



STUDIŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
ODONTOLOGINĖS PRIEŽIŪROS PROGRAMOS
(65308B104, 653A52004)
VERTINIMO IŠVADOS

EVALUATION REPORT
of *ODONTOLOGICAL CARE (65308B104, 653A52004)*
STUDY PROGRAMME
at Kaunas College

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Odontologinė priežiūra</i>
Valstybiniai kodai	65308B104, 653A52004
Studijų sritis	biomedicinos mokslai
Studijų kryptis	burnos priežiūra
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3)
Studijų programos apimtis kreditais ¹	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	gydytojo odontologo padėjėjas, odontologijos profesinis bakalauras, burnos priežiūros profesinis bakalauras
Studijų programos įregistravimo data	2002-06-25

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	<i>Odontological care</i>
State codes	65308B104, 653A52004
Study area	biomedical sciences
Study field	oral care
Kind of the study programme	college studies
Cycle of studies	first
Study mode (length in years)	full-time (3)
Volume of the study programme in national credits ¹	120
Degree and (or) professional qualifications awarded	assistant of the doctor odontologist, professional bachelor in odontology, professional bachelor in oral care
Date of registration of the study programme	2002-06-25

¹ – one credit is equal to 40 hours of student work

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I. INTRODUCTION

Kaunas College (KC) was founded in 2000. In 2005 Kaunas College was accredited as a non-university school for higher education. Since August 2007 the new status of Kaunas College was approved and structure of the college was reorganised. Training in Kaunas College follows two study fields (medical and social studies) and six academic directions: social sciences, health care, social work, technologies, humanities and art. The Faculty of Healthcare (FHC) implements 11 study programmes.

The Odontological Care programme at the Kaunas College was evaluated by an external expert team – Dr. Michael Emery, as the team leader, and Professor Gökhan Alpaslan, Professor Heikki Murtomaa, and Dr. Jonas Bartingas, as the members. The evaluation report is prepared on the basis of the Odontological Care self-evaluation documents, the team members' site visit to the KC on the October 26, 2010, on the team members' experiences and observations, and afterwards at a further meeting of the experts to discuss the programme and write the draft report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

The Odontological Care (OC) programme was launched in 2002 and no external assessment of the programme has been made. There are five competitive colleges in Lithuania offering training in OC: Kaunas College, Utena College, Klaipeda College, Panevezys College and Siauliai College. The need for the programme is based on satisfying the social-economical needs of the Kaunas region as well as the whole country, regarding the changes in the labour market, and the need for providing conditions and environment for the development of free and responsible personalities, seeking to achieve professional and general competences. The OC programme is a higher education programme; this is rare in the Europe Union. In most countries it is a vocational training programme at diploma level, e.g. UK. The higher education gives to graduates on this programme more possibilities to obtain a good position in the labour market or the chance to start their own services or business, as confirmed by the graduates seen by the experts during the site visit.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The aims of the study programme correspond to the regulations of higher education in Lithuania, the KC education strategy for 2003-2012, the KC mission, the main aims of the College Statute, and the developmental perspective of the Lithuanian Republic, as well as that of the region, the labour market needs, and also employers' and students' interests.

1.1.3. Relevance of the programme aims

The aim of the OC programme is to educate professional, active, creative, critical thinking dental assistants of odontology with higher professional education, who are able to work in the dentistry field. After 3 years full-time studies (120 credits) graduates are awarded the professional bachelor degree as well as the qualification of a dental assistant. After qualification,

the professional can be registered/licensed in the Lithuanian dental chamber and can be employed.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

Learning outcomes of the OC programme include all skills related to the activities of a dental assistant and comply with the content of the studies' aims and programme level. Teachers and students have a good understanding of the learning outcomes, and together they seek them. The teachers' good support to students gives more motivation to the students. The administration of the Faculty and the teachers pursue the adoption of the documents of the Bologna Process, but they missed linking the learning outcomes to the teaching and learning methodology. Some subjects' titles (for example, "Terminal Conditions and Resuscitation") do not correspond either to the learning outcomes or aims of the subjects; also, the title in one example is very narrow, in another example it is very wide. The experts suggest that revision is needed here.

