



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ VALSTYBINĖS KOLEGIJOS
STUDIJŲ PROGRAMOS *KINEZITERAPIJA*
(*valstybinis kodas - 653B31003*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *PHYSIOTHERAPY* (*state code - 653B31003*)
STUDY PROGRAMME
at SIAULIAI STATE COLLEGE

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kineziterapija</i>
Valstybinis kodas	653B31003
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

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physiotherapy</i>
State code	653B31003
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.	Timetable of the programme <i>Physiotherapy</i>

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 held at the Siauliai State College were initiated by the Centre for Quality Assessment in Higher Education of Lithuania. The degree awarded and/or professional qualification (according to the main data of the study programme in self-evaluation

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

The evaluation process consisted of a number of steps. In the first phase, various documents regarding the Higher Education system in Lithuania and documents related to the procedures for external evaluation as well as the Self-Evaluation Report (hereafter: SER), which were forwarded to the team prior to the actual visit, were analysed. Next, a site visit took place on the 14th of April 2015 that allowed the external evaluation team (hereinafter – EET) to gather relevant information to discuss and prepare this report. During the visit, different meetings took place: with the administrative staff, the staff responsible for the preparation of the SER, teaching staff, students of all years of study, graduates and employers / social partners. The external evaluation group was also given the opportunity to evaluate various support services (including laboratories and classrooms for learning and practice, the library and computer facilities, the centre for clinical placements), examine the 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 *14 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 intended learning outcomes of the study programme are defined according to the Dublin descriptors and match the requirements of the sixth level of the European Qualification Framework. The first cycle corresponds to the previous sixth level of the Lithuanian

Qualifications Design. According to the SER (p. 8) the Programme aim, content and intended learning outcomes are in line with the documents developed by international institutions World Confederation for Physical Therapy and the European Network of Physiotherapy in Higher Education (ENPHE). However, in the framework of Curriculum there are individual subjects included but it seems they are not combined with critical learning topics. Regarding critical thinking it should be made more conspicuous in the programme aims and learning outcomes. There is also a need to create a more evidence based rehabilitation-orientated approach to physiotherapy;

In connection with the use of teaching principles based on ENPHE, it is suggested that the College should become a member of this organisation. Membership in ENPHE enhance collaboration between European Institutes and physiotherapy educational institutions in the European region in order to: provide a forum for interaction and exchange of educational developments, promote the convergence of physiotherapy educational programmes, stimulate the development of a European dimension in physiotherapy educational curricula and many more.

The admission requirements are stated to be 1.0 from the 0 to 10 available points scale. It is highly recommended by the EET to raise this number of requirement points. This may raise the quality and competitiveness of the college. This may also raise the importance of the college in the eyes of employers, perhaps allowing graduates to find jobs more easily.

Based on the WCPT (The World Confederation for Physical Therapy) Policy statement description, Physiotherapy is concerned with movement potential within the spheres of promotion, prevention, treatment/intervention, habilitation and rehabilitation. The learning outcomes should be reviewed to respond more accurately to the Lithuanian codes of ethics and best practice. According to WCPT 2013 Policy statement “Physical therapists operate as independent practitioners, as well as members of health service provider teams, and are subject to the ethical principles of WCPT and the codes of ethics and best practice in the country in which they practise. They are able to act as first contact practitioners, and patients/clients may seek direct services without referral from another healthcare professional. This encompasses health promotion, prevention, examination/assessment, evaluation, interventions/treatments and outcomes assessment”. The learning outcomes as well as the outcomes assessment could also be better focused to health promotion and prevention as it said it WCPT statement. To summarise, the aim of the programme could be concentrated more on these essential elements of physiotherapy such as Cardiac and Pulmonary Rehabilitation which are missing in the Programme.

