



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos sveikatos mokslų universiteto
***VETERINARINĖS MAISTO SAUGOS* STUDIJŲ
PROGRAMOS (621A64001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *VETERINARY FOOD SAFETY* (621A64001)
STUDY PROGRAMME**
at Lithuanian University of Health Sciences

Grupės vadovas:
Team leader:

Mr. Andy Gibbs

Grupės nariai:
Team members:

Prof. dr. Anita Villerusa

Dr. Sudhir Kurl

Dr. Tomas Tamulis

Doc. dr. Vytautas Jurkuvėnas

Ms. Kristina Daniūnaitė

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Veterinarinė maisto sauga</i>
Valstybinis kodas	621A64001
Studijų sritis	Biomedicinos mokslų
Studijų kryptis	Visuomenės sveikata
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2 metai), Iššęstinės (3 metai)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Visuomenės sveikatos magistras
Studijų programos įregistravimo data	2008-09-01

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Veterinary Food Safety</i>
State code	621A64001
Study area	Biomedical Sciences
Study field	Public Health
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (2 years), Part time (3 years)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Public Health
Date of registration of the study programme	01-09-2008

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Lithuanian University of Health Sciences (hereinafter referred as LUHS) was established as a result of the merge between Kaunas University of Medicine (KUM) and Lithuanian Veterinary Academy (LVA) in 2010. The programme of Veterinary Food Safety (VFS) offered by LUHS is a unique and the only master's degree programme in Public Health with a specialization in Veterinary Food Safety in Lithuania. The unique niche and need of the programme is also highlighted by the high demand of the specialists trained in food safety and veterinary services as prospective employees at private food production and service companies, state agencies and institutions, and the State Food and Veterinary Service (SFVS), which is the only state institution responsible for the inspection of food safety and veterinary services in the country.

An international expert group conducted the program evaluation following the guidelines and procedures developed by the Centre for Quality Assessment in Higher Education (SKVC). This programme assessment report is based on the self-evaluation report (SER) completed in December 2013, and the programme review conducted during the on-site visit by the international expert team on 6th of March 2014.

During the visit, the team had the opportunity to meet with programme administration, self-assessment group, teaching staff, students, graduates, and social partners. The expert group also visited the teaching classrooms, administrative and faculty offices, university library and laboratory facilities. After the site visit and face-to-face discussions with teachers, current and former students, and social partners; the expert group held a meeting in which the preliminary results of programme evaluation and recommendations were presented and discussed with the representatives of programme administration and teaching staff. The programme analysis was focused on the assessment of: (1) aims and learning outcomes; (2) curriculum; (3) teaching staff; (4) teaching facilities and learning resources; (5) study process and student assessment; and (6) program management.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The review team concluded that the programme aims and learning outcomes are well publicly advertised and accessible. The aims and learning outcomes are clearly described and published on the university website along with the programme description. In addition, the dissemination of programme aims and learning outcomes takes place at a number of internal and external academic events through presentations and the distribution of print copies, and is available through the university studies information database (LUHS Studies) and the information system "AIKOS" administered by the Ministry of Education and Science of the Republic of Lithuania.

The team also noted that the description of aims and objectives is too broad, not specific enough, and provides repetitive information. The aims should illustrate overreaching and long-term goals; nevertheless, it should also reflect the specific focus, main strengths, and also the unique characteristics of the programme to achieve those particular aims. The objectives should be included along with the programme aim(s) as more specific and measurable short-term goals of the programme. The description of programme aims underlines the ability to conduct research as the main competency. However, the current description overlooks to indicate and highlight other skills, competencies, and professional qualifications, which are relevant and specific to the programme curriculum, learning outcomes, and the needs of the labour market and prospective

employers (such as, food quality and safety inspection, programme design and management, regulatory and policy-driven decision making, leadership, and etc.). The description of aims should list specific principal pathways used to achieve those aims (e.g., through teaching, research, and services). The review team noted that the title of the program (Veterinarian Food Safety) is too specific and too narrow to reflect the broad scope of the master degree in the field of Public Health granted by the programme; but at the same time addresses the niche being the only such graduate level programme in the country, and reflects the learning outcomes listed and needs of the labour market for the professionals with rather specific knowledge, skills and professional competencies in Veterinarian Food Safety.

The review team members were satisfied and determined that the programme aims and learning outcomes are consistent with the type of studies and the level of professional competencies offered. The team considered the name of the programme, its aims, learning objectives, and content sufficient and compatible with programme learning outcomes and competencies. During the discussions with the programme administration, staff, and social partners, the review team was informed that the programme title is specific too reflect the needs of the labour market and the only state food safety inspection and veterinary service agency (SFVS) as a prospective employer of programme graduates with knowledge and competencies in the field of veterinary food safety. It was also noted that the name of the programme maybe reconsidered and changed in near future due to possible changes in the national classification of study fields and specialization areas by the Ministry of Education and Science. The team concluded that too narrow and specific title of the programme reflects the current needs of local labour market, but could be also the limitation to recruit prospective local students and to offer international training options for foreign students in the future. The discussion with both students and social partners revealed the lack of some necessary skills and qualifications during the graduate studies to be successful in the labour market after the graduation, including such competencies as administrative and managerial leadership, knowledge of state food laws and legislative regulations. The team noted that those skills and competencies should be better addressed within the curriculum, and also should be reflected in the programme learning objectives and outcomes.