1.2.2. Consistency of the learning outcomes

Learning outcomes of the subjects in the OC program create preconditions for the consistent implementation of the study programme learning outcomes at the levels of knowing, understanding and applying. The learning outcomes at the OC programme level correlate with those at subject level. The State regulations, which guided the revision of this programme, allow for correlating the level of this undergraduate, first cycle, study programme with the suitability of the subjects' learning outcomes.

1.2.3. Transformation of the learning outcomes

The expert evaluation team find good relationships between Faculty administration and teachers with employers. Employers, who participated in the process of the renewal of OC programme study objectives, were due to their involvement in the OC programme's practical training and practice. They are also involved in the work of qualification committees, supervision and other events. They regularly give their comments, suggestions, and recommendations for the improvement of the intended learning outcomes. These are valued and relevant to updating the OC programme as the economy changes and so does the demand for dental assistants too.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

According to the Regulations, the subjects of the OC study programme are divided into three parts: general study part, study field part and optional part. The volume of the study programme is 120 national credits. Studies take three years (6 semesters); all semesters are equal in volume – 20 credits. The experts confirm this is sufficient for this first cycle programme.

2.1.2. Consistency of the study subjects

The programme consists of the part of general education – 10 credits (10% of the total volume of the study programme); study field subjects – 90 credits (75%); among them professional activity practice - 20 credits, i.e. (17%), and 6 credits are given for optional subjects (5%). Students are able to choose among various optional subjects common for all students in the Faculty of Healthcare. The expert team agrees that the sequence of subjects is suitable for

this programme; however, as indicated next, some further merging of low credit subjects and re-allotment of some subjects is recommended by the experts.

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts

The sections of general subjects, subjects of the study field and optional subjects are well-balanced in accordance with Regulations. The subjects, whose volume is 2 credits, consist of the majority of this study programme. Members of the expert team make the point that this is not good for learning – the students' attention may be lost amongst the different aims of these different small subjects and suggest that some merging of subjects is appropriate to produce a more effective and rational programme and, consequently, an improved education process for the OC students.

2.2.2. Comprehensiveness and rationality of programme content

The general subjects are dominant in the first study year, while the special part (subjects of the study field) subjects dominate in the second and third study years. In that part of the subjects of the study field, there are 18 subjects (54 credits), yet specific dental care subjects are only 4 (14 credits).

Some subjects of the study field are focused on the main competences of healthcare, but do not always follow the main aims for dental assistant work, for example, Business Economics and Management, Geriatrics, Physiotherapy. These subjects may be better included as optional subjects. Also some subjects, for example, Microbiology and Hygiene, Biochemistry and Genetics, Terminal Conditions and Resuscitation, are more general subjects of the study field, but they do not provide many professional competences in relation to the students' time spent learning these subjects; these could be reduced in volume. Thus, overall, less time unfortunately is given to more relevant areas like pain control, infection control, and dental care (for example, preventive programmes in dental care could be included more such as Preventive Dentistry, Assessing Patients' Oral Health Needs, etc.) and this, with benefit, should be considered.

Consequently, it is important to seek that graduates have even more professional skills and knowledge and the expert team would like to recommend that more professional subjects or subjects more directly related to dental care (Geriatrics) be a key part of the OC study plan. This would further improve the relevance and usefulness of this OC programme overall for the students.

The students stated to the experts that they would like to obtain more skills in foreign languages. This could be appropriate for student exchange and for future dental treatment of foreign patients, as now occurs very often in other EU countries. International patients travel and chase the cheapest treatment centres and Lithuania is currently one of these low cost centres. For example, dental prices are very much lower than in the UK thus some patients will fly over to Lithuania.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

The staff composition in the OC study programme enables the OC students to obtain all intended learning outcomes. In total, 27 teachers are involved in the implementation of the programme, three of them have a PhD. 23 teachers (85%) are full-time teachers. All programme teachers have more than three years experience of practical and teaching work. In discussions with staff members seen, the role of visiting teachers was deemed important. The experts agree with this aspect.

