacant positions and the amount of physiotherapists graduating per year and being employed per year would also give a better understanding for the future needs of educating physiotherapists.

Based on the observations of the documents and interviews held with all the participants EET would like to note that the physiotherapy programme could use a more movement science and evidence based physiotherapy orientation. If the aim is to educate physiotherapists to European standards then some educational needs in this perspective ought to be stated.

## ***2.2. Curriculum design***

Curriculum design is along the requirements of Professional Bachelor study programmes in Lithuania. Subjects for general education are 15 credits, Subjects of physiotherapy are no less than 135 credits, as seen in the plan, the subjects in this study field (150, including practical training 36 credits) vary from other disciplines to the main physiotherapy subject studies e.g. pathology, pharmacology, psychology. The other discipline subjects could have a better integration to the physiotherapy subjects already in the curriculum design. The amount of practical training in the curriculum is 36 credits, total of 960 hours but in fact the real amount of hours dedicated for practical training is 688 hours. Clinical practice in European countries is counted based on the real clinical practice hours happening in the 'real world' settings. It is being recommended that the curriculum planners should now update the hours, including self-studies, within the clinical practice in the clinical setting. Also the curriculum developers should compare the curriculum to other European countries for achieving

the possible minimum requirement of 1000 hours in clinical practice setting. The practice “Nursing of patients” is not along the aims of the programme, this could be re-considered and planned to support interdisciplinary activities during basic physiotherapy practice. The feedback regarding this ‘Nursing of patients – practice’ was also brought up by the attending graduates.

The study subjects’ integration into each other is less obvious based on the documents. During the interviews this was discussed and some co-operative planning of studies was seen. There is still a need to develop a more coherent curriculum, the development from individual courses to larger modules and in this manner having more integration between subjects. The medical orientation of physiotherapy subjects could also be altered to more rehabilitation centred orientation e.g. physiotherapy after injury, surgery, congenital and acquired deformities to musculoskeletal physiotherapy or physiotherapy in neurological diseases to neurological physiotherapy. The foreseen learning outcomes (SER, Table 5.) are in some conflict with the programme aims. Nursing actions are not specifically mentioned there but the programme includes subjects like “Fundamentals of nursing” (3 credits) and “Nursing of patients” (6 credits). The subject “First aid” is taught in the fifth semester but practical training starts in the second semester, this is contrary to logic and one would expect students to have the knowledge and skills of first aid prior to them commencing practical training. In order to maintain consistency within the programme, the placement of some subjects like “Pharmacology” and “Pathology” could be reviewed. In addition the attention should be noted to the distribution of the credits. 9 credits are allocated to subject "Anatomy and physiology" that might be insufficient for acquiring anatomy knowledge. Also should be reviewed credits for subject “Physiotherapy in ob-gyn and pediatric diseases”, only 3 credits are dedicated for pediatric diseases (SER, Appendix 1).

The amount of optional subjects (15 credits) is relatively large and these could include more subjects that deepen the knowledge base of the physiotherapy profession, presently only one course is being offered. In the analysis of the programme aims and learning outcomes it is being recommended that more emphasis ought to be put on health promotion and prevention as one of the physiotherapists’ activities. In the following learning outcomes diseases prevention was mentioned: „They will be able to carry out preventive, activity and improve their professional activity“ (SER Table 3) however, referred subjects as „Environmental medicine, Health pedagogy, Basics of Management“ according to their content haven’t enough interface with professional activity. The programme lacks the themes of physical activity as the approach of diseases prevention. During the visit graduates recommended that more exposure to sports medicine should be included into the programme. Summarizing following comments can be stated that the study subjects are not spread evenly.



The content and methods of the subjects are insufficiently appropriate for the achievement of the intended learning outcomes. The content of most subjects is described in very laconic way. For example subject „Physiotherapy in ob-gyn and pediatric diseases“ has only four main topics each consist of 40 hours, subject „General physiotherapy and functional diagnostics“ – 5 topics and each consist from 14 to 44 hours, subject „Science of the movements“ – 4 topics with some hours for each (SER Appendix 1). From such kind of description it is difficult to realize how much emphasis is taken for different issues, e.g. movement analysis or gait disorders. One of the learning outcomes of the study programme is related with patient’s examination: „They will be able to explore and assess functional status of a person, his physical capacity and activeness“. However one of the main subject’s „General physiotherapy and functional diagnostics“ is limited mostly on examination of joint motion range, respiratory and cardiovascular systems (SER Appendix 1, pg. 71). The patient’s assessment area looks very weak and achievement of this learning outcome remains questionable.

There are presented several assessment methods of study progress in the description of the study subjects, e.g. demonstration, role play, case analysis, oral interrogation, practical activity. But there is the lack of explanation of achievement evaluation, e.g. how are evaluated students during oral interrogation or case analysis, what knowledge and skills student must demonstrate to get 8 or 10 points. It seems that assessment system of student’s achievements is not sufficiently transparent. Subjects „Basics of management“ assessment method is written interrogation which evaluates students’ knowledge. However, one of the study programme learning outcome requires application of the knowledge is „They will be able to apply acquired knowledge in organizing, equipping and maintaining the workplace“ (SER Table 3). This indicates that this learning outcome will not be fully achieved.