2. Curriculum design

The curriculum design meets legal and credit hour requirements, and also reflects the programme learning outcomes. The review team concluded that study subjects and modules are spread evenly by separate semester and throughout the period of studies. The course subjects are not repetitive, and the content of separate courses and modules is consistent with the type and level of the studies. The expert review team was satisfied with the content of the programme, and concluded that the curriculum also reflects the latest empirical evidence and achievements in science.

The important curriculum changes have been made to address the comments and suggestions of previous review team by removing some of the courses and adding new courses into the programme curriculum. Current review and assessment revealed the concerns about the too much focus of the curriculum and separate course subject topics on veterinary and husbandry sciences, but to narrow focus on population health and food safety and veterinary sciences as a population health concerns. The team noted the lack of limited theoretical and/or practical training and course topics at the graduate level on introductory/general population health, epidemiology (especially the epidemiology of food-borne diseases), human patho-physiology (especially immune and endocrine responses to nutrients, and chemical food additives and contaminants), veterinary and public health policy and legal regulations, community-based nutritional and food safety programme development and management, health risk assessment, and risk communication. The feedback given by programme administration and staff clarified the

concerns explaining that the aforementioned topics are covered and incorporated in other course curriculum but not as individual courses. The learning objectives and curriculum of the aforementioned and other programme courses should be revised to identify the core competencies and also overlapping learning outcomes within the courses and how the competencies and learning outcomes of each course contribute to the aims and learning outcome of the programme. The feedback from the social partner group also highlighted the need for graduates to have better training, competencies, and skills in management, finances, and leadership, which should be better addressed in the current programme curriculum or as an additional optional (elective) courses offered within the programme.

The distance learning option for online teaching and course delivery is in a very early stages of development, and maybe utilized more in near future, especially with the intend of the programme administration and staff to develop international training programs in Russian and English in the future. The master thesis serves as a culminating experience for programme students after all of the programme course credit requirements are satisfied. The review team was satisfied with the quality and scholarly value of master thesis, and also noted that many of student thesis projects represented an individual student research or collaborative research work with an academic supervisor. The standardized student thesis preparation, defence, and assessment procedures are publicly available for all programme students in the forms of methodological textbook with standardized recommendations and guidelines, and online information presented on the university website. The thesis guidelines and procedures do follow the legal requirements approved by the Board of Veterinary Faculty. The feedback from the discussions with both current programme students and graduates reflected that the programme teaching staff is highly qualified and provides adequate resources, support and academic advising for the students to chose or change the main topic, to conduct independent research, and to complete the thesis project.

The topics of selected master thesis for the evaluation by the expert team represented the novel approaches, practical application of the results, and up-to-date empirical evidence on the selected subject (e.g., sausages made of biologically active elements extracted from the local plants growing in Lithuania; microbiological poultry contamination, and etc.). However, the team noted the limited thematic scope of student thesis papers, focused mostly on the food safety and veterinary services, but with the inadequate and limited representation of other topics in the field of population health. The opportunities offered by the merge of KUM and LVA, and available at former KMU, should be more explored by the programme administration and made available for current students to expand the current thematic scope of master thesis projects. Students expressed a very positive feedback and high satisfaction rate for the academic advising, available guidelines, and constructive support provided by the staff during the thesis writing process and final defence.

The review team concluded that the students are satisfied with the timeliness of the programme, course availability by semester, and the overall quality of the programme curriculum and content of separate courses. The team determined that the content and teaching methods of the individual subjects/modules are appropriate and sufficient for the achievement of the selected learning outcomes. Both the expert team and SER agreed that the feedback and suggestions received from current students, graduates, and employer representatives (social partners) can be considered as a valuable positive input to ensure continuous curriculum improvement, and should be collected and evaluated by the programme administration and teaching staff in more systematic way.

3. Staff

The review team concluded that the programme meets legal requirements, and that the credentials and expertise of the teaching staff are appropriate to achieve the main aims and learning objectives of the programme.

There are 29 full-time and 2 part-time teachers, and the teacher to student ratio (1:6,7) is optimal to ensure the supportive learning environment and achievement of programme learning outcomes. The review team also indicated that the number of teachers is relatively large, but that reflects the fact that the majority of teachers have only part-time teaching load affiliated with the programme, of most teachers, and at least a part of their total pedagogical load distributed among other programmes (such as BA VFS programme).