3.1.2. Turnover of teachers

The age of the academic staff of the OC programme is as follows: 37% are 21-40 years of age, 22% are 41-50 years of age and 41% are 51-65 years of age. This ensures the spread and dissemination of good practice within the study process and the teaching i.e. the programme content is improved, more varied and newer teaching methods are used, and the practice place network is more varied and expanded. There are young teachers involved in this programme, which the students commented on favourably.

The 27 teachers work in the study programme with 62 students (2010/2011 study year). Thus, the ratio of students to teachers is good at about 2.2:1.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

Teachers' qualifications correspond to their subjects, especially in practical training. This enables the students to obtain all learning outcomes from each subject and also the necessary skills for their future professional work.

The expert team communicated with the teaching staff well, but not always directly in English particularly. Teacher skills in foreign languages, for example – English, should be improved. This would impact positively on the OC programme and enhance its relevance.

3.2.2. Consistency of teachers' professional development

A few teachers of the OC programme improve their qualification not only in Lithuania, but also in different foreign countries by their participation in conferences, seminars and by involving in international exchange programmes. This should be expanded and more reflect the Bologna Process. The Faculty has established teachers' periodical assessment, which motivates the teachers to improve their skills. Also the administration of Faculty has approved plans for teachers to continue their professional education and, accordingly, has organised general education programmes thereby ensuring continual development.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

The Faculty has sufficient number of premises to carry out teaching; there are some cooperation agreements with other faculties and social partners and some classes are held outside the Faculty. The infrastructure includes: lecture halls, teaching laboratories and classrooms; equipments, library, teachers' rooms; reading and computer rooms. The study process takes part in three buildings, which are located in different part of the city. Students stated that there is inadequate transportation between lectures or practicals or the library. The experts agree with this criticism and advise due consideration of this issue including the scheduling arrangements, otherwise there might be a lack of contact between students and staff at times.

4.1.2. Suitability and sufficiency of equipment for studies

For the study process, there are computer equipment, multimedia, projectors, printers, video and audio equipment; computers are connected to the intranet, thus students have a possibility to receive visual conference materials as well as educational films directly on the internet to assist their studies. The experts confirm that the equipment and materials used for implementing the OC programme in general support the development of skills and the achievement of the learning outcomes.

4.1.3. Suitability and accessibility of the resources for practical training

During practical training modern equipments are used. The dental equipment is sufficient for the present number of students. Every year new dental equipment and dental care materials are purchased; this enables the OC students to develop practical skills by working with the newest technologies. During the last five years new equipment for 645 422, 49 LT was purchased, and reserves (low value assets) for 118 856, 67 LT. Purchases included dental chairs – 5 items, saddle doctor's and assistant's stools – 15 items, autoclave 'Melag 23+B', sanders – 3 items, trimmer – 1 item etc.

During the studies, students work with the newest professional odontological materials that meet modern requirements. Materials are ordered regarding the number of students. Students get all materials for their studies free; they do not pay for them directly. The expert team confirms that all students have the same level of education and it is not affected at all by the students' socio-economic status. Additionally, if OC services are taken to a patient by an OC student, the materials used are safe to be used on the patient.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

Kaunas College library comprises the Central Library of Kaunas College and the Self-study Centre. The Self-study Centre has 179 workplaces, 61 of them with computers. The working hours of the library and reading rooms meet students' needs: the library of KC and reading room opens until 7 pm in weekdays. The library of Kaunas College is a member of Lithuanian Scientific Library Association. In 2009, the library subscribed for the following data bases: *EBSCO Publishing*, *Oxford Reference Online*. Overall, a satisfactory service is provided for the students.

