

LITHUANIAN UNIVERSITY OF HEALTH SCIENCES



STUDY AREA: BIOMEDICAL SCIENCES  
STUDY FIELD: PUBLIC HEALTH  
MASTER STUDY PROGRAMME: VETERINARY FOOD SAFETY

(State code – 621A64001)

SELF – EVALUATION REPORT

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Substitute Rector (signature)

(stamp)

Head of the Self-Evaluation Team ..... Prof. Mindaugas Malakauskas  
(signature)

Kaunas  
December, 2013

## Profile of the Master Study Programme of Veterinary Food Safety

Title of the study programme	<i>Veterinary Food Safety</i>
State code	621A64001
Study type	University studies
Study cycle	Second cycle
Study mode (duration in years)	Full-time (2), Part-time (3)
The volume of the study programme in credits	120 ECTS
Degree and professional qualification	Master of Public Health
Programme started	2008-09-01
Programme language	Lithuanian

### The Self-Evaluation Group

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## 1. Introduction

1. Lithuanian University of Health Sciences (LUHS) is the largest institution of health specialists' education and training in Lithuania. LUHS is a state university – the subject of legal rights - acting as a public institution, which is established on the 30th of June in 2010 by the resolution of Seimas of the Republic of Lithuania. The university was created by merging Kaunas University of Medicine and Lithuanian Veterinary Academy.

2. LUHS has collegial management bodies – University Council (11 members, length of the term – 5 years), University Senate (academic affairs management body formed of 49 scientists, members of administration and students for the period of 5 years), as well as a one-man management body – University Rector elected by the University Council.

3. The LUHS strategy is formed by the University Council and the governing body – the Senate, while the executive functions are attributed to the University Rectorate. Rector manages the University, organizes its activity ensuring implementation of the University's strategic activity plan. Rector is assisted by chancellors and pro-rectors. Rector's orders are mandatory to all LUHS employees and students.

4. The main academic units of the LUHS structure are – the Medical Academy and the Veterinary Academy. The Medical Academy has 5 faculties: Faculty of Medicine, Faculty of Odontology, Faculty of Pharmacy, Faculty of Nursing, and Faculty of Public Health, whereas the Veterinary Academy has 2 faculties: Faculty of Veterinary Medicine and Faculty of Animal Husbandry. In total there are nearly 880 teachers with PhD degree at the university. Faculties of LUHS are managed by Faculty Council and Dean. The decisions of the Faculty Council are mandatory for the employees and the students of the Faculty. Following the requirements of the LUHS Statute and the decisions of the Faculty Council, the Dean is heading the Faculty and presents accounts on the Faculty's activity to the Faculty Council. The Dean is a member of the Faculty Council and Rectorate.

5. The current LUHS management structure covers all stages of studies and research. There is a very straight forward decision making structure enabling to follow the quality of the studies.

6. On April 17, 2013, the Self-Evaluation Working Group (further SEWG) was formed by the Rector Order's No.SC-350 (Table 1). The assigned tasks and the responsibilities to self-evaluation working group members were agreed after the discussion among the group members and are listed in the table No.1.

**Table 1. The Composition of the Self-Evaluation Group and Distribution of Responsibilities**

No.	Name, Surname	Functions in the group	Field of Responsibility
1	Prof. dr. Mindaugas Malakauskas	Coordinator of the self-evaluation working group	The preparation of the final self-evaluation report; coordination of self-evaluation activities; presentation to the Faculty Board Aims and learning outcomes of the programme
2	Prof., dr. Albina Aniulienė	Member	Facilities and learning resources
3	Prof. dr. Loreta Šernienė	Member	The staff of the study programme
4	Prof. dr. Vaidas Oberauskas	Member	Curriculum design
5	Lecturer, dr. Aistė Kabašinskiienė	Member	Study process and its assessment
6	Assoc. Prof. dr. Alvydas Malakauskas	Member	Facilities and learning resources
7	Dr. Alvidas Šarlauskas	Member	Programme management
8	Erikas Mackevičius	Member	Facilities and learning resources
9	Zenonas Stanevičius	Member	Programme management

7. The self-evaluation of the Master Study Programme of Veterinary Food Safety (further VFS) was performed following the self-evaluation methodology proposed by the Center for Quality Assessment in Higher Education (further CQAHE), and on the basis of the following legal acts of the Republic of Lithuania:

- The Law on Higher Education and Research (Official Gazette of the Republic of Lithuania, 2009, No. 54-2140).
- Description of General Requirements for Master Study Programmes, Order No.V-826 of 3 June 2010 of the Minister of Education and Science (*Official Gazette*, 2010, No. 67-3375);
- The Decree of the Director of the Center for Quality Assessment in Higher Education No. 1-01-162 (2010-12-20) “On the Approval of Techniques for the Evaluation of the Study Programs”.
- The Decree of the Minister of Education and Science of the Republic of Lithuania V-1487 “On the Approval of the Order of External Evaluation and Accreditation of Study Programs” (Official Gazette of the Republic of Lithuania, 2009, No. 96-4083, 2009, No. 134-5862, 2009, No. 152-6860; 2010, No. 119-6084; 2011, No 16-782).

8. The self-evaluation was carried out according to work plan approved by the self-evaluation group members: distribution of tasks and responsibilities, collection and analysis of the required data, discussion on the initial results of the self-analysis, drafting of the appropriate parts of the report, preparation of the final self-evaluation report (Table 2).

**Table 2. Timetable of the Self-Evaluation Group**

No.	Activity	Delivery date
1	Setup and approval of the self-evaluation team;	April 22, 2013
2	First meeting of the self-evaluation group and distribution of tasks	April 29, 2013
3	Discussion on the preliminary results of data collection and analysis	May 31, 2013
4	Assessment of initial self-evaluation results	June 28, 2013
5	Drafting of the self-evaluation report	June 28-October 1, 2013
6	Evaluation of the draft of self-evaluation report	October 28, 2013
7	Preparation of the final report	October 28 – November 26, 2013
8	Presentation of the final self-evaluation report to the Faculty community	December 6, 27 2013
9	Presentation of the final self-evaluation report to the Council of Veterinary Faculty	December 11, 2013

9. The external evaluation of the master study program VFS has been carried out only when the program was submitted for the registration to the Center for Quality Assessment in Higher Education in 2008.

## **2. Analysis of the study programme**

### **2.1 The Aim and learning outcomes of the study program**

10. The aim of the Master of Veterinary Food Safety (VFS) study program at LUHS is to educate the Public Health specialists able to conduct independent research, provide service for improved public health of society. The aim of the master study program of VFS is implemented through the students achieved learning outcomes summarized in the Table 3. Links of the learning outcomes of subjects with the study program learning outcomes are showed in Annex 1.

11. The aim and learning outcomes of the Master VFS study program are published through the LUHS website<sup>1</sup>.

<sup>1</sup> <http://ismuni.lt/lt/veikla/studijos/studiju-programos/ii-pakopos-studijos/>

**Table 3. Learning outcomes of the master Veterinary Food Safety study program (the second study cycle)**

	<b>Learning outcomes of the <i>second study cycle</i> (order No.V-2212; 2011.11.21)</b>	<b>Learning outcomes of Veterinary Food Safety study program (the first study cycle)</b>
<b>1. Knowledge and its application</b>	The newest knowledge in study or activity field based on the fundamental or applied scientific research (research parts of art projects) which he/she is able to use when solving issues in new or unknown environment, performing scientific research or engaging in professional artistic activity, or developing innovations	1.1 Show the newest knowledge of biologically and chemically active substances of raw materials and food products, and to apply it assessing their possible impact on human health; 1.2 Describe and be able to investigate the pathways of how chemical pollutants enter the food chain; 1.3 Define the concept of risk analysis, its application to ensure food safety and public health; 1.4 Describe concepts of the total quality management; Identify nutritional aspects of consumers referred to the specific risk groups
<b>2 Research skills</b>	Graduate has the ability to analyze, synthesize and assess the research data necessary for studies, scientific (art) and professional activity and innovation development; he/she has the ability to integrate knowledge, manage complicated situations and make decisions when there is no comprehensive and well-defined information, and assess alternative solutions and possible impact on the environment.	2.1 Select and apply an appropriate investigation methods needed to solve food safety and public health problems and to operate them in practice; 2.2 Analyze and evaluate the safety of food in respect to specific risks related to consumer groups and are able to evaluate risk management options 2.3 Organize and carry out investigations on food safety and public health issues according to the latest scientific and epidemiological data.
<b>3. Special abilities</b>	Graduate has the ability to use available knowledge and prepare new means (technical, methodical, informational and organizational /managerial) based on it's necessity for scientific researches, studies, and implementation of cultural and artistic activity or innovation development.	3.1 Are able holistically apply TQM principles in contemporary food safety systems; Initiate development of safety management system in the organization and successfully participate in such process while working in the intermediate chain of the organization management. 3.2 Are able to apply scientific knowledge in the development of new food safety assurance measures and better protection of public health 3.3 Define problems and find science based solutions to solve food safety/public health problems considering the state of art science achievements
<b>4. Social abilities</b>	Graduate has the ability to communicate summarized clear and reasoned information to specialists and other persons and evaluate it critically. He/she assumes responsibility for the quality and assessment of his/her and subordinate employees' activity following the principles of professional ethics and citizenship. He/she assumes responsibility for the	4.1. Communicate with consumers about food related risks especially considering differences of the consumer groups 4.2. Critically evaluate the risk management options and take the responsibility to ensure safety of food
<b>5. Personal abilities</b>	Graduate has the ability to plan the process of learning in an autonomous manner and choose the direction of improvement in an autonomous manner, and study (learn) in an autonomous manner further. Graduate has the ability to use scientific research data and has experience in research work and has skills of systemic and strategic thinking necessary for autonomous professional activity and scientific research work. He/she has the ability to make innovative decisions assessing possible public and ethical outcome of activity. He/she acts perceiving moral responsibility for the impact of his/her activity and its results on public, economical and cultural development, wellbeing and environment.	5.1 Operate using own professional and research experience and other acquired competence; are able to plan professional carrier and to make progress as specialist; 5.2 Take her/his responsibility for performed activities 5.3 Take responsibility for quality of his/her own work and its evaluation following professional ethics. 5.4 Work in a team.