In SER, p. 16: “Graduates can work as physiotherapists in public and private health care institutions, rehabilitation, education and nursing institutions, health and wellness centres,

independently organize provision of rehabilitation services and/or pursue additional (bridging) studies at universities, after which continue master degree studies of biomedical and social sciences area or choose further studies abroad”. However, after having reviewed the stated aim of the capabilities of a graduate physiotherapist from Siauliai State College, one immediately notices that there are a few competences and expectations that are not included there or in the stated Learning Outcomes. Particularly noticeable is the absence of Primary Health Care, Preventative Physiotherapy, Domiciliary Physiotherapy, Work Related Physiotherapy, Chest and Cardiac Physiotherapy and, finally, the fact that all the course programme has to be centred as treating a patient as a whole with an array of evidence-based physiotherapy and not as a pathology.

The concept of evidence-based physiotherapy could be implemented in the learning outcomes of the programme. In the SER, p.5, EET finds that “Practical knowledge of the activity field is based on the newest scientific evidence” and that “Clinical Examination” is connected with Evidence-Based practice; however, the College has to ensure that the best available physiotherapy treatment interventions should be taken as the foundation of the study programme in most of the subjects. Also, it should be positively noted that the college teachers go to conferences and prepare scientific articles. The recommendation might be just to focus goals more on the world trends.

All in all the name of the programme and the qualification offered are compatible with each other, the learning outcomes could be still developed according the above mentioned comments, however the curriculum of the programme requires more attention for improvement.

2.2. Curriculum design

The curriculum meets the legal requirements (total 180 credits): the minimum of general subjects (15 credits), study field subject – no less than 135 credits and clinical practice – no less than 30 credits. The duration of the programme is 3 years for full-time students. As would be expected from an undergraduate course there are no specialisations, which could be considered as a very positive strategy among students, teachers and employers as this ensures the future graduates’ flexibility while entering the labour market. However, a physiotherapist may work both with adults and children, in different departments of medical rehabilitation, domiciliary physiotherapy, with athletes or work-place physiotherapy, it should be taken into consideration whether to give students a possibility to choose elective subjects to determine in which particular direction these physiotherapy students might want to develop.

WCPT said that “*Physical therapists are qualified and professionally required to: undertake a comprehensive examination/assessment of the patient/client or needs of a client*

group; evaluate the findings from the examination/assessment to make clinical judgments regarding patients/clients; formulate a diagnosis, prognosis and plan; provide consultation within their expertise and determine when patients/clients need to be referred to another healthcare professional; implement a physical therapist intervention/treatment programme; determine the outcomes of any interventions/treatments; make recommendations for self-management". Hence, subjects like "Basics of Nursing and Urgent Medical Aid" will not give the present physiotherapist the knowledge they are actually required to use within their profession. The curriculum should be structured to a rehabilitation and evidence-based oriented profession and within the core subjects specific to physiotherapy, clinical reasoning skills should be further enhanced.

Regarding the content of the programme, the structure of the curriculum should be defined in a less medical-orientated manner, so that evidence-based physiotherapy and the rehabilitation approach could lead to the change of the structure to a more bio-rehabilitative modular model. This will involve a change to the amount of general and professional studies. It is especially important that during the meeting Administration confirmed that the program is medical-orientated. There seems to be insufficient focus on Chest and Cardiac Physiotherapy – the course description lacks the suitable assessment methods and intervention descriptions. This lack was confirmed during the visit; moreover, the assessment tools were not available in the educational settings of the College.

In the SER (p. 12, Table 2. 2) the amount of professional practice is stated to be 33 credits, total of 880 hours, from which 660 hours are in a real world settings and the rest is devoted to self-study. When compared to international trends of 1000 hours of clinical practice, which ought to be all hands on hours, this appears to be insufficient. If the programme aims to guarantee the possibility to work in other European countries, then this amount of clinical practice in real settings has to be redesigned.

The theoretical framework of physiotherapy could be altered from one that is medical-oriented into one that is more rehabilitation-oriented. Furthermore, there is a separate massage course (5 credits). There should be scientific explanation or more evidence based knowledge to support the selection of massage as the key method in physiotherapy practice. Massage is one of techniques which physiotherapist may use in practise however there are more efficient ones and that should be taken into consideration.