4.2.2. Suitability and accessibility of learning materials

Learning materials for students are of sufficient quantity and suitability for the students to achieve the aims and learning outcomes of study programme. They are periodically renewed. Some learning materials (lecture notes, methodical materials, self-study work tasks, practical work descriptions) are placed in the virtual environment (MOODLE); students are given the access password and material is scanned and put on the intranet in the MOODLE. The students confirmed this. Methodical publications used in the study process are suitable and accessible, constantly renewed and supplemented. The OC study programme teachers have prepared and published 9 different methodical publications that are used during theoretical and practical classes. Students can use these publications in the KC library and reading room.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

The KC Academic Board rules the student admission procedures and graduates of secondary education can be admitted to Kaunas College programmes as well as to the OC programme. The public interest and demand from the market raised the profile and popularity of the programme in recent years. In these circumstances the competition grades gradually increased and only motivated individuals were admitted to the programme. There are no special requirements for student admissions; the competition grade of the applicants is calculated from the high school examination grades. The applicant's proficiency of the Lithuanian language and knowledge of field-related subjects and logical thinking abilities as indicated by biology, chemistry, language and mathematics grades of secondary education are a reliable way of registering students to the programme. Since 2005 all applicants entered to the studies by the first priority. This is a good

indicator of the popularity of the programme and profession among the high school graduates and their selection.

5.1.2. Efficiency of enhancing the motivation of applicants and new students

Since the demand for the profession in the labour market is increasing the interest and the student competition grades are increasing as well – as also with the OH programme. The small number of drop-out students indicates that only highly motivated students are admitted to the program. The increasing admission of students paying for their studies indicates that the program fulfils the expectations of the students. To raise the awareness of the program and profession various activities are undertaken by the alumni, students and Faculty including visiting schools and talking to possible future students and enthusing them.

5.2. Study process

5.2.1. Rationality of the programme schedule

The length of the programme is 6 semesters each comprising 20 credits. One credit corresponds to 40 relative hours per week of student's work. The timetable of the full-time students comprises up to 8 academic hours per day, except for the cases, when longer duration is required due to the specificity of the subject, but not more than 11 academic hours. Eighteen to 32 hours per week are allocated for class work including consultations with faculty. Attendance of the practical/laboratory sessions is obligatory. Advanced students can be allowed an individual attendance schedule of lectures upon receiving the faculty dean's consent. But the definition of advanced student is not always clear. If it is defined clearly better understanding will be achieved in this particular situation. Classes and clinical studies are distributed across the premises of the College. This situation causes some waste of time for the students to travel between the spread out premises of KC.

Four week examination period which is notified 2 weeks beforehand by the administration finalises each semester. The schedule seems to be in compliance with the programme's academic subjects. The assessment of the student's success and criteria for objective evaluation is made public at the beginning of every subject. Students have to pass all credits and examinations in the study plan as well as the final qualification examination are awarded with degree. This higher education study programme is undertaken according to the Dental Assistant Training Standard. The final examination consists of two parts which are special practical preparation and special theory examination. During the final practical and theory examination the student demonstrates the competences acquired from the areas compulsory to the dental assistant activity: assisting the doctor; providing services and consultation for the patient; participation in the health improvement activities; and participation in the enterprise activity. These are all assessed and this is confirmed by the experts.

The learning outcomes acquired through the self-education and informally are assessed by the three members of assessment board following the assessment criteria identified in this OC study programme.

5.2.2. Student academic performance

Students' study results and attendance are discussed in the departmental meetings and by the Faculty. However, the group tutor or a monitor discuss and solve any persistent problems, but sound and clearly defined regulations need to be defined and published for acceptable student excuses. Students need more participation in research and this is advised by the expert team. There is a steep decrease in student drop-out rates in recent years. The student drop-out rate is of an acceptable low level of some 5%, is monitored by the administration, and is closely related with the high motivation and satisfaction of the students. The OC programme administration's initiative to design plans to control the present drop-out levels has crucial importance and is a very good move. The administration also need to carefully monitor the occasional switching of students to the OH programme.