This information also is available for public and interested parties through the webpage of the Admission Board<sup>2</sup>, the official University newspaper and leaflets designed for the secondary school-graduates and public. The objectives and learning outcomes of the particular subjects of VFS program are available through the LUHS Studies information database<sup>3</sup>. The objectives and learning outcomes are disseminated through the information system “AIKOS”<sup>4</sup> administered by the Ministry of Education and Science of the Republic of Lithuania. This source also provides additional information on the format of studies, duration of the studies and awarded degree. Information about the learning outcomes of the study program are also disseminated by making presentations, dissemination of publications and leaflets during various informative events like the Fair of Higher Education Institutions or the Science Days organised each year.

12. Updating of the learning outcomes of the program and the involvement of the social partners. The learning outcomes were revised by the Study Programme Committee (SPC) after discussions and in consultation with stakeholders to ensure quality assurance part (see Section 7. Programme Management). Social partners are also involved in the updating of learning outcomes through their assessment of students practice at the end of the 2nd studies year t. This assessment involves estimation of the practical skills and achievement of the outcomes foreseen in the program.

13. The learning outcomes of the Master VFS program fulfil the requirements described by:

- Order of the Minister of Ministry Education and Science No V-826 „General requirements applied for Master Studies Programs; 03.06.2010.
- Order of the Minister of Education and Science of the Republic of Lithuania No. V-2212 of 21 November, 2011 „Descriptor of Study Cycles”.

Conformity of the learning outcomes of Master VFS study program to the General requirements<sup>5</sup> and the Descriptor of Study Cycles described in the table No. 3.

14. Graduates of Masters VFS study program can work at entities dealing with food safety and public health e.g. State Food and Veterinary Service (SFVS), national Public Health Centers, governmental institutions like ministries, and etc. The Regulation of the European Parliament and of the Council<sup>6</sup> refers that Food and feed business operators at all stages of production, processing and distribution within the businesses under their control shall ensure that foods or feeds satisfy the requirements of food law which are relevant to their activities and shall verify that such requirements are met. Therefore the graduates of the study program are potential employees within whole food production chain including primary production, processing, retail and finally education of consumers. On the other hand, the food chain in Lithuania is under control of the SFVS which is currently monitoring more than 24 000 food establishments: 12350 wholesale and retail sale entities, 880 food processing entities, 7600 public catering companies and others. Also SFVS is responsible for the control of trade and production of food supplements and this amounts to more than 1700 control entities. Therefore this situation leads to the demand of specialists with abilities not only to control, but also to analyse current food safety and public health problems and apply necessary measures which are based on the scientific knowledge. All these areas are in tight connections with the learning outcomes described in the Table No. 3.

15. The Master VFS study program is seeking to improve public health through enhanced food safety and therefore differs from the other two master study programs implemented at the Faculty of Public Health: “Public Health” and “Public Health Management”. In the latter two programmes the food safety and public health interactions are not stressed what is obvious after analysis of study plans of these programs<sup>7 8</sup>.

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<sup>2</sup> <http://lsmuni.lt/lt/stojantiesiems/lsmu-studiju-programos/magistrantura/>

<sup>3</sup> <https://lsmusis.lsmuni.lt>

<sup>4</sup> <http://aikos.smm.lt>

<sup>5</sup> [http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_l?p\\_id=374821&p\\_query=&p\\_tr2=](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=374821&p_query=&p_tr2=)

<sup>6</sup> [REGULATION \(EC\) No 178/2002 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 28 January 2002 laying down the general principles and requirements of food law, establishing the European Food Safety Authority and laying down procedures in matters of food safety](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32002R0178)

<sup>7</sup> <http://lsmuni.lt/media/dynamic/files/1649/visuomenssveikataiipakopa2013.pdf>

<sup>8</sup> <http://lsmuni.lt/media/dynamic/files/1651/visuomenssveikatosvadybosiipakopa2013.pdf>

### 2.3. The Curriculum Design

16. The Master VFS study program is structured according to the requirements laid down in the Order of the Minister of Ministry Education and Science No V-826 „General requirement applied for Master Studies Programs, 03.06.2010 (further General requirements).

17. The university programme is composed of the following parts based on the General Requirements:

- i. study field subjects with focus on research
- ii. elective subjects (students acquire an opportunity to improve knowledge in particular areas)
- iii. practice, designed for the preparation to practical work
- iv. Master thesis

18. The table 4 describes the match of the Master VFS study program to the General requirements

**Table 4. Accordance of the Master VFS study program to the General requirement applied for Master Studies Programs**

	<b>Requirements described by Order No V-826 „General requirement applied for Master Studies Programs”, 03.06.2010</b>	<b>In the Master VFS study program</b>
<b>Total number of credits</b>	Number of credits between 90 and 120	120 ECTS
<b>Study field subjects</b>	At least 60 ECTS	63 ECTS
<b>Number of elective subjects</b>	Maximum 30 ECTS	9 ECTS
<b>Preparation and defending of the final thesis</b>	Minimum 30 ECTS	42 ECTS
<b>Number of subject per semester</b>	Maximum 5 subjects	Full-time studies: 2-5 subjects Part-time studies: 2-3 subjects
<b>Self-studies of students</b>	At least 30% of each subject size	Full-time studies: in average 72% Part-time studies: 91.6 %

19. The consistency of the Master VFS study program subjects is based on logical links and sequence of subject content. The consistency and interface of study subjects allow students to gain regulated knowledge and skills; create optimal conditions for correct understanding and effective grasp of the subjects. Study subjects, their credits, their assignment to a certain period of study programs are presented in Tables 5 (full-time studies) and 6 (part-time studies). The extent of the part-time and full-time studies is the same.

20. The overall content of the study program and the content of individual study subjects are focused on the study programme learning outcomes (Annex 2). The study subjects are comprehensive and mutually reinforcing and ensure complex accessibility of study outcomes. Teaching approaches and competence-building methods depend on a study subject particularity. Various forms of lectures, seminars and practical work are used within each subject to achieve the aim of the study program (Annex 2).

21. Procedure for the preparation, defence and assessment of the final thesis of the Master VFS studies have been approved by the Board of Veterinary Faculty (protocol No 03(37) of 20.10.2011 and updated on 11.12.2013 (protocol No 5). This recommendation is available on LUHS intranet and available for students at any time. In addition Master students can use the textbook as a guide how to prepare the thesis: “Methodological recommendations for the preparation, defending and evaluation of Master thesis of Veterinary Food Safety study program”<sup>9</sup> (G. Januškevičienė, A. Januškevičius, 2012).

<sup>9</sup> [http://vddb.laba.lt/obj/LT-eLABa-0001:B.03~2013~ISBN\\_978-609-408-412-6](http://vddb.laba.lt/obj/LT-eLABa-0001:B.03~2013~ISBN_978-609-408-412-6)



Table 5

Name of subject	Workload per semester																Pedagogical title and (or) scientific degree and full name of the subject teacher			
	I				II				III				IV						Total	
	L*	PC*	I*		L	PC	I		L	PC	I		L	PC	I				hrs.	ECTS
	hrs.	hrs.	hrs.	ECTS	hrs.	hrs.	hrs.	ECTS	hrs.	hrs.	hrs.	ECTS	hrs.	hrs.	hrs.	ECTS			hrs.	ECTS
<b>I. Special education</b>																				
<b>Compulsory Subjects</b>																				
Chemical Hazards in Food Chain	20	16	124	6													160	6	Dr. V. Špakauskas, professor	
Research Methodology and Statistical Analysis	34	34	65	5													133	5	Dr. V. Juozaitienė, professor	
Chemical and Biological Active Microcompounds in Food (I)	24	44	119	7													187	7	Dr. E. Bartkienė, assoc. prof.	
Chemical and Biological Active Microcompounds in Food (II)					32	36	92	6									160	6	Dr. A. Stimbirys, assoc. prof.	
Economic and Management					40	24	123	7									187	7	Dr. R. Giedrikaitė, lecturer	
Food Safety and Risk Analysis					14	10	109	5									133	5	Dr. M. Malakauskas, assoc. prof.	
Applied Research in Food Science									16	30	87	5					133	5	Dr. E. Bartkienė, assoc. prof.	
Total Quality Management									44	20	123	7					187	7	Dr. A. Šarlauskas, lecturer	
Food Allergy and Malnutrition of People in the Risk Groups									20	36	104	6					160	6	Dr. R. Ustinavičienė, assoc. prof.	
<b>Total for subjects of this part</b>	<b>78</b>	<b>94</b>	<b>308</b>	<b>18</b>	<b>86</b>	<b>70</b>	<b>324</b>	<b>18</b>	<b>80</b>	<b>86</b>	<b>314</b>	<b>18</b>					<b>1440</b>	<b>54</b>		
<b>Optional Subjects</b>																				
Special Foreign Language (English)	0	60	20	3													80	3	S. Adomaitienė, assistant	
Special Foreign Language (German)	0	60	20	3													80	3	V. Janušaitienė, lecturer	
Career Implementation	20	20	40	3													80	3	Dr. V. Suveizdis, assoc. prof.	
Biotechnology of Animals					44	16	20	3									80	3	Dr. R. Gružauskas, professor	
Food Evaluation and Selection (Part 1)	8	52	20	3													80	3	Dr. L. Šemienė, assoc. prof.	
Food Evaluation and Selection (Part 2)					20	40	20	3									80	3	Dr. D. Sekmokienė, assoc. prof.	
Modern Analytical Methods and their Application in Food Industry					30	30	20	3									80	3	Dr. R. Gružauskas, professor	
Plant Food Technology to Address Certain Groups of Population at Risk									14	46	20	3					80	3	Dr. E. Bartkienė, assoc. prof.	
Production of Ecological Products and Hazards									30	30	20	3					80	3	Dr. B. Bakutis, professor	
Ecosystems and Population's Health									8	52	20	3					80	3	Dr. A. Kabašinskienė, lecturer	
<b>Total for subjects of this part</b>	<b>28</b>	<b>192</b>	<b>100</b>	<b>12</b>	<b>94</b>	<b>86</b>	<b>60</b>	<b>9</b>	<b>52</b>	<b>128</b>	<b>60</b>	<b>9</b>					<b>560</b>	<b>21</b>		
<i>Professional Practice</i>													0	0	400	15	<b>400</b>	<b>15</b>		
<i>Final Degree Project</i>			240	9			240	9			240	9			400	15	<b>1120</b>	<b>42</b>		
<i>Workload of optional subjects</i>				3				3				3					<b>240</b>	<b>9</b>		
<b>Total in the programme</b>	<b>78</b>	<b>94</b>	<b>548</b>	<b>30</b>	<b>86</b>	<b>70</b>	<b>564</b>	<b>30</b>	<b>80</b>	<b>86</b>	<b>554</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>800</b>	<b>30</b>	<b>3200</b>	<b>120</b>		