The learning outcomes of subjects like massage or exercise are described as either for restoring function, helping function or preventing a decrease in function. The WCPT definition reads: "*Physical therapists provide services that develop, maintain and restore people's maximum movement and functional ability*". A physiotherapist is a health care professional who

helps patients achieve maximum range of movement and physical ability, either by developing it in the first place or restoring it after loss of physical ability due to illness, injury or aging.

The EET suggests that some of the elective subjects – Sports Medicine, Adapted Physical Activity (APA), Taping and Soft Tissue Mobilization – would be in the curriculum as mandatory subjects.

The Final thesis are based on the student's own interest and not on the need of clinical practices or patients and this final thesis process is mostly planned to be carried out as an experimental design. The need for studying different treatment methods is, however, decided on by students and this leads to the question of research ethics. The use of people with or without disabilities as subjects of experiments should be assessed by the ethical board either in the HEI or in the organisations responsible for the treatment.

The Ministry of Education and Science does not restrict the amount of self-study hours, whereby colleges can alter their curriculum to meet the needs of their intended aims and objectives. The amount of self-study – 49,6% – is in reality half of the studies of the course and the EET considers this to be highly excessive and suggest that this could be reconsidered in the perspective of increasing critical thinking and clinical reasoning skills in planning, implementing and assessing amongst either subject conducive to the modern view of an evidence based profession.

All in all, the legal requirements are met, however according EET opinion, there is a need to develop the Curriculum, the content and the scope and methods of above mentioned subjects and take into consideration the Worldwide/European guidelines for physiotherapists' preparation in order to prepare a graduate ready to work successfully not only in Lithuania but also abroad.

2.3. Teaching staff

The study programme is provided by staff meeting legal requirements. 23 teachers are involved in the programme: 15 of them teach study field and branch subjects, amongst them there are 4 teachers with a doctoral degree. All of the programme teachers have more than 3 years of practical experience in the subjects that they teach. During the meeting with the administration, it was mentioned that there are 6 full time teachers who are physiotherapists. This means that the qualification of the teaching staff meets the minimum legal requirements so their number and qualification is adequate to ensure achievement of the intended learning outcomes.

Regarding teaching staff turnover it seems to be minimum as few teachers changed because of the new subjects introduced or topics to be presented in the Curriculum, so it is definitely adequate to ensure the provision of the programme.

According to Annex 3, between 2009-2014, physiotherapists from Šiauliai State College took part in 6 exchanges (3-Latvia, 2-Finland, 1-Denmark). Last time they went to Latvia in 2013. There were 6 incoming physiotherapists in that period (SER p. 18). During the meeting with the teaching staff, it was highlighted that the teachers can participate in an exchange as often as they want to and that there is no financial problem. The teachers were also satisfied with the English courses which are held in the College. Based on these findings, there is a need to increase motivation and promotion of the teachers to pursue professional development as possibilities and conditions seems to be created by the College.

According to the SER (p. 17), the teachers have participated in 107 conferences and published 65 papers, directly related to the study programme, in “recognized journals” between 2009-2014. The majority of conferences were held in Šiauliai. The teachers also took part in conferences abroad: Greece (1), Estonia (1), Poland (1) and Latvia (3). Some of the articles were published in Theory and Practice in Medicine (ICV=3.56), Rehabilitation Sciences: Nursing, Physiotherapy, and Ergotherapy (ICV=3.94); however, the quality of some other publications is a bit questionable. EET noticed there are no publications with an impact factor. The amount of activities in which the teachers take part has been almost static through all the years. What should be improved is the international staff mobility and the attendance at international conferences.

During the evaluation it was pointed out that there are no written demands for the teachers according to various criteria (number and topic of: courses, seminars, publications with impact factor, the Erasmus exchange) which they should achieve, for instance, every 2 years. EET would like to recommend have a clear written requirements what to achieve in professional field and the leaders or those who are successful to achieve it could be commended or motivated by various means.

During the meeting with the teaching staff, EET was happy to hear that they are members of the Lithuanian Physiotherapy Association which is a member of the European Region of the World Confederation for Physical Therapy.