The scope of the programme seems to be insufficient to ensure learning outcomes and requires improvement.

All in all the content of study subjects do not define clinical reasoning and critical thinking as part of the learning to be able to act as an independent physiotherapist. Programme subjects are not supplemented with the topics about the making physiotherapy diagnosis and prognosis, analysis of physiotherapy effectiveness which is based on clinical reasoning. Subjects “Physiotherapy in internal and geriatric diseases”, “Physiotherapy after injury, surgery, congenital and acquired deformities” are limited only with physiotherapy programme making (SER, appendix 1).

Evidence based physiotherapy should be the guiding element and critical evaluation of best evidence should be further implemented into the content of the subjects. The students should be able to evaluate the existing, developing and new physiotherapy methods and clinical practice

in a systematic manner. This critical thinking was not obvious during the interviews with the staff and students. This competence is a general competence that can be seen when the student/graduate discusses the terms 'evidence based' and 'clinically based' knowledge, argues about validity and reliability issues in qualitative and quantitative research, reflects on their need of further knowledge, takes responsibility for developing their knowledge (European Network of Physiotherapy in Higher Education (ENPHE) 2012). Already the need for a more scientific approach in the curriculum design has been recognised by some of the physiotherapy lecturers and now when several teachers are carrying on their doctoral studies this demand will increase. The teachers stated that they cannot change the course programme directly but the co-operative planning of the curriculum could be a suggested method to develop a more coherent curriculum.

### ***2.3. Teaching staff***

The study programme is provided by staff meeting all legal requirements. The Programme involves 25 teachers: 1 professor, 1 docent, 15 lecturers and 8 assistants, 2 teachers are following doctoral studies. 68 % of teachers have more than 10 years of pedagogical work experience, 72 % have practical work experience in taught subjects acquired during the last 7 years. This means the qualifications of the teaching staff meets the legal requirements and are adequate to ensure the achievement of the intended learning outcomes. During the meeting with Administration staff it became apparent that 7 physiotherapists are working in the Programme, The rest of the subjects are taught by subject's specialists. The Administration informed the EET that they are looking for more teachers with a Master degree in physiotherapy it is their wish that some students will come back as teachers after graduation. This is especially important for the development of the programme if it is to follow a more holistic Rehabilitation model.

From the description of lecturer's activities (SER, Appendixes 1, 2) see that in teaching process are involved new staff constantly: during the 2011 were involved 3 teachers, from 2012 till 2014 – every year one new teacher. Such teaching staff turnover is able to ensure an adequate provision of the programme. Every year teachers present the plan for qualification improvement for the next year to the Head of the Department together with the account of annual academic activity (SER, chapter 15). It was confirmed during the visit that the teachers yearly achievements are analysed annually by the department. The teachers confirmed that they have the possibility to participate in scientific conferences, seminars and courses to develop their competences. The Head of the Department due to budget limitations sets priorities for the teacher's activities and the College partly pays for these activities that they have attended.

In lecturer's activities description (Annex 3) presented information about courses, conferences and publications teachers from Panevezys College achieved during 2009-2014.

According to it in the fields of physiotherapy there were 11 scientific publications (1 of them has IF= 0.508), 3 publications in popular science. It is difficult to assess the others articles according to theirs scientific level. It has to be mentioned that majority of publications has not enough affiliation. All teachers of the programme have stated their fields of scientific activity (SER Appendix 2). However, their participation in research directly related to the study programme is not so clearly evident. This area of teaching staff activities should be more supported by administration.

In 2014 teachers attended to 2 courses for professional development: „The practical and theoretical training of massage” and „Manual techniques of upper and lower quadrant”. However, there is no information who lead the course and what guarantee it good quality level but it seems that the college creates conditions for professional development.

Because of “limited financial resources, insufficient English language proficiency” (SER, chapter 63) the amount of outgoing teachers is restricted. During the meeting teachers said that the biggest problem is language. In SER (chapter 62) was stated that 42% of teaching staff wants to improve knowledge of a foreign language. Teachers said that there is plan for English courses for teachers but they suggested that it could be more intensive. Based on these findings, there is a self-evident need to introduce increased motivation and promotion of teacher continued professional development.

During years 2009-2014 teachers attended to 2 conferences in Panevezys and 1 held in Kaunas which was related to the physiotherapy field. However the vast majority of teachers want to improve their professional knowledge (SER chapter 62) to do so, they ought to become more active and participate in national and international conferences related to physiotherapy and rehabilitation.

It should be noted that teachers prepare teaching and learning material and place it on the virtual learning environment MOODLE, since 2009 the teachers of the programme prepared 13 methodical teaching/learning aids, which are used by the students. Teachers participate in the preparation of students for national scientific-practical conferences, International Massage Championship and deliver lectures in Health Care and public institutions. During the visit it was noted that teachers are highly motivated for their work, have ideas for the development of scientific research in fields of their scientific interest and expressed a desire to cooperate with teachers from other higher institutions. In order to implement these issues EET recommends more support from the college administration and department.