5.2.3. Mobility of teachers and students

Bilateral agreements were undersigned for student and faculty exchanges. The programme administration has made efforts to widen exchange programmes and it encourages both students and Faculty in exchange programmes. Participation of two Leonardo da Vinci pilot projects will open up new horizons for the School, Faculty and students. This sort of initiative fosters international understanding and cooperation not only between individuals but also between institutions. Student exchange in the dental care study programme is important and the action plan prepared by the administration to increase student exchange is promising.

5.3. Student support

5.3.1. Usefulness of academic support

Students are counselled regularly by the Faculty and programme administration on various matters like assessment, schedule, career opportunities etc. Ultimate support is provided to the students in professional matters by the Faculty whom are also practitioners. The large number of practitioners amongst the Faculty is considered a most important strength of the programme by the students. Information concerning the studies and also changes in the programme are clearly published on the website of the KC. Internet is a very efficient means of information gathering about the programme structure, regulations and announcements for the students.

5.3.2. Efficiency of social support

Grants are available for the students who financially need to be supported. Grants by the Government of the Republic of Lithuania are administered by the financial services of KC. Some privileges are provided for students like transportation, health care and accommodation. Ongoing studies at the spread out premises of KC, as noted before, are a difficulty for the students. However, the premises of KC like swimming pool, sauna, sports facilities and cafeterias are sufficient for OC students' needs.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

The cumulative index system in which examinations are the part of it is used for the assessment of studies. The objective evaluation of the skills and knowledge is aimed for in the process. Assessment methods and its relation with the learning outcomes were precisely outlined and published by the administration. It was evident that the assessment procedures were clearly understood by the students when speaking to the expert team.

5.4.2. Feedback efficiency

Students are evaluated continuously by the Faculty and necessary steps for gathering feedback are planned by the administration for supporting better achievement. Students' opinion in this process is acknowledged. Students are also happy with the oral or written feedback provided by the Faculty concerning their skills and knowledge.

5.4.3. Efficiency of final thesis assessment

A final thesis will be included, prepared and defended by students who are admitted the OC programme from September 2010 in response to the Ministry's new regulations. The final examination consists of theoretical and practical parts. The final mark of the final paper is set in the meeting of the Assessment Board upon the agreement of all members. The requirements, assessment and impact of the final paper was described to and agreed by the expert team as following regulations.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

Some students who entered the OC programme have some work experience. Education and learning achievements acquired by these students through the self-education is assessed twice a year. Learning achievements acquired through the self-education and informally are assessed by the three members of the Assessment Board following the assessment criteria identified in OC programme. No more than 50% of the volume of the study programme is accredited. Accreditation of students work experience has a positive impact for graduation, and also in accordance with Accreditation of Prior Experiential Learning (APEL) concept that is widely and internationally accepted across colleges and universities today, including the UK.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

Almost all of the graduates are employed in their own profession nationally and some in other EU countries. Graduate placement is monitored by the OC programme administration. Graduates are employed mainly in private clinics, hospitals, schools and kindergartens. A survey in the Kaunas area showed the growing demand for dental assistants. The KC has a very good reputation and graduates of this Odontological Care programme are often preferred by the employers. This was confirmed to the experts when meeting the employers. Demands of the labour market will raise the popularity of both for this particular profession and the Dental School in the future. The close relation and cooperation between graduates, present students and Faculty was observed. This was appreciated by the visiting experts.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

According to the action program of KC for 2008 – 2013 being implemented at present, the Study Programme Committee is currently comprised of professional associations, employers and graduates. The quality management of the OC study programme is based on periodical analysis of study conditions and management culture and is directed toward quality improvement, providing information for and involvement of society, maintaining a variety of forms of relations with the OC graduates. The OC Programme Committee is comprised of two Faculty and stakeholders, a student, programme coordinator and the representative of the administration. The Committee periodically reviews the programme needs by various assessment tools. A broad participation of students, Faculty, stakeholders and staff is part of this process. Student ideas and employers' recommendations are taken into account. The needs of the programme are also discussed in departmental meetings. The OC Programme Committee initiates general decisions concerning the changes and improvements in the programme in the departmental meetings. All these activities are coordinated by the Head of the Department.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

As indicated, the Committee periodically reviews the programme needs by various assessment tools. A broad participation of students, Faculty, stakeholders and staff is involved in this process. The needs of the programme are discussed in departmental meetings. Department head coordinates the changes and actions for the improvement of this programme. Annual self-evaluation and benchmarking activities are done in the context of total quality management (TQM). Reports are prepared in a hierarchical order and the final report published. Annual

public self-assessment reports and presentations are made; students, graduates, Faculty and stakeholders are invited to the presentations. These presentations improve not only the quality culture of the institution but also the quality of the services provided by the OC programme.