It was also stated by the staff that they were offered an intensive English language course. The administration should be applauded for this effort and encouraged to offer this on a regular basis.

It is also worth noting that during the meeting, the graduates pointed out that in their opinion they have the best teachers.

2.4. Facilities and learning resources

Lectures, seminars and practice sessions are held in 17 rooms. There are separate rooms for Functional Diagnostics Lab, Computer Lab and Gym. There is also a Self-study Centre with 47 computerised workplaces with access to the internet. In the Library there are 9 computerised workplaces and 20 workplaces in the reading room which EET saw and visited.

The room where physiotherapy treatment is taught is furnished with 8 tables in a small space due to this restriction and the number of students, classes have to be repeated 3-4 times, so EET considers the facilities for studies are not fully adequate in their size and quality.

Regarding teaching and learning equipment, the students said that they have enough equipment and resources to carry out laboratory and practical training. However, in the Functional Diagnostics Lab there were 2 stationary bikes and 2 tracks and 1 computer. It seems to EET not enough for the amount of students at the college, this was also confirmed by the teaching staff who said there could be more necessary equipment in the college.

In order to ensure the quality of practice of subjects about physical modalities, existing resources should be supplemented by an appropriate number, so that the students could work in pairs or small groups. 3 pairs of crutches and 3 wheelchairs in the college where EET saw is not sufficient for the programme's provision. Especially if there are more than 50 students in one year.

The library seems to be well equipped with books. However, it should increase the variety of books which themes apply to all areas of physiotherapy, for instance, physiotherapy in pulmonology, cardiology and geriatrics seemed to be scarce (as EET noticed during the site visit). Students suggested there could be more copies of books while sometimes they are lacking necessary books. A number of journals specialized for the physiotherapy programme are not available in the printed version in the library, limiting the students and staff to use only electronic access. The number of computers in the library which EET saw during the site visit could be also increased.

Some selected equipment needed to carry out research is available. A Dynamometer and dynamic balance testing equipment set are present but there are only single units. The teachers noted that to continue scientific development, it would be necessary to invest in new equipment such as a Biodex system or a system for 3D motion analysis. Also it was pointed out during the site visit that the room in which scientific research is performed could be more spacious.

2.5. Study process and students' performance assessment

Student admissions are constant and amount to 40 new entrants every year. The admission procedures conform to Lithuanian admission regulations. When it comes to the entry

requirements, the college accepts every student and, from this group, those with the highest score are chosen. In addition, credit is given for work experience in the physiotherapy field and to the winners of international Olympiads and competitions. The competitive average score of the students admitted in 2014 was 4.94 in 10 point scale.

According to the SER (p. 24), among the graduates from 2011 to 2013, the number of drop-outs was increasing and in 2013 it reached 27.65%. Fortunately, in 2014 it decreased to 20.00%. However this number of drop-outs is still significant and the college ought to do further research to find the cause and try to figure out how to deal with this issue. It was explained to EET that the reasons are not related to the studies but mostly to personal issues like health problems, family and etc.

The students learn subjects in a broader manner but it is very reliant on the medical model of health. Subjects could be better designed to understand the holistic approach to a patient. The students are taught about evidence based medicine and critical thinking. However, the students were not very forthcoming what they would add to the programme in order that it may become more attractive. Referring to the fact that the teachers want to go in the direction of health tourism, EET found it important to add Cardiac and Pulmonary physiotherapy subjects amongst others. Perhaps it would be easier to follow Health 2020: the European policy for health and well-being, which is the new European health policy framework prepared by WHO. All in all, despite medical model orientation, the study process itself seems to ensure the adequate provision of the programme and it's current learning outcomes.

The College provides the following forms of social support to the students (of this programme): Under the First Year Students Social Adaptation Programme; all academic student groups have mentors, scholarships and loans. During the evaluation visit, the students commented very positively on the helpfulness of the academic staff and on their availability.