#### ***2.4. Facilities and learning resources***

The facilities and learning resources play an important role in the quality of the study process, students and teacher's development possibilities and achievement of the stated learning outcomes.

In the SER it was stated that in the Physiotherapy study programme students cover: 3 physiotherapy, 2 massage and physiotherapy, 3 nursing, 2 first aid, anatomy and physiology, pathology, pharmacology and other subjects.

Physiotherapy students are using common premises (rooms of physiotherapy, massage, nursing, first aid, pharmacology, anatomy and physiology, pathology and others) with other biomedical programmes students at the college. The total area of training classrooms is 500 m<sup>2</sup> (SER, chapter 76). According to the size the premises for studies are adequate, students are able to use all these premises individually to carry out any independent work.

In the SER it was described in detail and during the visit it was evident how auditoriums were renewed and modernized using the funds of Special Climate Change Programme starting from 2009 and continuing till 2014 (SER, chapters 76-77). However, there are still areas for improvement: access to the one of main buildings is not accessible for disabled people which should be definitely solved in advanced European country in 2015. Also in the SER was stated that *“premises that are used for study programme execution correspond to the fire, hygiene, health and safety requirements, as well as the requirements of the governing normative acts and are appropriate for use”* (SER, chapter 74). It is good if the premises correspond the requirements but for health and safety issues EET recommends to solve: lack of guards on lightings and protection for windows issues which were noticed during the visit.

Physiotherapy practical classes are carried out in 3 classrooms, where students gain practical skills, necessary for a physiotherapist. During the site visit these premises were seen and it can be said that in order to achieve the learning outcomes and to achieve teaching quality, the college should invest heavily in resources: teaching aids for movement science; aids for physical activities, for sports physiology and tele rehabilitation areas, which the teachers are planning to develop.

In order to ensure the quality of practices of the course regarding physical modalities, the existing resources should be supplemented by the appropriate number of electrotherapy apparatus and different evidence based apparatus allowing the students to work in pairs or small groups. EET considers at present the number of these devices might be not sufficient for the programme's students to learn practical skills.

The main base for the professional practices is Panevezys Republican Hospital, but students, according to the SER are also performing practices in other institutions: the Centre of

Physical Medicine and Rehabilitation, Panevezys Palliative Care and Nursing Hospital, St. Joseph Care Home, Centre of Special Education “Sviesa”, Panevezys Special School – multifunctional centre. Also in organizations of disabled people which are in Panevezys region (SER, chapter 83). A big advantage for the students is that some of the physiotherapists employed there also work as teachers in the College and could support students during their practice. During the discussion with students and graduates they expressed a desire that they would like to have further exposure to sports physiotherapy.

The College library consists of three divisions located in building I (Laisves sq. 23), building VII (Klaipedos str. 29) and in Rokiskis (SER, chapter 84). One of these divisions was seen during the visit. Working conditions for students in the library Students seems to be sufficient. The library subscribes these databases: EBSCO PUBLISHING, Taylor & Francis, Emerald Management eJournals Collection. In 2014 5 periodical publications were subscribed for biomedical study field: Health Sciences, Internist, Lithuanian General Practitioner, and Nursing Science and Practice. However between them there are no physiotherapy journals printed or electronic versions. Therefore, teachers and students might be lacking information and source to develop their evidence-based knowledge. The interaction between evidence-based knowledge, clinical experience and the patient needs that the best available physiotherapy treatment interventions ensures and this strategy should be the foundation of the study programme. So the learning resources and materials are recommended to be improved.

During the visit to the library it was also noted that there were no physiotherapy books in foreign languages. According to the head of the library opinion there was no need for these books and all material is possible to find using databases. However, perhaps being not the ideal solution, but students have the access to the Physiotherapy programme Committee chairman's office where they can use professional and scientific literature in foreign languages, collected by teachers. To further develop professional knowledge and English skills, books and information in foreign languages could be better spread in the library's open access.

It should be highlighted that the conditions of facilities and learning resources need to be developed. Administrative staff informed the EET that there is an annual financial plan that is adjusted to needs of every year, and even though renovation and modernization of some of the facilities is evident there should be more close cooperation between the administrative staff and other programme's stakeholders to improve the situation.

## ***2.5. Study process and students' performance assessment***

All admission procedures are clear and understandable. The College does not have any special requirements for applicants and information about the programme is easily acceptable for any future applicants.

The number of applicants who are interested in this programme is gradually increasing. In the period from 2009 to 2014 the number of applications increased from 187 to 287. Number of admitted students in the last 5 years has changed from 34 to 62. For state-funded places the number of admitted students has changed from 15 to 44, and for state-non-funded students from 16 to 29. This is a high percentage of state-non-funded students. Admittance score in the period from 2009 to 2013 has also changed from the highest score previously being 11.00 to 17.82 and the lowest from 3.6 to 7.4. In 2014, when the score counting system was changed to a ten-point scale the highest admittance score was 6.74 and the lowest was 4 (SER, chapters 96-98).