Table 6

Name of subject	Workload per semester																				Pedagogical title and (or) scientific degree and full name of the subject teacher										
	I				II				III				IV				V						VI				Total				
	L*	PC*	I*		L	PC	I		L	PC	I		L	PC	I		L	PC	I				L	PC	I		hrs.	ECTS			
hrs.	hrs.	hrs.	ECTS	hrs.	hrs.	hrs.	ECTS	hrs.	hrs.	hrs.	ECTS	hrs.	hrs.	hrs.	ECTS	hrs.	hrs.	hrs.	ECTS	hrs.	hrs.	hrs.	ECTS	hrs.	ECTS						
<b>I. Special education</b>																															
<b>Compulsory Subjects</b>																															
Chemical Hazards in Food Chain	10	6	144	6																									160	6	Dr. V. Špakauskas, professor
Research Methodology and Statistical Analysis	9	9	115	5																									133	5	Dr. V. Juozaitienė, professor
Chemical and Biological Active Microcompounds in Food (I)	10	0	43	2	0	10	124	5																					187	7	Dr. E. Bartkienė, assoc. prof.
Chemical and Biological Active Microcompounds in Food (II)					10	0	43	2	0	10	97	4																	160	6	Dr. A. Stimbrys, assoc. prof.
Economic and Management	12	0	41	2	0	4	130	5																					187	7	Dr. R. Giedrikaitė, lecturer
Food Safety and Risk Analysis									6	0	47	2	0	10	70	3													133	5	Dr. M. Malakauskas, assoc. prof.
Applied Research in Food Science									8	0	72	3	0	8	45	2													133	5	Dr. E. Bartkienė, assoc. prof.
Total Quality Management													10	0	70	2	0	8	99	5									187	7	Dr. A. Šarlauskas, lecturer
Food Allergy and Malnutrition of People in the Risk Groups													6	0	21	1	0	12	121	5									160	6	Dr. R. Ustinavičienė, assoc. prof.
<b>Total for subjects of this part</b>	<b>41</b>	<b>15</b>	<b>343</b>	<b>15</b>	<b>10</b>	<b>14</b>	<b>297</b>	<b>12</b>	<b>14</b>	<b>10</b>	<b>216</b>	<b>9</b>	<b>16</b>	<b>18</b>	<b>206</b>	<b>8</b>	<b>0</b>	<b>20</b>	<b>220</b>	<b>10</b>									<b>1440</b>	<b>54</b>	
<b>Optional Subjects</b>																															
Special Foreign Language (English)	0	16	64	3																									80	3	S. Adomaitienė, assistant
Special Foreign Language (German)	0	16	64	3																									80	3	V. Janušaitienė, lecturer
Career Implementation	6	10	64	3																									80	3	Dr. V. Suveizdis, assoc. prof.
Biotechnology of Animals	10	0	16	1	0	6	48	2																					80	3	Dr. R. Gružauskas, professor
Food Evaluation and Selection (Part 1)	4	12	64	3																									80	3	Dr. L. Šernienė, assoc. prof.
Food Evaluation and Selection (Part 2)	9	0	17	1	0	9	45	2																					80	3	Dr. D. Sekmokienė, assoc. prof.
Modern Analytical Methods and their Application in Food Industry	6	0	20	1	0	10	44	2																					80	3	Dr. R. Gružauskas, professor
Plant Food Technology to Address Certain Groups of Population at Risk					8	0	19	1	0	8	45	2																	80	3	Dr. E. Bartkienė, assoc. prof.
Production of Ecological Products and Hazards					10	0	17	1	0	6	47	2																	80	3	Dr. B. Bakutis, professor
Ecosystems and Population's Health					8	0	19	1	0	8	45	2																	80	3	Dr. A. Kabašinskienė, lecturer
<b>Total for subjects of this part</b>	<b>35</b>	<b>54</b>	<b>309</b>	<b>15</b>	<b>26</b>	<b>25</b>	<b>192</b>	<b>9</b>	<b>0</b>	<b>22</b>	<b>137</b>	<b>6</b>																	<b>560</b>	<b>21</b>	
<i>Professional Practice</i>																			213	8			187	7					<b>400</b>	<b>15</b>	
<i>Final Degree Project</i>			80	3			187	7			213	8			293	11			134	5			213	8					<b>1120</b>	<b>42</b>	
<i>Workload of optional subjects</i>				4				3				2																	<b>240</b>	<b>9</b>	
<b>Total in the programme</b>	<b>41</b>	<b>15</b>	<b>423</b>	<b>22</b>	<b>10</b>	<b>14</b>	<b>484</b>	<b>22</b>	<b>14</b>	<b>10</b>	<b>429</b>	<b>19</b>	<b>16</b>	<b>18</b>	<b>499</b>	<b>19</b>	<b>0</b>	<b>20</b>	<b>567</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>400</b>	<b>15</b>	<b>3200</b>	<b>120</b>					

22. Students select the topic of the final thesis and the supervisor from the beginning of the studies (within the first month of the studies). The topics for the final thesis are proposed by the teachers of the study program and by students themselves. The topics are given to students through the faculty dean office.

23 Final theses are assessed by the reviewers and final thesis' defending commission. Reviewers receive coded final thesis. Reviewers are selected in such way, that the topic of final work would be close to the area of reviewer's research work or his/her competence. Assessment is based on the originality, scope and quality of the accomplished work, author's ability to analyze and evaluate the results, to present possessed material at the time of defence and to quality of the answers during the defence.

24. The final thesis assessment commission is formed on the basis of the order issued by the Veterinary Faculty board. Defence commission is drawn from at least 5 members, from specialists competent in their study direction – scholars, practitioners, professionals, representatives of social partners. The chairman of the commission is appointed from the social partners. For the last year, the commission consisted of 7 members.

25. Each member of the commission assesses the work individually and signs on the minutes of the meeting. The commission is introduced with the comments and assessment of the reviewer. If the commission assesses the final work negatively, the student repeatedly submits a corrected or amended final work not sooner than after one year as indicated in the Regulations of LUHS Studies<sup>10</sup>.

26. Before defence of the final thesis they must be uploaded to Electronic theses and dissertations (ETD) information system<sup>11</sup>. Only then the final work can be defended in commission.

27. The average marks of the last 2 years defended students final thesis were: in 2012 – 8.6 (7.7 of part-time students), in 2013 – 8.4 (8.2 of part time students) (Annex 3).

#### **2.4. Staff of the VFS study programme**

28. The Master VFS study programme is implemented by 31 teachers: 7 professors (22.6%), 10 associated professors (32.3%) and 14 lectors and assistants (45.2%) (Annex 4). All the teachers fulfil the requirements laid down in the job descriptions and the regulations for Public health and Master of Science study programmes. In total 28 (90,4%) of the teachers hold scientific degrees: 36,7% in a scientific direction of veterinary medicine (12B), 19,4% – in animal technology (13B), 12,9% – in public health (10B), 12,9% – in chemistry (03P) and chemical engineering (05T); 9,8% – in other scientific directions (philosophy (01H), mechanical engineering (09T)).

29. Teachers are upgrading their qualification and skills through Lifelong Learning activities (e.g. training course, conferences, research) (Annex 5). Therefore it can be stated that teachers' qualification is sufficient to achieve the learning outcomes of the programme described in Table 3 and subjects (Annex 2).

30. Distribution of teachers by age groups and jobs is provided in Table 7. In 2012-2013 study year, a total age average of the programme teachers was 46,9 years (min. 27 – max. 68 years). The group of teachers up to 55 years old makes 76.7 % of all the academic staff. Professors over 55 years form 23,3% of all teachers. Age average of the Associated Professors is 48,7 years. The number and age average of the teachers with scientific doctor's degree but without Assoc. Prof. or Professor pedagogical title reveals the coming generation.

31. Change of the number of the teachers is insignificant (retirement age, postdoc offers). Its impact on the implementation of the study process is not relevant. Over past 5 years, 3 doctor's dissertations have been defended, their authors started teachers carriers at the University, they have subjects or parts of the subjects to lead in the programme.