According to the SER (p. 25), there are, on average, 5 outgoing and 4 incoming students every year following Erasmus exchanges. It was highlighted by the students that after an exchange, students do not share their experience and knowledge with other students from the college. Such meetings would be a good chance to encourage students to participate in an exchange and give an opportunity for them to look at physiotherapy from a different angle. The college has university agreements with the following foreign partners: Portugal, Turkey, Poland and Bulgaria. The college is encouraged by EET to extend the cooperation with other countries.

The assessment of the study results follows the publicly available general procedures approved by the Academic Council. The assessment criteria applied in the programme are given at the beginning of each course by the teacher and they are specified in the subject descriptions. It seems to be clear to all students and adequate. The students are informed about the reasons for

their examination grades and they can make a formal appeal to the Appeals Board if they do not agree with the grade or the assessment process. In general, the assessment system is clear and adequate. The students are personally introduced to their assessment. The teachers mentioned that there was one student who cheated during an exam and was suspended because of that.

Since 2010, students are involved in activities of the Scientific Society. The teachers encourage the students to attend conferences. Besides, students can also participate in artistic, cultural and sport activities held at the College, so it seemed to EET that College is taking care of its students activities.

The level of employment of the graduates of the programme is currently 45.5%. Due to the decreasing number of people employed as physiotherapists in the last 3 years, the college should collect more information from the stakeholders and the graduates, and try better to adjust the programme to the European requirements, so that the students could also find a job abroad if necessary or desired.

2.6. Programme management

The Study Programme Committee has had the main responsibility of managing the content and the quality of the Programme since 2013. It consists of the teachers, the students and employers' representatives. There are no divided responsibilities for different members. The study Programme Committee should be the first point to which information about the study programme ought to be directed. However, during the meeting with the students, it became apparent that it does not work in this manner. Students mentioned that all suggestions are easily given to teachers during the classes.

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 in 2013.

During the meeting with the SER writing team, it was highlighted that the study programme had been in a state of development. The EET was given 4 examples of a devolving study programme in 2010, an update concerning admission, in 2011 ECTS requirements were achieved and in 2012 revision of the aims of the study programmes was carried out. It was highlighted that in 2014 a draft of the rehabilitation field was updated, focusing on practical abilities. Because of this feedback from social partners, new subjects (athletic taping and kinesio-taping) were added.

According to the SER p. 31, data from the students about the subjects is collected every semester. It was discovered during the meeting with the teachers that to obtain study-unit feedback the students take a subject survey always at end of the course. EET was convinced that

information and data of the programme is regularly collected and analysed and that improvement processes involve stakeholders.

The process of the students' participation in the programme was not convincing as students interviewed that they were not familiar with the Study Programme Committee. However, during the meeting, there was a student representative who confirmed his influence on the study programme. Nevertheless, the students were not able to explain the process of student representation and it became apparent during the meeting that communication between the students and their representatives is not ideal. EET recommends to encourage students to communicate more actively to discuss their requirements, what they are happy about and what they are not and regularly give feedback to the students' representative working in the Committee as also encouraging representative give the feedback to the students what is being discussed at the committee.

From the meetings with the students, the graduates and the employers, the EET got a clear indication that all stakeholders are really satisfied with the Physiotherapy programme. The students said "they are really satisfied with the course"; the graduates concluded that they "had the best teachers"; the employers pointed out that "there are no weaknesses on this programme". On one hand, it is really positive that the satisfaction with the course is high, but on the other hand, this indicates that there is no critical thinking which could develop the programme further so that the next graduates would be even better professionals. It should be taken into consideration to extend the feedback from individuals and the organisations who may take part in the management of the programme.

During the meeting with the administration, it came out that the College would like to commence a Physiotherapy course in English and that the course will target health tourism. In the SER there is no information about any future plans and strategy describing how the College wants to manage such ambitious plans. The long-term perspective helps to achieve the aforementioned goals.

During the visit EET heard that the programme would like to specialise in sport physiotherapy and geriatrics. Due to the aging population and to the increasingly important role of physiotherapists in sport, this seems to be a good idea. However, referring to Annex 2, none of the teachers in the field of scientific activities are interested in sports or geriatrics. In Annex 1 EET finds no subject which concentrates in details on issues connected with physiotherapy of the elderly. There are two subjects concerning sport – Sports Physiology and Sports Medicine – however, the EET would like to note that the attention should be drawn to the fact that teaching physiotherapy in sport requires staff that are highly qualified with extensive experience.