During 2010-2014, 78.92% of the students graduated from the course. There are a significant number of student drop-outs and the college ought to conduct further research to find out the cause and try to figure out how to deal with this issue.

Students learn subjects in a broader manner but it is very reliant on the medical model of health. During the meeting with the graduates, it was highlighted that they do not need such a great amount of nursing practice. They were convinced that a deeper knowledge regarding patient examination should constitute the greater part of the course. Students informed the EET that they would like to have more knowledge and skill in health promotion and sports physiotherapy.

The students are satisfied with the option of elective subjects. However, they pointed out that the number of students who can attend these subjects is limited. There is a lot of time designated for self-study, so maybe some of the hours could be transferred into more elective subjects. The graduates suggested that the course should include more hours examining a patient and on the introduction to manual therapy.

Academic and social support is on a good level and students interviewed during the evaluation visit commented very positively on the helpfulness of the academic staff and on their availability. They also appreciated the fact that the representative of students helps to get scholarships for those who need them. Students said that they feel supported by the teachers and they can address them with every problem. The EET was pleased to note that the clinical staff help in the preparation for the students' final thesis.

Student's opportunities to participate in mobility programmes are limited by financial constraints, linguistic limitations but also by the lack of self-confidence (SER chapter 109). Students confirmed that they go abroad mostly for clinical practice and that they have problems

communicating with patients. Probably, additional language hours and greater encouragement could solve this issue. According to the SER (chapter 109), during 2009–2013, the students of this course went for an exchange on six occasions (3-Latvia, 3-Greece). There were 6 incoming students during the mentioned period. This aspect of the programme has to be strengthened in the future.

The assessment system of student performance is clear, publicly available and operates on a conventional basis of continuous assessment and final project work. The students interviewed expressed high level of satisfaction with the transparency and fairness of the assessment process. They highlighted the fact that they trust the teachers. However, during the meeting with the administration and the students, it was mentioned that the majority of topics are only discussed verbally as opposed to being formalized.

There are strict politics of unfair students' behaviour. Students are honest, students and teachers are using 'plag.lt' to prevent plagiarism. The SER preparation group highlighted that on the first page of the final thesis students have to sign and confirm that the final thesis is prepared honestly.

There is a student's scientific society in the college but physiotherapy students' participation in that community is not very significant. According to the SER during 2009–2014 only 10 students of PT study programme prepared and presented reports in students' scientific conferences (SER, chapter 107). The SER members acknowledged that it is necessary for the college to improve students' applied scientific research (SER, chapter 130). During the meeting with students it was stated that are involved in research, some of them have had the possibility to visit the Lithuanian Sports University Research Laboratory and participate in research together with a teacher. It was also noted that this opportunity was not available to all students but still EET evaluates the efforts and encourages to continue.

The levels of employment of the 2013 graduates of the programme is currently 51.16% (SER, table 11). The stakeholders emphasized that the graduates can easily communicate with the patients and that they are satisfied with their standard of practice. However, due to the lack of growth in the number of people employed as physiotherapists, the college should focus on an even better education and improvement of the skills of its students. It should be mentioned that as of 2013 the number of graduates who decided to continue their education has increased and this tendency was also noted during the meeting with the students.

## ***2.6. Programme management***

The Study Programme Committee has the main responsibility of managing the content and the quality of the Programme. The Committee has seven members, however, it is not clear

what each member is responsible for. According to the SER (chapter 134), only three people from this Committee have written duties. One of the members is a student and the employer's are involved by the cooperation contracts. However, employers interviewed during the evaluation visit tended to identify their potential input to influence programme change by means of regular verbal contact with the Committee and administration. They also participate in the final evaluation of the learning outcomes. It has to be highlighted that they were really satisfied with this partnership. The college only needs to pay more attention to the suggestions of the graduates and employers and put them into practice. At the meeting, it was pointed out that there could be more hours of patient assessment and that the students do not have sufficient knowledge of the electrotherapy, these two topics ought to be reviewed and managed. Also it is being recommended that the Study Programme Committee involves employer representative constantly bringing opinion and updates.

It is highly applauded by the EET that the College management system was certified according to the international standard LST EN ISO 9001:2008 requirements for 2013 and 2014.

Despite having a clear organizational process oriented at quality management, students recognize that they only use verbal comments to improve the aspects of the organization of the programme, such as speaking directly to the teachers responsible for the organization of the programme, for example, after a lesson. The students and the administration confirmed there is no contact via the Internet. During the meeting, the students highlighted that they trust their teachers but, on the other hand, the administration pointed out that there was one situation when a student complained about some teacher's behaviour. In this case, the student wrote directly to the head of the department. Therefore, the Study Programme Committee should encourage the students to give more feedback, for instance, by explicitly, publicly and regularly notifying how the suggestions from these students have been processed and whether any changes have been made due to them. In this way the information and data on the implementation of the programme will be regularly collected and analysed.