6.2.2. Efficiency of the programme quality improvement

Following the SWOT analysis at all levels of the KC, action plans are tailored. Reports are prepared in a hierarchical order and the final report published. Considering the needs of the learning and teaching methodology, the market needs, and the resources corrective measures employed. The main objective of publicising the study programme's quality assessment is to publish the newest, precise and impartial quantitative and qualitative information about the aims, stages, criteria, indicators, methods and measures used in the assessment of the OC study programme and its results. The quality improvement is an on-going activity and implementation of which is considered to be a priority factor by the OC programme. The experts recommend that this kind of surveys should be undertaken at regular times in the future and the resultant feedback should be taken into account for programme improvement or corrective purposes.

6.2.3. Efficiency of stakeholders participation

Students, Faculty and stakeholders take part in all stages of the quality evaluation process. Feedback from faculty and student self-evaluation reports are discussed and acknowledged for improvement plans. Employer opinions play a major role in defining the knowledge and competences in annual quality studies. The expert team confirms that the programme administration's close relations with graduates, professional associations and employers have a positive impact on quality matters for the OC programme.

III. RECOMMENDATIONS

1. The self-evaluation document notes the importance of intended learning outcomes at subject and programme levels. However, it fails to link the learning outcomes to teaching methodologies. The expert team recommends this action be taken. It is also a recommendation of the Bologna Accord of 1999 and repeatedly endorsed at following international meetings.

2. It is the view of the expert team that the content of the programme should with benefit be revisited in places and some subjects moved to other sections of the programme or even integrated or merged to make this OC programme even more relevant to the students and their careers as OC dental assistants. These actions are listed now:

- subjects, which are related to dental care and have the same learning outcomes but have the same low credits (e.g. 2), can be merged; in this way it will decrease study time for these learning outcomes, which can then be given to more time for the attainment of learning outcomes directly related to dental care and training good OC dental assistants;
- it is important to provide graduates with even more professional skills and knowledge and the expert team would like to recommended that even more professional subjects or subjects more directly related to dental care could be taught in this OC study programme;
- subjects which gives only a general relationship with dental care or with healthcare and are in the study field part might be moved to the general part;
- subjects whose titles are very wide or too narrow might be revised and harmonised with the aims of this programme, and with the learning outcomes of the subjects.

3. The experts recommend the improvement of foreign language skills of the OC programme teachers and OC students. This has importance not only for communication but for having new possibilities to improve their personal professional qualifications and the quality of the OC study process overall.

4. Particularly for this OC programme, the students and teachers need to become more involved in international exchange programmes to improve international personal development, international experience in dental care, and graduate employability. This is recommended by the expert team and also by the Bologna Accord of 1999 and endorsed at the Leuven Meeting of

Ministers in 2009. Mobility is now the hallmark of the European Higher Education Area (EHEA).

5. The students are obliged to travel between buildings that are situated some distance apart in the city. This can cause problems of reaching classes and practicals on time and visiting the Library and Self-study Centre. There is also the danger of loss of contact between students and staff at times. The experts recommend some consideration of this issue and also of the timetable scheduling of all teaching and practicals.

IV. GENERAL ASSESSMENT

The study programme *Odontological care* (state codes – 65308B104, 653A52004) is given **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas.*

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

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

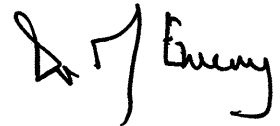
2 (poor) - meets the established minimum requirements, needs improvement

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

4 (very good) - the area is exceptionally good

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