2.7. Examples of excellence *

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

III. RECOMMENDATIONS

- Despite the lack of suggestions from the students, graduates and stakeholders about how to enhance the programme of the college, it has to be noticed that the level of employment of the graduates according to their profession is low; therefore, changes in the programme of the college need to be introduced.
- It is being recommended to change the medical model of teaching into a more holistic physiotherapy approach with a modular design.
- Subject such as Cardiac and Pulmonary physiotherapy should be added to the curriculum.
- The internationalisation of the college and course should be increased by joining international organisations to obtain a wider perspective of physiotherapy (not only from the local needs).
- Teachers could have written demands which they should achieve. This could particularly relate to scientific publications with an impact factor.
- Additional emphasis could be placed on the final thesis, especially in the methodology and ethics (lack of patient permission, bioethical committee agreement, and proper control group selection) and with a proper abstract format.
- Students and staff exchange could be spread to more countries.
- A number of printed journals in the field of physiotherapy in the library should be available.
- It should be emphasized that before the college will expand its activities to conducting classes in English, it must, in the first place, take care of fulfilment of the requirements for the organisation described by the World Confederation for Physical Therapy regarding the quality of the curriculum and the appropriate number of hours for each subject.
- Consideration should be given to purchase more equipment for physiotherapy and equipment to carry out reliable scientific research.

IV. SUMMARY

Physiotherapy is growing rapidly and requires regular follow-up on the latest global trends. Physiotherapist's work nowadays is very different from that carried out a few years ago. With this in mind, the course of study should be planned. The graduates should have the latest knowledge in the field of physiotherapy, which will allow them to work regardless of latitude.

Certainly, a big strength of the college is the motivation and desire to further develop teaching staff. The EET appreciates the effort put into the preparation of abstracts and original papers delivered at conferences and published in journals. To further raise the level of scientific work, the college should aim at conferences among national and international peer-reviewed journals.

Considering the wish of the college to develop into sports physiotherapy or health tourism both ideas are good and sound, so long as a researched approach for these demands are present. Certainly, it will help to prepare a long-term plan that specifies clearly and legibly in what way these intentions will be realized. Even by determining the subjects which will be implemented or what investments will be necessary.

The present facilities and learning resources seems to be not sufficient according EET opinion. Consideration should be given to purchase more equipment for physiotherapy and equipment to carry out reliable scientific research.

The internationalization of the course is on a good level; however, the number of countries with which the college cooperates could be greater and the amount of exchanges could be increased to a greater variety of European regions. Attention should be paid to the quality of higher education institutions which hosted internships and traineeships.

Summarizing, the EET would like to draw attention to the fact that both students and employers are satisfied with cooperation with the college. The openness of the college for changes has been repeatedly emphasized hence the more it seems realistic that the suggested changes will be taken into account.

V. GENERAL ASSESSMENT

The study programme PHYSIOTHERAPY (state code – 653B31003) at SIAULIAI STATE COLLEGE is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
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	3
	Total:	16

*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

**ŠIAULIŲ VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *KINEZITERAPIJA* (VALSTYBINIS KODAS – 653B31003) 2015-09-07
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-247-5 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

ŠIAULIŲ VALSTYBINĖS KOLEGIJOS studijų programa *KINEZITERAPIJA* (valstybinis kodas – 653B31003) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 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

Kineziterapija – sparčiai plėtojama sritis, todėl būtina nuolat stebėti naujausias pasaulines tendencijas. Šiuolaikinio kineziterapeuto darbas labai skiriasi nuo buvusio prieš kelerius metus – į tai atsižvelgiant ir reikėtų planuoti studijų turinį. Absolventams būtinos naujausios kineziterapijos srities žinios, leidžiančios dirbti bet kuriame pasaulio kampelyje.