The graduates' opinions may really improve the study programme. In the SER (chapter 146), the graduates constitute one of the main groups concerned about the development of the programme. During the meeting, the graduates said they do not feel that they have any influence on the study programme. It was highlighted that in their opinion the physiotherapy course does not need any nursing subjects. Their experience shows that the duties of a physiotherapist working in their respective field do not require the duties of nurses. Therefore they suggested exchanging nursing hours for the introduction to manual therapy, palpation anatomy and movement assessment of sportsmen. EET recommends to create Alumni Club – a platform



where graduates could leave their suggestions and opinions and ideas which would be valuable information for programme's development.

The satisfaction of the teachers, the students and the employers with the quality of education in the college is very important and the EET appreciates this fact. However, this 'quality' should be critically evaluated, whether the feedback that reaches the Study Programme Committee is sufficient. The facts show that according to the low internationalization of the teachers and the students, and the influence of the employers who are targeting the local Panevezys region, make this claim disputable. Employers are very much focused on massage and the Committee have responded by increasing the hours in massage course. However, the Curriculum Committee should carry out educational activities and publicise that physiotherapy is a very dynamic profession, that is evidence-based, proactive and continually in a stage of development. To ensure this it is needed to improve internal quality assurance system to be more effective and efficient.

Considering the fact that the college "*is oriented towards the common European space for higher education, professional undergraduate diplomas are recognized in the European Union,*" the feedback from individuals and organizations which may take place in the management of the study programme should be extended.

It is also necessary for the Study Programme Committee to make changes to the curriculum based on the guidelines of the World Confederation for Physical Therapy and the European Network of Physiotherapy in Higher Education.

## **2.7. Examples of excellence \***

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

### III. RECOMMENDATIONS

- When developing the programme's aims and learning outcomes further the integration to the theoretical framework defined by ENPHE and WCPT ought be used more (Towards a qualification framework culture 2012 by ENPHE).
- The description of professional competences and also minimum requirements in Europe should be taken in consideration when developing furthers the programme's aims and learning outcomes.
- Clinical practice in European countries is counted based on the real clinical practice happening in real world settings. The curriculum planners should now update the hours including self-studies into the clinical practice in the clinical setting.
- The practice "Nursing of patients" is not along the aims of the programme, this could be re-considered and planned to support interdisciplinary activities during basic physiotherapy practice.
- Evidence based physiotherapy should be the guiding element and critical evaluation of best evidence should be better implemented into the content of subjects. The students should be able to get acquainted with the exiting, developing and new physiotherapy methods and clinical practices in a systematic manner.
- For the further development of the programme towards a more holistic Rehabilitation model it is important that a higher percentage of teachers with a physiotherapeutic background be included in the staff.
- Teachers of the study programme must learn English and this would increase their ability to participate in international conferences related to physiotherapy and participate in teacher's exchange. There is a self-evident need to introduce increased motivation and the promotion of continued professional development amongst teachers. It is important for teachers to actively participate in research thus providing new evidence upon which future practice can be built.
- During the site visit the premises were seen and it can be said that in order to achieve the learning outcomes, this teaching quality college should invest heavily in resources, especially: an appropriate number of electrotherapy apparatus, teaching aids for movement science; aids for physical activities, these were very much emphasized in the SER. Teachers are planning to develop further sports physiology and rehabilitation hence more resources in these areas will be required.
- The library could be better supplied with Lithuanian and English physiotherapy journals and books.

- There is a lot of time designated for self-study, so maybe some of the hours could be transferred into more elective subjects: more hours examining a patient and the introduction of new assistive technology, different physiotherapy related topics, more emphasis on foreign languages could all be added to the study programme.
- Encourage students and support them to participate in mobility programmes.
- The Study Programme Committee has the main responsibility of managing the content and the quality of the Programme. It consists of seven members, whose duties and responsibilities must be clearer allocated.
- The system of feedback (surveys) is required for improvement, there needs to be regular surveying analysis of collected data. Students and graduates must be given the chance to express their opinion not only verbally but also formally in writing and this could be useful for programme development.
- Considering the fact that the college “*is oriented towards the common European space for higher education, professional undergraduate diplomas are recognized in the European Union,*” the feedback from individuals and organizations which may take place in the management of the study programme should be extended.
- It is also necessary for the Study Programme Committee that the changes in the curriculum should be based on guidelines of World Confederation for Physical Therapy and European Network of Physiotherapy in Higher Education.

#### **IV. SUMMARY**

The programme aims and learning outcomes are based on the academic and/or professional requirements: correspond to the VI level of the Lithuanian qualifications framework description; First study cycle learning outcome descriptions; Science and study law regulations of the Republic of Lithuania.

The programme aims do not reflect enough the definition of physiotherapy/physical therapy that the World Confederation for Physical Therapy (WCPT) has stated. Because the aim of the study programme is not directed to the physiotherapist activities there are no well seen connections with leaning outcomes.

Much space is devoted to the analysis of the labour market in the SER. However, this is a theoretical provision helping to design development prospects of the study programme. There are still missing guidelines for areas for further development within the study programme.