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<sup>10</sup> [http://lsmuni.lt/media/dynamic/files/2356/2013-08-07\\_1.pdf](http://lsmuni.lt/media/dynamic/files/2356/2013-08-07_1.pdf)

<sup>11</sup> <http://lsmuni.lt/media/dynamic/files/176/ednuostatai.pdf>

**Table 7. Distribution of teachers by age groups**

	Number of teachers	Scientific degrees		Distribution of teachers by age				
		Doctors	Habil. doctors	Up to 35	From 36 to 45	From 46 to 55	From 56 to 65	Over 65
Professor	7	4	3	-	-	6	1	-
Assoc. Prof.	10	10	-	-	3	4	5	-
Lecturers, assistants	14	12	-	3	6	2	1	-
<b>In total</b>	<b>31</b>	<b>26</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>12</b>	<b>7</b>	<b>-</b>

32. Attestations and competitions in 2008.09/2013.06 were attended by 15 teachers involved in the programme. Quite many have started working in higher positions after their successful appearance in the competitions (Table 8).

**Table 8. Change in the job positions of teachers**

Change of job positions	2008 m.	2009 m.	2010 m.	2011 m.	2012 m.
From assistant to lecturer	1	-	-	1	-
From lecturer to assoc. prof.	1	1	1	2	1
From docent to professor	-	-	7	-	-

33. During the period of 2008.09 and 2013.06 there were 29 (93.5%) full-time teachers and 2 (6.5%) – part-time teachers. The proportion between full-time and other teachers is 15:1.

34. In full-time and part-time studies (2010.09-2012.06) altogether there are 209 students under supervision by 31 teachers in VFS study program. The proportion (1:6,7) between the teachers and students in different classes (lectures, laboratory work, etc) in the programme is optimal. Student groups of are of a rational size, up to 20 students in a group. They are formed taking into account the study cycle, subjects of different types, character of the classes. However students have an opportunity to select a supervisor of the final work from 74 teachers involved in the bachelor and master level studies (who teach the subjects of special and the basics of the programme).

35. The average of pedagogical work load of teachers of the Master VFS programme over 2008.09/2013.06 school years is provided in table 9. Most of the teachers are working in this and other study programmes as well, therefore the load of the majority of the teachers in the analysed study programme makes only part (average 33,25%) of their total pedagogical load. Contact work comprises in average 33,36% of the teacher's total work load. Half (46.4%) of the contact work load in the Master VFS programme is held by professors.

36. Teachers of the programme are active scientists with their scientific activities related to the modules they teach in this study program.

37. Over the period of 2008.09 - 2013.06 19 teachers of MSc programme have been abroad under the frame of ERASMUS programme and/or different scientific projects. Some of them, e.g. M. Malakauskas (Copenhages University, Denmark), R. Gružasuskas (Halle-Vittenburg University, Germany), E. Bartkienē (Jelgava University, Latvia) had close collaboration with foreign universities, regularly delivering lectures and participating in various scientific activities.

6 teachers have been invited from foreign universities in the framework of the project under ERASMUS programme and scientific projects. Lectures have been read by prof. M. Grashorn (University of Hohenheim, Germany), prof. T. Alter, prof. A. Hensel and dr. M. Greiner (Federal Risk Assessment Institute, Germany), assoc. prof. R. Stabler (London school of tropical medicine) and others. The academic staff exchange rate in the programme is 6:1.

**Table 9. Average of annual pedagogical load of the teachers in the Master VFS full-time study programme in comparison to other study programmes**

Teachers	Average number of direct contact hours			Number of contact hours in other study programmes (h)
	Lectures (h)	Laboratory works/ exercises (h)	Number of direct contact hours (h)	
<b>Professors:</b>				
General subjects	-	-	-	-
Special subjects	27	48	75	465
<b>Docents:</b>				
General subjects	30,2	88,8	119	444,0
Special subjects	45,6	106,4	152	365,2
<b>Other teachers:</b>				
General subjects	11,8	70,7	82,5	634,3
Special subjects	27,0	51,0	78	348,5
<b>In average</b>	<b>28,32</b>	<b>72,98</b>	<b>101,3</b>	<b>451,4</b>

38. 11 laboratory technicians and senior laboratory technicians, 2 senior engineers for precise installations, 1 computer maintenance specialist participate in the implementation of the programme. One employee of the support staff provides services to 3 MSc teachers, and during laboratory classes 20 students have 1 employe of the support staff.

39. The team of teachers possessing sufficient experience of pedagogical work has been formed in the programme (Table 10). In 2012, 96.8% of teachers had experience of pedagogical work, for 90.3% of them experience was at least 4 years. The teachers of MSc programme issued 10 textbooks.

**Table 10. Teachers' experience of pedagogical work**

	Experience of pedagogical work in years				
	Up to 3 years	4-10 years	11-20 years	21-30 years	31-41 years
Number of teachers	1	13	7	5	4

40. In 5 years, teachers have published 94 research articles in international press of which 61 publications in international journals with impact factor: they make up 64.9% of all the publications publicised by the teachers of the programme. Evaluation of the conformity of scientific publications to the MSc study programme showed that the research results are related to the learning outcomes of the Master VFS programme (Annex 5). Scientists of the programme take part in the EU scientific research, technological development and demonstration activity programme (FP7), are actively involved in the implementation of the European programme for co-operation in the fields of scientific and technical investigations (COST) and take part in various scientific activities financed by the Lithuanian State Science and Studies Foundation (LSSSF) and the Research Council of Lithuania (RCL). For example, during 2007-2010 M. Malakauskas was the supervisor of work package of the FP6 project „Biotraceability of undesired microorganisms and their metabolites in the food and feed chain“ (2007-2010, Contract No 036272) and FP7 KBBE.2010.2.6-01 project FOODSEG „Safe Food for Europe – Coordination of research activities and Dissemination of research results of EC funded research on food safety“ (2011-2013). M. Malakauskas supervised the international Project sponsored by BIOMIN Holding GmbH “Effect of probiotics on *Campylobacter spp.* in broilers meat” (2009). Teachers of the programme are also taking part in the projects supported by the Research Council of Lithuania (RCL) and by the ministries, scientific projects of different institutions of science and studies. For example, M. Malakauskas is leading the research projects „Prevention of Campylobacteriosis by improving quality and safety of food raw materials and food products“ (2011-13, No. SVE-05/2011), „Genetic *Yersinia spp* characterisation with PCR based methods“ (LSSSF funded; T-26/2009), „Antimicrobial resistance of *Y. enterocolitica* strain isolated from pig production chain and human samples (funded by RCL, V-

279/2011); E. Bartkienė - „Application of solid-state fermentation for development of higher value and safety food products“ (2011-13, No. SVE-11019) and „The possibilities to enrich wheat bread with biological active compounds from flaxseeds“ (2009).

41. Teachers of the program have experience of work in the industry; half of the teachers (48.4%) have close ties with the food industry (they consult, perform investigations and etc, for example, G Januškevičienė advises food enterprises on the systems of Risk Factors Analysis and Critical Control Points, E. Bartkienė - enterprises producing products of plant origin, G. Zaborskienė – meat processing enterprises, A. Stimbirys consults on the questions pertaining to the evaluation of carcass meat). The average of practical work experience for the VFS programme teachers is 5.0 years.

42. Apart from lecturing, teachers of MSc programme participate in other activities: 58.1% are members of the boards, commissions, committees and representatives of administration). 7 teachers are involved in expert activity. Half of MSc teachers (45.2%) are members of social professional organizations.

43. Master students practice is guided by the Food Safety and Quality Department. Student practice at food and other enterprises is managed by persons responsible for the food safety issues, e.g. managers for the quality and safety. Students carry out inspections, write inspection reports jointly with SFVS inspectors.

44. Experience of the co-ordinator of the study programme. Prof. M. Malakauskas, head of the Food Safety and Quality Department, is the co-ordinator of the study programme. His pedagogical, scientific, managerial and other experience is sufficient for him to be a co-ordinator of the programme (more information is provided in CV, Annex 5).

45. In recent years 1/3 of the Master VFS programme teachers participated in the pedagogical seminars and /or seminars and courses financed by Education Exchanges Support Foundation. Over 2008.09-2013.06, 19 teachers improved their qualification in foreign universities; some of them had close ties of cooperation with Latvian, Danish, German, Turkish and Finish institutions.

## 2.5. Facilities and Study Resources

46. There are 6 main auditoriums of different size used for lectures at the Veterinary Academy (Table 11). Additionally auditoriums at the Medical Academy campus could be used for study purposes in case if needed. Students from other study programs are also using these auditoriums, however the number of auditoriums is absolutely sufficient for the training of students of all programmes implemented at the VA campus. Timetables and teaching schedules agreed in advance before September each year.

Table 11. Number of auditoriums and places for students at LUHS used for VFS studies

Auditoriums	Equipment	Number of seats for students
<b>Veterinary Academy (VA)</b>		
Dr. Stasio Jankausko	Compiuter, multimedia projector, voice amplifier	210
Konrado Juozo Aleksos	Compiuter, multimedia projector; voice amplifier	280
3rd	Compiuter, multimedia projector	275
4th	Compiuter, multimedia projector	275
6th	Compiuter, multimedia projector	100
Žalčio salė	Compiuter, multimedia projector; voice amplifier	50
<b>Medical Academy (MA)</b>		
MLK Minuscule	Compiuter, multimedia projector	90-95
MLK 427	Compiuter, multimedia projector	80-90
Prof. J.Žilinsko	Compiuter, multimedia projector	90
Prof. V. Lašo	Compiuter, multimedia projector	250
CR Skaityklos	Compiuter, multimedia projector	110

47. Facilities of 8 departments and 1 institute (Food Safety and Quality; Preventive Medicine, Health Management, Environmental and Occupational Medicine, Non-infectious Diseases, Animal Husbandry, Animal Nutrition, Animal Breeding, Institute of Biological Systems and Genetic Research) are used for the realisation of this study program: there are 12 laboratories and 24 study rooms. The majority of them are adjusted to work with groups of 15-25 students. 4 computer classes have been installed with 132 individual work places. Distant Learning Studies Centre is provided with a teaching classroom of 24 seats.