Neabejotinai didelė kolegijos stiprybė – motyvacija ir noras toliau kelti pedagoginio personalo kvalifikaciją. Ekspertų grupė teigiamai vertina pastangas rengti mokslinių darbų santraukas ir originalius tekstus, pristatomus konferencijose ir publikuojamus žurnaluose. Norint toliau kelti mokslinių darbų lygį, kolegijai reikėtų didesnę dėmesį skirti konferencijoms, apie kurias skelbiama šalies ir tarptautiniuose recenzuojamuose žurnaluose.

Noras kolegijoje dėstyti sporto kineziterapijos ir sveikatos turizmo dalykus vertintinas kaip gera ir tinkama idėja, juolab kad jų poreikį patvirtina ir tyrimai. Iš tiesų būtų naudinga parengti ilgalaikį planą, kuriame būtų aiškiai ir išsamiai išdėstyta, kaip šiuos siekius ketinama įgyvendinti. Būtų pravartu nustatyti netgi tai, kokius dalykus ketinama dėstyti arba kokių investicijų reikės.

Dabartinės patalpos ir studijų mokymosi išteklių, ekspertų grupės nuomone, nėra pakankami. Svarstyta galimybė įsigyti daugiau kineziterapijos įrangos ir įrenginių, reikalingų patikimiems moksliniams tyrimams atlikti.

Studijų tarptautiškumas yra tinkamo lygio, tačiau šalių, su kuriomis kolegija bendradarbiauja, skaičius galėtų būti didesnis, o mainus vertėtų išplėsti į įvairesnius Europos regionus. Atkreiptinas dėmesys į aukštojo mokslo įstaigų, siūlančių atlikti praktiką ir stažuotis, kokybę.

Apibendrinama vertinimo ekspertų grupė atkreipia dėmesį į faktą, kad studentai ir darbuotojai bendradarbiavimu su kolegija yra patenkinti. Ne kartą pabrėžtas kolegijos atvirumas pokyčiams leidžia manyti, kad į pasiūlymus dėl permainų bus iš tiesų atsižvelgta.

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III. REKOMENDACIJOS

- Nors ir trūksta studentų, absolventų ir socialinių dalininkų pasiūlymų, kaip stiprinti kolegijos programą, pažymėtina, kad absolventų įsidarbinimo pagal profesiją lygis yra menkas, todėl studijų programą reikia keisti.
- Medicininį dėstymo modelį rekomenduojama pakeisti labiau holistinio požiūrio į kineziterapiją moduline programa.
- Į studijų turinį reikia įtraukti tokius dalykus kaip širdies ir plaučių kineziterapija.
- Reikia didinti kolegijos ir studijų kurso tarptautiškumą: stoti į tarptautines organizacijas, kad būtų galima susidaryti platesnį kineziterapijos vaizdą (ne vien iš vietos poreikių perspektyvos).
- Siektini reikalavimai dėstytojams galėtų būtų išdėstomi raštu. Tai ypač pasakytina apie reikšmingas mokslines publikacijas.
- Papildomai dėmesio reikėtų skirti baigiamajam darbui, ypač metodologijos ir etikos (trūksta pacientų sutikimo, Bioetikos komiteto pritarimo ir tinkamos grupių atrankos kontrolės) bei tinkamo santraukos formato požiūriu.
- Studentų ir dėstytojų mainų programos galėtų apimti daugiau šalių.
- Bibliotekoje turėtų būti spausdintų kineziterapijos srities žurnalų.
- Pabrėžtina, kad iki tol, kol paskaitos kolegijoje bus pradėtos dėstyti anglų kalba, ji visų pirma privalo pasirūpinti, kaip patenkinti Pasaulinės kineziterapijos konfederacijos nustatytus organizacinius reikalavimus dėl studijų turinio kokybės ir tinkamo kiekvieno dalyko valandų skaičiaus.
- Reikėtų apsvarstyti galimybę įsigyti daugiau kineziterapijos įrangos ir įrenginių, kurie leistų vykdyti patikimus mokslinius tyrimus.

<...>

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)