Curriculum design is along the requirements of Professional Bachelor study programmes in Lithuania. Subjects for general education are 15 credits, Subjects of physiotherapy are no less than 135 credits, as seen in the plan, the subjects in this study field (150, including practical training 36 credits) vary from other disciplines to the main physiotherapy subject studies e.g. pathology, pharmacology, psychology.

However, the practice “Nursing of patients” is not along the aims of the programme, this could be re-considered and planned to support interdisciplinary activities during basic physiotherapy practice. The foreseen learning outcomes are in some conflict with the programme aims. Nursing actions have not been mentions there but the programme includes subjects titled “Fundamentals of nursing” (3 credits) and “Nursing of patients” (6 credits). The subject “First aid” is taught in the fifth semester but practical training starts in the second semester. It is better practise if students have knowledge and skills of first aid before practical training starts. In order to maintain consistency of the programme the subjects “Pharmacology” and “Pathology” should have their place reviewed within the programme.

The learning outcomes do no define clinical reasoning and critical thinking as part of the learning to be able to act as an independent physiotherapist. This critical thinking was not obvious during the interviews with the staff and students.

The study programme is provided by staff meeting legal requirements. 68 % of teachers have more than 10 years of pedagogical work experience, 72 % have practical work experience in taught subject acquired during the last 7 years. This means that the qualification of the

teaching staff meets the legal requirements and is adequate to ensure the achievement of the intended learning outcomes.

During the visit it was noted that teachers are highly motivated for their work, have ideas for development of scientific research in fields of their scientific interests and wish to cooperate with teachers from other higher institutions. However, between them there is a low percentage of teachers with a Masters in physiotherapy.

Due to limited financial resources and insufficient proficiency of the English language the amount of outgoing teachers is restricted and internationalization is low.

According to the size and the number of premises for studies these are considered adequate, also students are able to use all these premises individually for their independent work. However, during the site visit these premises were seen and it can be said that in order to achieve the learning outcomes, teaching quality college should invest heavily in resources: teaching aids for movement science; aids for physical activities, which were very much emphasized in SER; for sports physiology and tele rehabilitation areas, which teachers planning to develop. There were no physiotherapy journals printed or electronic versions in the library. Therefore, teachers and students lose the opportunity to develop their evidence-based knowledge.

All admission procedures are clear and understandable. The number of applicants who are interested in this programme is gradually increasing. However, there still are a significant number of student drop-outs.

Academic and social support is of a good level and students interviewed during the evaluation visit commented very positively on the helpfulness of the academic staff and on their availability. The assessment system of student's performance is clear and publicly available.

Student's opportunities to participate in mobility programmes are not only limited by financial constraints and linguistic limitations but also by the lack of self-confidence. During 2009–2013, the number of students from this course who went for an exchange were 6, there were no incoming students during the mentioned period.

Not all students are involved in scientific research, some of them have had the possibility to visit the Lithuanian Sports University Research Laboratory. These or similar possibilities should be accessible to all students.

The Study Programme Committee has the main responsibility of managing the content and the quality of the Programme. The Committee has seven members, however, it is not clear what each member is responsible for.

Students mentioned that they use only verbal comments to improve the aspects of the organization of the programme, the graduates said they do not feel the implementation of a survey should be formalized.

Because of the low internationalization amongst teachers they are not exposed to European and World perspectives of physiotherapy and are more oriented to the requirements of the Panevezys region.

## V. GENERAL ASSESSMENT

The study programme PHYSIOTHERAPY (state code – 653B31001) at PANEVEZYS COLLEGE is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	2
	<b>Total:</b>	<b>14</b>

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

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

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

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

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

**PANEVĖŽIO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
KINEZITERAPIJA (VALSTYBINIS KODAS – 653B31001) 2015-09-07 EKSPERTINIO  
VERTINIMO IŠVADŲ NR. SV4-247-4 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

PANEVĖŽIO KOLEGIJOS studijų programa *KINEZITERAPIJA* (valstybinis kodas – 653B31001) vertinama teigiamai.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji išteklių	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
<b>Iš viso:</b>		<b>14</b>

\* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų programos tikslai ir studijų rezultatai grindžiami akademiniais ir (arba) profesiniais reikalavimais, atitinka Lietuvos kvalifikacijų sandaros (LKS) VI lygį, pirmosios studijų pakopos studijų rezultatų aprašus, Lietuvos Respublikos mokslo ir studijų teisės aktus.

Programos tikslai nepakankamai atspindi Pasaulinės kineziterapeutų organizacijos (WCPT) nustatytą kineziterapijos (fizinės terapijos) apibrėžtį. Kadangi studijų programos tikslas neorientuotas į kineziterapijos veiklą, nėra ir aiškių sąsajų su studijų rezultatais.

Savianalizės suvestinėje daug vietos skiriama darbo rinkos analizei. Kita vertus, šios teorinės prielaidos leidžia numatyti studijų programos raidos perspektyvas. Vis dėlto trūksta rekomendacijų, kaip turėtų būti toliau plėtojamos studijų programos sritys.