48. Students can improve their practical skills during the professional practices (15 ECTS credits) in the last semester of studies. Practice is supervised by the teachers of the Food Safety and Quality department. Enterprises and establishments must conform to the requirements to become place of practice, i.e. appropriate conditions must be created for the students in order to achieve aims of the practice. This is ensured by the manager of the enterprise accepting a student for practice by signing a trilateral practice agreement and appointing a competent mentor in the enterprise or establishment. The agreement is compulsory for each student and signed by the student, university and by the enterprise accepting a student for practice. Since 2012-2013 study year, practice supervisor (or enterprise) are paid by the LUHS for giving service to perform practice. At the time of their practice, students directly participate in all processes of production, control and evaluation; they have an opportunity to collect information for their final work. As there is over 20 thousand food handling entities in the country, there are no problems for students to find a place for practice with a help of practice coordinator. List of the biggest food producers in Lithuania having signed agreement with LUHS regarding practice is given below (Table 12).

Table 12.

<b>Food entities</b>	<b>Agreement No.</b>
ŽŪKB "Krekenavos mėsa"	Nr. VKC3-1
JSC "Aconitum"	Nr. VKC3-102
AB "Kaft foods Lietuva"	Nr. 4/1-09
JSC "Rokiškio pienas"	Nr. 4/1-11
JSC "Rūta"	Nr. 4/1-12
SC "Vilniaus paukštynas"	Nr. 4/1-14
JSC "Maxima"	Nr. 4/1-15
JSC "Biovela"	Nr. 4/1-16
JSC "Fazer kepyklos"	Nr. 4/2-06
SC "Pieno žvaigždės"	Nr. 4/3-03
JSC "Norfos mažmena"	Nr. 4/3-05
SC "Stumbras"	Nr. 4/3-12
JSC "Arvi kalakutai"	Nr. 4/4-11
JSC "Kauno grūdai"	Nr. 4/4-13
SE „Pieno tyrimai“	Nr. VKC3-26

49. All students have to carry out their practice by selecting the practice place. Students have always an opportunity to choose the place of practice from the list of enterprises provided by the manager of the Career Centre (before 2013.10.01) or the Practice Administrator from the Dep. of Food Safety and Quality (since 2013.10.01) Students may themselves propose enterprises not included in the list in which they wish to perform practice. Under request of students, they are appointed to the place of practice taking into account the place of their residence, and in case of competition the study marks play a decisive role. The range of the places for practice is broad covering different regions of the country. It has been established that no more than 2 students of the same graduation can perform practice in the same enterprise.

50. Every year the manager of the Career Centre contact have been contacting enterprises and establishments in different cities, towns and regions regarding the opportunity for students to perform practice (since 2014 – this task will be taken by dep. of Food Safety and Quality).

51. The LUHS Library and the Information Center of Health Sciences (address: Eivenių str. 6, Kaunas) was moved to new building in 2007. The new library satisfies highest requirements of students and researchers. The library facilities are available from 7.30 am to 10.30 pm on Monday-Friday, from 10 am to 8 pm on Saturdays, and from 10 am to 5 pm on Sundays. The library visitors may use four reading-rooms, which have 332 places; 56 of them are computerized, three reading rooms for group learning, an eight-place-room with multimedia equipment, a twelve-place-teaching computer class, and the halls for seminars and conferences. Students and academic staff are trained to use data search engines. Computers are up to date and all software is of course legal. There is a wireless internet access, where it is possible to have an internet connection on a personal computer. Books and other sources of information can be borrowed and returned by means of a fully computer-assisted system. The LUHS library subscribes to national and international scientific literature of various research fields. In 2012-2013 the library subscribed to more than 47 databases Annual Reviews, BMj journals, BMj ClinicalEvidence, Cochrane Library, EBSCO Publishing (10 dB), Emerald Management ejournals Collection, Cambridge journals Online, Henry Stewart Talks, LWW/Ovid SP, Md Consult, Natural Medicines Comprehensive database, Nature Publishing Group, OUP: Oxford journals, Oxford Reference Online, PsycARTICLES, SAGE Publications Online, Sciencedirect, Science Online, SpringerLink, Taylor&Francis, Up To date, Wiley Online Library, and others

52. There is various resources at the library e.g. books online, available for our university's students at: <http://www.accessmedicine.com>. Here are course books of various medical content including public health issues. Log-in from university's computers (library etc.) is direct; access from home computer is possible using the University's Virtual Network. The Virtual Private Network (VPN) is network services, which allow Lithuanian Health Sciences University students to safely connect to the university computer network. After signing up for the VPN, students can browse all the subscribed databases from home computers. The resources of the library are constantly renewed.

53. There are more than 1930 units of different titles books, articles and other reading material related to public health at the Library Central Stock<sup>12</sup>. Also the Central Library branch at the Veterinary Academy Campus can offer literature for students. Books and other material for studies are purchased according the recommendations of teachers of the study program.

54. Methodological resources are updated each year. In the middle of the study year the need for methodological publications is discussed in the departments, considered at the meeting of the Veterinary Faculty Council resulting in respective publications or additional editions by the publishing division of LUHS. Methodological publications (practices, descriptions of laboratory works required for teaching subjects of the study field) are constantly developed or updated.

## **2.6. The Study Process and Its Assessment**

55. Admission of students to the second level of VFS study program is done in accordance with admission rules approved by the Senate (before 2010.09: Rules of admission to Lithuanian Veterinary Academy), which are approved for each academic year separately<sup>13</sup>. Students are

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<sup>12</sup>

[http://www.lvb.lt/primo\\_library/libweb/action/search.do?dscent=0&sep.seps=scope%3A%28LSM01%29%2Cscope%3A%28KMU03%29%2Cscope%3A%28KMU02%29%2Cscope%3A%28LSMELB%29%2Cscope%3A%28LSMETD%29%2Cscope%3A%28KMU04%29&frbg=&tab=local&dstmp=1386507663156&srt=rank&ct=sea](http://www.lvb.lt/primo_library/libweb/action/search.do?dscent=0&sep.seps=scope%3A%28LSM01%29%2Cscope%3A%28KMU03%29%2Cscope%3A%28KMU02%29%2Cscope%3A%28LSMELB%29%2Cscope%3A%28LSMETD%29%2Cscope%3A%28KMU04%29&frbg=&tab=local&dstmp=1386507663156&srt=rank&ct=sea)

<sup>13</sup> [Students' admission rules, Confirmed by LUHS Senate decision No 27-04, February 15, 2013; http://lsmuni.lt/media/dynamic/files/2017/123456.pdf](http://lsmuni.lt/media/dynamic/files/2017/123456.pdf)



admitted to full-time and part-time (extramural) studies. Full-time study program lasts for 2 years and the part-time program lasts for 3 years.

56. Apply for the VFS Master Studies can persons, who have qualification of Public health bachelor or professional bachelors degree. Persons, who have professional bachelors degree can participate in competition to Master studies only after finishing additional study program, confirmed by University. Persons, who have professional bachelors degree must to finish up to 60 ECTS credits of additional studies for the chosen study course, in that cases when chosen Master study course and the finished first level study course belongs to the same study course group. Persons, who have professional bachelors degree must finish up to 90 credits of additional studies for the chosen study course, confirmed by University in that cases when chosen Master study course and the finished first level study course belongs to different study course group

57. The admission of students is organised according to competitive score, the row is formed in declining order. Competitive score consists of:

- annex of diploma/appendage and academic label (for graduates of additional studies of chosen study course) without professional practical qualification examination or average of final work mark (weigh coefficient is 0.7);
- practical qualification examination of profession or grade of final work (weigh coefficient is 0.3);
- the sum of evaluation of scientific work (up to 2 points) and score of motivation conversation (up to 3 points). Commission to evaluate motivation of applicants is formed by order of Rector and consists of not less than of 5 members.

58. During period of 2008.09-2013.06, the highest average of competitive score of full-time Master studies was 9.66 (ranged from 9.35 to 9.96) and the lowest was 7.54 (ranged from 6.79 to 8.24). The highest average of competitive score of part-time Master studies was 9.23 (ranged from 8.44 to 9.96) and the lowest was 7.12 (ranged from 5.89 to 8.07) (Table 13)

**Table 13. Competitive scores of admitted Master students**

Year	Study form	Competitive score	
		<i>Highest</i>	<i>Lowest</i>
2008/9	<i>F</i>	9,96	6,79
	<i>P</i>	9,96	5,89
2009/10	<i>F</i>	9,7	7,72
	<i>P</i>	8,44	6,43
2010/11	<i>F</i>	9,75	8,24
	<i>P</i>	8,5	7,21
2011/12	<i>F</i>	9,57	7,4
	<i>P</i>	9,35	8,02
2012/13	<i>F</i>	9,35	7,53
	<i>P</i>	9,91	8,07

F-full time, P-part time Master students

59. Minimal requirements to state-funded and self-paid studies are the same.

60. During period of 2008.09-2012, in total 258 students (155 to full-time and 103 to part-time studies) were admitted to the VFS Master studies. The highest number (76) of admitted Master students was in 2008, later the number of students decreased almost twice. More students request to study in full-time study form than in part-time studies. Though in the last year number of students, admitted to full-time and part-time studies was similar (38 and 33, respectively) (Table 14).