Studijų turinio sandara dera su Lietuvoje galiojančiais profesinio bakalauro studijų programos reikalavimais. Bendrojo lavinimo dalykams skiriama 15 kreditų, kineziterapijos dalykams – ne mažiau kaip 135 kreditai. Kaip matyti iš plano, šių studijų sričių dalykai (150 kreditų, įskaitant 36 praktinio rengimo kreditus) įvairūs – nuo pagrindinių kineziterapijos dalyko studijų, pvz., patologijos, farmakologijos, psichologijos, iki kitų disciplinų.



Tačiau praktinis kursas *Pacientų slauga* nedera su programos tikslais, jis turėtų būtų persvarstytas ir suplanuotas taip, kad palaikytų tarpdisciplininę veiklą, atliekamą per pagrindinę kineziterapijos praktiką. Numatomi studijų rezultatai kiek kertasi su programos tikslais. Juose neužsimenama apie slaugos veiklą, tačiau į programą įtraukti dalykai *Slaugos pagrindai* (3 kreditai) ir *Pacientų slauga* (6 kreditai). Dalykas *Pirmoji pagalba* dėstomas penktajame semestre, tačiau praktinis jo mokymas prasideda jau antrajame. O juk praktika vertingesnė tada, kai studentai jau turi pirmosios pagalbos žinių ir įgūdžių. Siekiant palaikyti studijų programos dalykų *Farmakologija* ir *Patologija* nuoseklumą, reikėtų persvarstyti jų vietą programoje.

Studijų rezultatuose kaip mokymosi dalis neišskiriami klinikinis samprotavimas ir kritinis mąstymas, kurie leistų kineziterapeutui dirbti kaip nepriklausomam specialistui. Kritinio mąstymo stoka buvo akivaizdi ir per pokalbius su darbuotojais ir studentais.

Studijų programą dėstantis personalas atitinka teisinius reikalavimus. 68 proc. dėstytojų turi daugiau kaip 10 metų pedagoginio darbo patirtį, 72 proc. dėstomo dalyko praktinio darbo patirtį įgijo per pastaruosius 7 metus. Tai reiškia, jog pedagoginio personalo kvalifikacija tenkina teisinius reikalavimus ir yra tinkama užtikrinti, kad būtų pasiekti numatomi studijų rezultatai.

Per vizitą pastebėta, kad dėstytojai labai motyvuoti ir atsidavę darbui, turi idėjų, kaip tobulinti savo mokslinių interesų sričių mokslinius tyrimus, ir nori bendradarbiauti su dėstytojais iš kitų aukštojo mokslo įstaigų. Tačiau mažai dėstytojų turi kineziterapijos magistro laipsnį.

Dėl ribotų finansinių išteklių ir nepakankamo anglų kalbos mokėjimo išvykstančių dėstytojų skaičius nedidelis, o tarptautiškumo lygis – žemas.

Pagal dydį ir skaičių studijoms skirtos patalpos laikomos tinkamomis. Juolab kad studentai gali visomis šiomis patalpomis naudotis individualiam darbui.

Tačiau per vizitą apžiūrėjus šias patalpas pasakytina, kad norint pasiekti studijų rezultatus tokios dėstytojų kokybės kolegija turi gerokai investuoti į mokymosi išteklius: judumo mokomąsias pagalbines priemones, fizinės veiklos pagalbines priemones, apie kurias itin daug kalbama ir savianalizės suvestinėje (SS), sporto fiziologijos ir nuotolinės reabilitacijos sritis, kurias dėstytojai ketina plėtoti. Bibliotekoje nėra nei spausdintų, nei elektroninių kineziterapijos žurnalų, todėl dėstytojai ir studentai netenka galimybės gausinti įrodymais grindžiamas žinias.

Visos priėmimo procedūros aiškiai suprantamos. Šia programa susidomėjusių stojančiųjų skaičius kasmet didėja. Nepaisant to, studentų nubyrimo skaičius išlieka didelis.

Akademinė ir socialinė pagalba yra tinkamo lygio. Per vertinimo vizitą kalbinti studentai itin teigiamai atsiliepė apie akademinio personalo paslaugumą ir prieinamumą. Studentų rezultatų vertinimo sistema yra aiški ir vieša.

Studentų galimybes dalyvauti judumo programose riboja ne tik finansiniai ir kalbiniai suvaržymai, bet ir pasitikėjimo savimi stygius. Per 2009–2013 m. laikotarpį pagal mainų programą išvyko 6 šios studijų krypties studentai, o atvykusiųjų per minimą laikotarpį nebuvo.

Ne visi studentai dalyvauja moksliniuose tyrimuose, tik kai kurie jų turėjo galimybę apsilankyti Lietuvos sporto universiteto mokslinėje laboratorijoje. Tokios ar panašios galimybės turėtų būti prieinamos visiems studentams.

Pagrindinis studijų programos komiteto darbas – programos turinio ir kokybės vadyba. Komitetą sudaro septyni nariai, tačiau taip ir neaišku, už ką kiekvienas jų atsako.

Studentai nurodė, kad gali išsakyti tik žodines pastabas dėl programos organizavimo. Absolventai teigia nemanantys, kad apklausas reikėtų formalizuoti.

Dėl menko tarptautiškumo dėstytojai neturi galimybių susipažinti su Europos ir pasaulinėmis kineziterapijos perspektyvomis ir labiau orientuojasi į Panevėžio regiono poreikius.

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### III. REKOMENDACIJOS

- Kuriant programos tikslus ir studijų rezultatus, reikėtų labiau galvoti apie integravimą į Europos kineziterapijos aukštųjų mokyklų tinklo (*ENPHE*) ir Pasaulinės kineziterapeutų organizacijos (*WCPT*) apibrėžtą teorinę sandarą (pagal 2012 m. *ENPHE* kvalifikacijų sandaros nuostatas).
- Kuriant tolesnius programos tikslus ir studijų rezultatus, reikėtų atsižvelgti į profesinių kompetencijų aprašą ir Europoje galiojančius minimaliuosius reikalavimus.
- Europos šalyse klinikinė praktika vertinama remiantis realia klinicine praktika, atliekama realioje aplinkoje. Šiuo metu studijų programos planuotojams reikia perskirstyti savarankiškų studijų valandas ir dalį jų skirti klinikinėje aplinkoje atliekamai klinicinei praktikai.
- Praktikos tema *Pacientų slauga* nedera su programos tikslais, ją reikėtų persvarstyti ir suplanuoti taip, kad per pagrindinę kineziterapijos praktiką būtų palaikoma tarpdisciplininė veikla.
- Pagrindinis elementas turėtų būti įrodymais pagrįsta kineziterapija, į dalykų turinį reikėtų geriau diegti kritinį geriausiųjų įrodymų vertinimą. Studentams turi būti suteikiama galimybė sistemiskai susipažinti su beveik nebetaikomais, tobulinamais ir naujais kineziterapijos metodais bei klinicine praktika.
- Kad programa būtų toliau rutuliojama holistinės reabilitacijos link, svarbu įdarbinti kuo daugiau kineziterapeuto išsilavinimą turinčių dėstytojų.

- Studijų programos dėstytojai privalo mokytis anglų kalbos – tai padidintų jų galimybes dalyvauti su kineziterapija susijusiose tarptautinėse konferencijose ir dėstytojų mainuose. Akivaizdu, kad dėstytojus reikia labiau motyvuoti ir skatinti nuolat kelti profesinę kvalifikaciją. Svarbu, kad jie aktyviai dalyvautų moksliniuose tyrimuose, pateikiančiuose naujų įrodymų, kuriais remiantis galėtų būti kuriama ateities praktika.
- Per ekspertų grupės vizitą vietoje buvo apžiūrėtos patalpos. Pažymėtina, kad, norint pasiekti studijų rezultatus, tokios studijų kokybės kolegijai būtina gerokai investuoti į mokymosi išteklius, ypač – reikiamą skaičių elektroterapijos aparatų, judumo mokomąsias pagalbines priemones, fizinės veiklos pagalbines priemones, apie kurias itin daug kalbama ir savianalizės suvestinėje (SS). Dėstytojai ketina toliau tobulinti sporto fiziologijos ir reabilitacijos disciplinas, tad daugiau priemonių reikės ir šioms sritims.
- Biblioteka galėtų būti geriau aprūpinta lietuviškais ir angliškais kineziterapijos žurnalais ir knygomis.
- Kadangi labai daug laiko skiriama savarankiškoms studijoms, galbūt dalį šių valandų būtų galima skirti laisvai pasirenkamiems dalykams: daugiau laiko numatyti paciento apžiūrai ir naujųjų pagalbinių technologijų įvadui, įvairioms su kineziterapija susijusioms temoms. Daugiau dėmesio studijų programoje galėtų būti skiriama ir užsienio kalbai.
- Rekomenduojama skatinti studentus dalyvauti judumo programose ir jiems padėti.
- Pagrindinis studijų programos komiteto darbas – programos turinio ir kokybės vadyba. Komitetą sudaro septyni nariai, reikėtų aiškiau paskirstyti jų pareigas ir atsakomybę.
- Reikia tobulinti grįžtamojo ryšio (apklausų) sistemą, reguliariai atlikti surinktų duomenų tiriamąją analizę. Privaloma suteikti studentams ir absolventams progų nuomonę išsakyti ne tik žodžiu, bet ir oficialiai išdėstyti raštu – visa tai praverstų tobulinant programą.
- Atsižvelgiant į faktą, kad kolegija „yra orientuota į bendrąją Europos aukštojo mokslo erdvę, absolventų profesiniai diplomai pripažįstami Europos Sąjungoje“, reikėtų platesnio grįžtamojo ryšio iš pavienių asmenų ir organizacijų, galinčių dalyvauti studijų programos vadyboje.
- Studijų programos komitetas taip pat turi užtikrinti, kad studijų turinio pakeitimai būtų grindžiami Pasaulinės kineziterapeutų organizacijos ir Europos kineziterapijos aukštųjų mokyklų tinklo rekomendacijomis.

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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)