60. During period of 2008.09-2012, in total 258 students (155 to full-time and 103 to part-time studies) were admitted to the VFS Master studies. The highest number (76) of admitted Master students was in 2008, later the number of students decreased almost twice. More students request to study in full-time study form than in part-time studies. Though in the last year number of students, admitted to full-time and part-time studies was similar (38 and 33, respectively) (Table 14).

**Table 14. Change of the number of Master students in VFS programme**

Academic year	I		II		III	
	F	P	F	P	F	P
2012	38	33	22	7	-	4
2011	22	14	30	11	-	28
2010	32	6	30	4	-	37
2009	32	5	29	40	-	-
2008	31	45	-	-	-	-

F – full-time Master studies, P – part-time Master studies.

61. The majority of Master students are admitted to study in state-funded positions. During 2008-2010 there was only one full-time Master student paying for studies. During 2011-2012 all Master students of full-time studies had state funded positions. Studying in part-time studies, there are 6 self-paid Master students on average annually while the rest are studying in state funded positions.

62. During 2008.09-2013.06 seven full-time and 18 part-time Master students were excluded from the studying list. This is 4.5% and 17.5 % of the total number of students, respectively.

63. During considered period from the Master programme graduated 4 full-time courses and 3 courses of part-time program. In 2012 all entrants of full-time program and in 2013 – 85.7 % of those who were admitted to the first course ended the studies. In 2012 60 % and in 2013 – 66.6 % of those part-time Master students who were admitted to the first course finished the studies.

64. 58.3 % of Master students who stop their studies do this voluntarily, the other 41.6 % were deleted from the students list due to financial debts. Because of difficult financial situation in the families, students begin to work and later fail to combine work and studies. It is especially seen among part-time students. In order to reduce the drop-out of students, they are motivated by consultations, they have rational timetables; in objective serious circumstances another time for clearing-off is appointed, disciplines can be repeated, timetables for having children are prepared, possibilities of taking an academic leave are offered.

65. Timetables of studies for the next year are prepared by Study centre till the 1st of February each year and this is done in cooperation with the Dean of Faculty. The timetables are published on the LUHS website<sup>14</sup>. Timetables can be changed only after changes of the study plan are approved by the Senate. Timetables or their changes are published in the web site of LUHS not later than 2 weeks before the beginning of the subject.

66. All Master students depending on their academic results have the possibility to apply for the Erasmus exchange (agreements are signed with 15 universities and faculties having similar study programs), for mobility within BOVA academic network of Baltic States and Nordic countries, and for intensive international courses and student exchanges using Nordplus program. However during 2008.09-2013.06 academic years only two students were for 3 months studies period in Boku university in Austria.

67. During 2008-2012 there were no incoming students from foreign universities.

68. Master students can participate in the student scientific activity and take part in the projects and annual students research society conference. However master students are not active and only one in 2011 and 3 in 2013 made presentations at Students research society conference.

69. Master students participate in VA dance collective „Džigūnas“ (2 students), folk ensemble „Kupolė“ (1 student) and chorus „Juventus“ (3 students). Together with these collectives Master students perform not only in festivals of Academy or University, but also in city festivals, events and international festivals.

70. Information for Master students on the programme, its forms, funding, assessment of the achievements, selective subjects, timetables, mobility possibilities and program changes is supplied using different tools. Information is given by several divisions: Study center, Veterinary faculty

<sup>14</sup> <http://tvarkarasciai.lsmuni.lt/>

Dean, program tutor – Department of Food Safety and Quality. For information presentation LUHS internet and intranet (section for Students), direct consulting (Veterinary faculty Dean, division of international affairs, Study center), information boards are used. The main information is placed on the LUHS website including all regulatory documents regarding the studies and academic life. Required information (and urgent information) is passed to the students by an email (each course holds its own email). Supervisors notify and consult students of their group on versatile questions of studies, help them address arising issues and take care of their everyday life. Information is consistent and timely.

71. Master students can find quite a lot of information on potential career opportunities on the website of the LUHS Career Centre. Employers provide job offers during career days or to the Career Centre, dean office or teachers. Meetings for employees and students are organized (in 2012 year there were 5 of such meetings).

72. There are no Master students studying under individual plan in this program, but if necessary, a possibility would be offered. Master students, who have children or face any serious circumstances, may request a free timetable for attending general classes and they may do their practical and laboratory work not necessarily with their group.

73. A Master student who has not passed the exam may retake it two times free of charge. At the end of the semester one week is assigned for passing failed exams and the last week of August to pass any debts which occurred during academic year. If Master students fail to take the exam in a prescribed period of time, they can repeat the subject next year upon paying a fixed fee (Regulation for the first and the second level and integral studies, LUHS, confirmed by Senate decision No 32-3, 07 06 2013). About 80 % of students in this program pass the exams in due time.

74. Psychological support to Master students is usually provided by teachers and employees of the dean office. Majority of the teachers who completed post-graduate studies, have taken the course in psychology. Majority of the teachers are finished 12 hours courses “Psychology of communication” (2011) and 40 hours courses of training of professional competences (2012).

75. Information about Scholarships, benefits, credits available for students is given on the website of LUHS<sup>15</sup>.

76. Scholarships are granted in accordance with the Regulation of bounty scholarships commitment for the first, the second level and integral studies students<sup>16</sup>. Since 2009, a scholarship amount of 1.5 basic social benefit (BSI) is allocated for the best students, studying in state funded and self-paid positions for the best attending and studying results. One time bounty scholarships (up to 2 BSI) are awarded once per semester for progressive students in order to stimulate them for the active student, public, organizational, scientific, sports work and reached exceptional results representing University. These scholarships are distributed by students themselves. In case of child birth, death parents or natural disaster, scholarship of 2 BSI can be awarded once per semester. Onetime scholarships can be allocated for students group monitors (0.75 BSI) one time per semester. There are nominal scholarships as well. Disabled students may also receive financial support. In addition, students have the possibility to get credits for living expense and for refunding of study fees. State Study Fund accepts applications for such credits<sup>17</sup>.

77. The Academy has 4 student hostels which can accommodate 650 students. Every request to live in a hostel is satisfied in accordance with the prescribed procedure. For a number of years, 130 VFS students and Master students live in hostels. Master students of part-time studies can also live in a hostel during the session.

78. The assessment of students' achievements is directly linked with the study program learning outcomes. The principles of assessment of student achievements, the requirements for the assessment grade are described in the LUHS Study Regulation, confirmed by LUHS Senate

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<sup>15</sup> <http://lsmuni.lt/lt/studentams/parama-studentams/studiju-paskolos/>

<sup>16</sup> *LUHS Senate decision No. 2-09, October 29, 2010;*

[http://lsmuni.lt/media/dynamic/files/516/lsmu\\_skatinamuju\\_stipendiju\\_skyrimo\\_nuostatai.pdf](http://lsmuni.lt/media/dynamic/files/516/lsmu_skatinamuju_stipendiju_skyrimo_nuostatai.pdf)

<sup>17</sup> <http://lsmuni.lt/lt/studentams/parama-studentams/studiju-paskolos/>

decision No. 32-03, June 7, 2013<sup>18</sup>. Also assessment of student achievements is explained in the descriptions of every subject (Annex 2) and obligatory explanation of cumulative assessment formula is set up on the intranet<sup>19</sup> in the specific folder of the subject and accessible for students.

79. In the beginning of the subject, students are informed about learning outcomes of the subject and what has to be learned within the subject. Students are informed how many and for what indicators (consistency of theoretical knowledge, activity, independence, practical skills and etc) scores can be received and how many scores must be collected in order to get a desired assessment of the subject. If the aim of the given subject is sufficient level of knowledge and understanding, then general evaluation tests are applied. More complicated tests, usually oral (discussion) tests are applied when students must learn how to apply gained knowledge in the certain situations, analyze and evaluate respective processes. Practical tasks are given when it is necessary to establish whether a student acquired practical skills. Students are assessed by the tasks which reflect those skills. Analytical and collation capacities are checked through writing the papers and executing independent investigative works. If the assessment of the accomplishments of the study subject consists of many different tasks, all of them have an impact on the general outcome of the studies. Therefore by scoring we are seeking for two aims: to evaluate students progress and to evaluate final studying results, which in Study program are described as learning outcomes.

80. For students evaluation 10 marks grading is used, where the lowest positive mark is 5. All subjects and modules are assessed using cumulative grade system. Accumulative part of the grade must be not less than 50 % of final grade. Different evaluation forms are used, e.g. examination, colloquium, defence of practical work, test, which form accumulative mark. Evaluation forms and their content are created by teachers, responsible for the subject or division (department) and inform students before starting teaching the subject. Teachers by starting their subject introduce students with the criteria for assessment of achievements, forms of intermediate clearings, examples of the examination tasks and assessment criteria.

81. Students which are not satisfied with the assessment of their study outcomes may appeal to the Appeals Commission. The commission acts in accordance with the Senate approved procedure for handling student claims and reviewing assessment of the achievements of studies. The procedures have been placed on LUHS internet website and are always easily accessible for students<sup>20</sup>.

82. Teachers, while presenting for the students their achievements (evaluations of works, marks), provide their comments verbally or in writing. Results of the course or the group are not publicised publicly (can be publicised if students request), usually they are discussed individually with a student or with a group if the task was accomplished by the group of students. Seeking to ensure the quality of studies and to improve a self-analysis system, a systematic student questionnaire system is implemented<sup>18</sup>. Data from the surveys disclosed that 90 % of the teachers deem to have a good feedback with their students, and 10 % of them would wish to have a better feedback. A new feedback system is launched since 2013.09 study year and the first results will be known at the end of January, 2014.

83. The surveys about graduates' employment possibilities are carried out annually in accordance to LUHS Rectors' order V-962, 2013 "The order of questioning organisation of LUHS graduates and social partners (employees)"; V-963, 2013 "The order of gathering LUHS graduates agreements for purposes of career evaluation" and LUHS Senate order, No. 37-11, 2013 "The order of LUHS students', lectors' and social partners' opinion analysis"<sup>21</sup>.

84. The first students of Master VFS study program graduated in 2010.07. During a survey of the graduates, organized by Career Center in 2013, 14 graduates (10 from full-time studies and 4 from part-time studies) were questioned. 84.6 % of questioned graduates started to work soon after finishing studies and now 69.2 % of them continue their career. 15.4 % of graduates didn't looked

<sup>18</sup> [http://lsmuni.lt/media/dynamic/files/2356/2013-08-07\\_1.pdf](http://lsmuni.lt/media/dynamic/files/2356/2013-08-07_1.pdf)

<sup>19</sup> <https://fc.lsmuni.lt/login/>

<sup>20</sup> <http://lsmuni.lt/lt/naujienos/naujienos/naujas-lsmu-studiju-reglamentas.html>

<sup>21</sup> [http://lsmuni.lt/media/dynamic/files/2917/nuomones\\_tyrimas\\_studentai\\_destytojai\\_darbdaviai\\_tvarka.pdf](http://lsmuni.lt/media/dynamic/files/2917/nuomones_tyrimas_studentai_destytojai_darbdaviai_tvarka.pdf)

for a job at all. 7.2 % of graduates have their own business and 21.4 % of them are planning to start their own business. 66.7 % of graduates started to work during study years. Speciality and personal activity had the most influence on the successful resettlement, respectively 30 % each. More than a half (55.6 %) of graduates started to work in private sector. 77.8 % of graduates work in cities and according their speciality.

85. Graduates apply skills that have been acquired in their work activity and emphasize importance of theoretical and practical skills in successful resettlement. Regarding the results of resettlement, the character of the professional activity of the graduates meets the purpose of the study program.

86. After finishing VFS bachelor studies the majority of students are intended to proceed the studies further and about 80 % of them start the VFS Master's studies. The majority of Master students choose full-time studies whereas students who has a job choose part-time studies.

87. LUHS VA marketing activity is improved by organizing vocational information and guiding events. VA participates in fairs of Higher schools studies (2 fairs annually), in annual conference "The way of Your Success", in exhibitions „AgroBalt“, „Wheel of decisions“ and others. Advertisement of University study programs is carried out in periodic publications (3-4 periodic publications annually). Actual information is constantly presented in University web site in section "For students". Questions are answered via telephone or e-mail. LUHS VA is also introduced to Lithuanian communities living abroad and possibilities for Lithuanians to study in the Academy are discussed

88. All students have to sign the engagement of *Academic Honesty* before each examination (intermediate or final, etc.) according the Rector order No. V-1027 (last version 2013.10.23) which is based on the decision of the Commission of Quality Ensurance and Study Monitoring (Protocol No.7, 2013.10.07). Also all students have to sign this engagement together with the contract of studies.

89. Students must choose one subject (so called "optional") from provided list of 3-4 subjects every semester. They can select subject depending on their demands. In such way students study freely elective optional subjects amounting 21 ECTS credits or 8.8% of all study program credits. The examples of the optional subjects are showed in the tables 5 and 6 (pages 9-10).

## **2.7. Programme Management**

90. The key bodies responsible for the management of Master VFS study programme are: Study Programme Committee (SPC); Board of Veterinary Faculty; Dean of Veterinary Faculty and different departments teaching in the programme. Overall study process is supervised by the University Centre of Studies, Rector and University Senate.

91. SPC plays the major role in quality assurance and analysis. SPC members are from teaching staff, students and social partners following the decision of LUHS Senate No 25-08 "Regulation on Study Program Committees at the Lithuanian University of Health Sciences"<sup>22</sup> approved in December 14, 2012. Regulation on SPC conforms following basic normative acts:

- a) Law of the Republic of Lithuania on Science and Studies (2009, Nr. 54-2140);
- b) Statute of the Lithuanian University of Health Sciences (2009, Nr.81-4231);
- c) Order from the director of the Centre of Study Quality Assessment "Approval of Method for Assessment of Acting Study Programmes", December 20, 2010, No 1-01-162;
- d) Order from the director of the Centre of Study Quality Assessment "Approval of Method for Preparation, External Assessment and Accreditation of New Study Programmes", November 28, 2011, No 1-01-157.

92. The last time the composition of VFS study programme committee had been approved by Rector order No.SC-1-31 on 10.01.2013. The composition of the SPC is approved by the Rector after the dean of the faculty proposes the candidates including the chair of committee.

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<sup>22</sup> [ismuni.lt/media/dynamic/files/1506/12.12.14\\_d9.pdf](http://ismuni.lt/media/dynamic/files/1506/12.12.14_d9.pdf)

93. The sequence for taking decisions regarding the changes in the study programme is following:

- 1) Suggestions from all stakeholders (teachers, students, administrative staff, employers and other interested parties) are submitted to SPC; additionally there is possibility to submit the suggestions or comments, inquiries directly to the dean, the Faculty Board, the Vice-rector for studies etc.;
- 2) Submitted suggestions are discussed inside SPC ;
- 3) SPC provides recommendations and offers to the appropriate departments and other educational units as well to the Faculty Board.
- 4) According to the relevancy of the problem, recommendations and offers are approved (or not) at the Faculty Board are further submitted to Vice-rector for Education and Rector for a final decision or alternatively to University Senate via the Study Commission. Decisions might be taken at various levels depending on the relevancy and obeying requirements of university documents on regulation of study process.

94. SPC sets the key requirements for the implementation of study programme and monitors implementation of the programme. Both SPC and departments may suggest changes to the programme. In all cases, suggested changes are discussed at SPC and results submitted to the Board of Veterinary faculty for further analysis. Some of decisions may be taken at the level of faculty and some shall be further addressed to the University Senate or even to the University Board. All changes shall be approved by the decision at relevant level before they are implemented. As example, necessary changes of the study plan are proposed by the SPC, thereafter discussed at the Faculty Board and if approved further discussed at the Rectorate meeting (all main administrative persons like rector, vice-rectors, deans etc.) and after approval should be confirmed at the LUHS Senate by voting. Key tasks and responsibilities of each body at the university are explained below.

95. SPC for the Veterinary Food Safety study programme involves six members: 1) Chairman of the Programme Committee; 2) 4 members of the teaching staff involved to the teaching in programme; 3) one student representative appointed by the Student Union; 4) one representative from social partners. Committee has been approved by the rector's order. Committee has been awarded the right to invite experts from the university departments or other (external) institutions. All committee members representing the teaching staff are experienced enough in teaching and research activities while the social partner has a professional experience in the area where graduates are potentially targeted.

96. SPC monitors the conformity of personnel involved in teaching by requirements of national and international legal acts and emphasise importance of modern professional and scientific requirements as well warns academic staff on general requirements expressed by the students as well those coming from faculty and labour market. SPC plans and initiates changes and renewals of the study programme. The dialogue is going on between committee and departments related to the execution of the curricula, faculty dean and vice-rector for studies. A programme curriculum (study plan) is reviewed by SPC annually and further presented for the discussion at the faculty board and final approval at the Senate. SPC strives for the study plan where planned learning outcomes could be reached by the adequate number of learning hours dedicated for a certain subject. For that reason SPC analyse and approves descriptions of all new subjects and/or modules with specific attention to the contents and the strategy of student performance evaluation. During the academic year, SPC analyze implementation of the programme, collect and evaluate suggestions presented by students and staff for curricula improvement. Proposed measures for improvement of curricula structure, contents, ratio between contact and independent work hours, teaching methods is usually considered with regard to determine the best concept of student oriented curricula.

97. SPC is in horizontal lines and collaborates with Study Centre, Commission for Observation and Assurance of Quality of Studies, Student Union. Study plans, subject descriptions, schedules and timetables as well as discussions on the results of evaluation of teaching process of separate subjects and modules falls to the scope of collaboration. Study process is discussed with representatives of student union and students from the programme at least once per semester.

Faculty deans are informed about discovered problems and possible options for solving these problems. If necessary, appropriate problems are addressed to Board of Veterinary Faculty, Study Centre, university administration or other university bodies related to the execution of Veterinary Food Safety study programme.

98. In collaboration with Career Centre, SPC take a part in the analysis of job market demands with emphasis to number of required food safety specialists and their competitiveness among the graduates from other universities. Suggestions on curricula improvement from Alumni and employer representatives are considered as a valuable input to the quality improvement.

99. SPC is managed by the chairman and supervised by the faculty dean and acts according to annual plan which is submitted to the faculty dean in the beginning of each year. SPC chairman initiates meetings and chairs them. SPC chairman is given a right to appoint other committee member to chair the meeting if such necessity arises. Virtual meetings (based on the use of ICT means) are allowed. SPC decisions are valid when 2/3 of SPC members participate in the meeting. Decisions from each SPC meeting are noted and protocol prepared after the meeting. Decisions are taken by open or secret (if that is required by at least one member of SPC) voting where principle of majority of votes is applied. In the case of equal parts, decisive vote depends to committee chairman. Other university employers, students and representatives from social partners may be invited to SPC meetings.

100. The majority of decisions on implementation of Veterinary Food Safety program are taken at the Board of Veterinary Faculty. Board is elected for five year period. Board members are from faculty academic staff having at least 0,5 position. There are 14 board members in total. Each faculty department, clinic as well as students are represented in the Board. Chairman is elected from any member except the dean. Execution of the study programme is coordinated by the faculty dean. Faculty Board evaluates and approves prepared textbooks and other new means and tools for teaching and learning, discuss teaching plans, evaluate and approve subject descriptions and presents suggestions for improvement of study and teaching quality to the Commission on Science and Research at the University Senate. Graduation results are discussed in the Board at the end of study year and appropriate guidelines are drawn for next academic year. During three years period Veterinary faculty Board had 19 meetings during which also questions related to the Master VFS study programme were discussed.

102. Suggestions and reflections by students and teachers on program execution as well as student grades are analysed by SPC at least once per semester. According to the results of analysis, SPC formulate suggestions for further development of certain subjects or modules, student evaluation criteria applied by departments with emphasis to validity, reliability, transparency, impartiality and publicity.

103. SPC analyse availability and demand of material resources for the successful execution of the programme and adequate presentation of study materials in the university intranet<sup>23</sup> (FirstClass) and makes suggestion for improvements. SPC encourages teachers to look for and apply innovative teaching methods in the study process.

104. Students are given a possibility for voluntary evaluation of all courses (subjects). The evaluation system includes web-based questionnaire of two major parts: Overall quality of teaching and learning process and Ethics in the teaching process. It must be noticed that students are not enough active when providing feedback on voluntary basis. This insists to look for a different approach in getting feedback from students.

105. The quality of the VFS study program was improved by eradicating weaknesses and developing strengths according to the results of the web-based questionnaires. In total 23 questionnaires about different subjects were evaluated over 3 years period. Based on the questionnaires results respective changes were made after discussion with appropriate teachers of the subjects.

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<sup>23</sup> <http://fc.lsmuni.lt/?visited=1>

106. The University Career Centre<sup>24</sup> is responsible for the surveillance of careers of individual graduates. Procedure on Organisation of Surveys of Courses of non-formal education on topics “Know Yourself”, “Self-analysis”, “Team-work”, etc. are organised by Career Centre annually. State funded project No VP1-2.3-ŠMM-01-V-01-001, „Development and Implementation of Models of Education of Students of HEI for Career and Career Surveillance, Improvement of Competences of Specialists Working with Students and Development of Tools for Them“ contributed to the development of employability of further graduates. Procedure on organisation of surveys of LSMU graduates and social partners (employers) has been approved in 2013<sup>25</sup>.

107. The internal quality assurance system is implemented in the university. It has been based on principles commonly applied in European Higher Education Area and fits to the University’s quality improvement strategy. Tools and means helping to assure quality of education has been foreseen in the internal quality assurance system. Internal quality assurance refers to certain chapters in the university Statute, Study Regulations, regulations for the Board of Veterinary Faculty, Study Programme Committees as well as other national legal acts regulating quality of studies. Social partners, such as students, employers, employee union, government and public, participate in the internal study quality assurance.

108. Quality assurance measures are applied at five following levels: 1) departmental level (academic personnel and subjects and modules); 2) faculty management; 3) university management; 4) national; 5) international. This conforms to international quality assurance practice in higher education.

108.1 Quality at the departmental level is assured by providing a competent teaching personnel. Attestation of the academic personnel and public competition is performed every five years according to the Law on Study and Science of the Republic of Lithuania (Žin., 2009, Nr. 54-2140), Decision of the Science Board of the Republic of Lithuania No VII-20 October 12, 2009; LSMU Statute, The European Charter for Researchers The Code of Conduct for the Recruitment of Researchers (OL L 075/67, 2005) as well as procedure on organisation of competition and attestation of LSMU academic staff and researchers approved by LSMU Senate decision No 4-3 in December 23, 2010. Appointed representatives from Senate and Study Commission participate in the lectures of junior teachers and those first times applying to the positions of associate professor or professor. Observation results are discussed individually and suggestions are submitted to the commission of attestation. Evaluation of each subject, required infrastructure and other material resources as well as teaching quality is performed. Online questionnaires for students contain questions on the teaching quality, relevance of teaching methods, available infrastructure, availability of literature and textbooks in general.

108.2 The Board of Veterinary Faculty plays the key role in assurance of quality at the faculty level. SPC chairman and the dean of the faculty annually submit an oral report to the faculty board on measures applied for a quality assurance at the departmental and subject levels and measures applied for process improvement. Administration meets with students or their representatives at least once per year to reach the feedback on measured applied for improvement of study quality. At the same time faculty officers (dean’s office) are available to students daily. Academic achievement results (grades) of separate subjects are analysed at the faculty level comparing them with results from previous years. Trends of grades are determined and possible causes are analysed. The result from the analysis is presented at the meeting of the Board of Veterinary Faculty. Faculty also discuss questions related to the student which do not achieve defined results and get negative grades. Recommendations and suggestions on term and conditions for the elimination of academic debts are suggested as a result of discussion.

108.3 Quality assurance at the university level. Quality assurance at the university level is implemented through the assessment of study and research results. Continuous process is going on assessment of subjects according to their contents, complexity, forms of assessment of study results.

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<sup>24</sup> <http://karjera.lsmuni.lt/>

<sup>25</sup> [http://lsmuni.lt/media/dynamic/files/2745/absolventu\\_ir\\_socialiniu\\_partneriu\\_tvarka.pdf](http://lsmuni.lt/media/dynamic/files/2745/absolventu_ir_socialiniu_partneriu_tvarka.pdf)



Data for assessment is obtained from the online questionnaires where students can evaluate the subject or module in different aspects. Data from questionnaires is processed and grouped by the questionnaire system itself. Subjects evaluated by 30 and more students are presented for further analysis. In the questionnaire, students evaluate pedagogical ethics, quality of teaching in the subject, contents of the subject, and usefulness of the subject according to the aims of the programme. Assessment results are announced for academic society, on the LSMU webpage, university newspapers "Ave vita" and finally summarised data is publicised in the relevant chapter of the rector's annual report. If students evaluate subject with lower mark as 5, the head of the department and the dean can initiate communication with a responsible teacher on how to improve the quality of the subject. Policies and procedures on quality of studies are presented in the LSMU Study Regulation and published in the university website<sup>26</sup> as well as Provisions of Quality Assurance in LSMU<sup>27</sup>. University Commission on quality of studies is responsible for overall evaluation of quality of studies. Commission is established by the Rector's order for each year. Commission evaluates the processes of administration and quality assurance in the faculty, selects one of the approved methods for evaluation and submit summarised evaluation results to the Rector, Senate and publicise results at the university webpage. Latest official report of the Commission was published in June 4, 2012. Report shows that over 90% of students are satisfied with teaching quality and academic ethics during studies (might be found at: <http://lsmuni.lt/lt/veikla/studijos/studiju-kokybe/>). However the number of evaluated courses is quite limited. Recently university has recognised the limited scope of voluntary evaluation of courses by students and new evaluation system is under implementation.

108.4 At the national level, Centre for Evaluation of Quality of Studies carries external evaluation of study programme. Programme is submitted for the evaluation every 3-5 years. Evaluation is based on the results of self-evaluation where results from previous evaluation are used for further improvement of quality of studies. The aim of self-evaluation is to assess how much programme is in line with essential requirements of quality of studies.

109. Quality culture is promoted at the university. The training of academic and other staff related to studies is performed at regular basis; there is a Committee on Ethics at the university. Study results from last period are discussed at the Rector's office meetings at least once per semester. Results of self-evaluation are compared to student achievements and relevant departments as well as faculty administrations, Rector and other divisions related to studies are communicated with results. Determined deficiencies are removed following an action plan. Evaluation of results is repeated again when corrections are completed and new result obtained. If necessary, changes in the study programme are discussed and approved at the University Senate. The changes are published at the university website (e.g. plans for study year 2013/2014<sup>28</sup>).

110. Strengths, Weaknesses, Opportunities and Threats of the Master Veterinary Food Safety study program

#### 110.1. Strengths

Creation of the Lithuanian University of Health Sciences promoted investments from government of Republic of Lithuania for infrastructure and equipment. This also led to increased visibility of Veterinary Food Safety programme. Number of admitted students remains constant. There is effective management system for study programmes which ensure continuous development and control of study quality. Learning outcomes fulfil today's public health requirements from society and industry. Graduates of this study programme have an advantage for employment comparing to graduates with veterinary degree regarding knowledge and expertise in food safety area.

#### 110.2. Weaknesses

There is limited input of teaching staff into research, especially concerning importance of nutrition and associated risk factors for public health. Researchers involved in the study programme

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<sup>26</sup> <http://www.lsmuni.lt/studijos/studiju-kokybe-1>

<sup>27</sup> <http://lsmuni.lt/lt/veikla/studijos/studiju-kokybe/>

<sup>28</sup> <http://lsmuni.lt/lt/veikla/studijos/studiju-centras/studiju-planai-2013-2014-m-m/>

have not yet developed strong collaboration with researchers from Public Health area. Therefore, this limits availability of numerous topics for Master thesis and participation of students in research projects. Despite existing possibilities for international mobility rather few teachers are using this opportunity for international collaboration and exchange of expertise.

#### 110.3. Opportunities

The new and upgraded infrastructure, new equipment, complete coverage of scientific literature including peer reviewed journals and various databases creates nice opportunity for students to achieve learning outcomes in efficient way and also for staff of the VFS programme to give their knowledge and expertise to students, and to perform research in various areas. Renovated buildings and laboratories, and friendly teaching staff create nice and warm environment at the university. For graduates of the programme there is favorable situation in job market due to successful development of food market and the related need of specialist.

#### 110.4. Threats

Common admission system to universities creates possibility for students to choose several study programmes and in case of failure to the wanted one to enter studies in another study program. This system does not ensure that most motivated students are accepted to study program. Due to declining of demographic numbers when there is decreasing number of graduates from secondary schools and intensive emigration, number of students can decrease throughout Lithuania and LUHS.