The team determined that the competency and expertise of staff members in their respective subject areas is satisfactory to ensure the quality and integrity of teaching services and academic student advising. The majority of teachers (90.3%) have four and more years teaching experience at the university level. Over the last few years, almost all programme teachers have attended professional development and training seminars to improve teaching methods and techniques. The professional development training seminars and workshops are accessible to all faculty members and are being offered regularly by Career Center. It was noted during the meeting with the programme staff that not all staff members attended professional development seminars, and some of the teachers should be more proactive to find the relevant training information and attend the training seminars. The review team also concluded that the retention of the teaching staff is adequate. The team determined that there is a sufficient number of initiatives and adequate resources being offered by the university to encourage and support the professional development of teachers. The discussion with the programme staff disclosed that the teachers are highly satisfied with the current program structure and management, and are very optimistic about new opportunities and resources for professional development being offered as a result of the institutional merge between KUM and LVA.

The program staff review and evaluation is conducted every five years to ensure the satisfactory continuous professional performance and productivity through the improvements in academic teaching, active participation in scholarly research, and the scholarly productivity in the terms of scholarly publications with an impact factor, and attendance of professional conferences. More than a half, or 61.3% of all teachers have improved their professional competency and qualifications at foreign universities and research institutions as a part of ERASMUS programme and/or independent research projects during the last five years. The programme staff members are active and productive by producing high-impact peer-reviewed scholarly publications, and by obtaining external competitive research grant funding from such agencies and programmes as Lithuanian State Science and Studies Foundation (LSSSF), Research Council of Lithuania (RCL), EU FP7, and EU COST.

The review team also concluded that there should be more incentives offered by the university and programme administration to promote the development of professional skills and competencies of the teachers in distance education to ensure more effective integration and utilization of distance education in the academic programme curriculum. The staff members agreed on the benefits of different professional development initiative available at the university and through external resources. There was also unanimous agreement that the merge of two universities will provide more professional development opportunities and better resources in the future.

4. Facilities and learning resources

The review team concluded that the programme has adequate facilities and learning resources, including the classrooms and classroom equipment, university library and student study areas, laboratories and computer classrooms, and the practicum placement sites to ensure and promote student-centered learning environment and experience.

The classrooms are sufficient size and equipped with proper equipment, including computers, multimedia projectors and voice amplifiers. There are four computer classes and the 24-seat Distance Education Center used for teaching purposes and available for students. The distance education is used for hybrid learning and to facilitate access to course material, but is not used for online teaching. The review team concluded that the benefits of online teaching through distance education are very little utilized and should be explored by the programme administration and staff in the near future. The merge of two universities offered additional learning resources for both students and faculty, including the new university library and information center available since 2007. The library offers the student computer lab, three group study rooms, and cafeteria services. A regular annual review ensures that the library stock and subscriptions remain both updated and up to date. The library serves as a student study area and delivers regular teaching and training programmes for both teachers and students on such topics as: Evidence-based medicine, Biomedical databases, Introduction to library electronic resources. In addition, the library offers the free access to major biomedical databases and international scholarly journals; and also traditional library services for students and staff, such as: copying, printing, scanning, document binding, poster layout and printing, and etc. The students have options for self-studies and group work offered by the programme and available at the university. However, during the review team meeting with the students, some students expressed the need for more space available for self-studies and group work, and better cafeteria services with more healthy and organic food selection options on the campus area. The review team agreed and would like to recommend to the programme administration to explore the options to create additional space for students' independent self-study and group work.

The review team also considered the suitability of student practicum sites, facilities, and resources available to provide the best learning and practical experience opportunities. During the meeting with the students the case of inability to find the practicum place or change the site was noted by some students. The team concluded that the progress has been made to improve the organisation of practice placements; however, the practicum site evaluation and practicum placement should be better organized by the programme administration, including the organization and supervision of practicum placement, selection and evaluation of the practicum site, and critical assessment of practical skills and professional competencies offered by the practicum site and acquired by the student during the practicum. Furthermore, the university offers the opportunities available to all programme students to participate in the extramural activities, such as the university dance group, chorus, and folk music band, which also allows students to participate in various local, national, and international art, music, and dance events.

The student dormitories are managed by the university administration and provide the housing and recreational services available for the programme students. Four dormitories can accommodate up to 650 students, and are used by 130 students from both BA and MA VFS programme students.

5. Study process and student assessment

The review team acknowledged that current admission procedures to the second level of VFS study program, and the study process follow the standardized requirements and procedures

approved by the Senate. The team concluded that both admission procedures and study process are well founded and organized to ensure the adequate provision of the programme, and the achievement of programme aims and learning outcomes.

The admission to the second study level programme requires to have previous professional degree at the bachelors level, and is based upon the competitive score value, which consists of weighted values of average point grade, practical qualification examination, and the summary evaluation of previous scholarly work. Currently there are 38 full-time and 33 part-time students enrolled into the programme. The review team concluded that the programme administration should improve student counselling and academic advising to improve the student retention rates and reduce the number of dropouts, especially for the part-time students, which is currently 17.5%. More than a half of dropout students (58.3%) withdraw from the program voluntary and because of personal but not financial reasons. The student engagement in scholarly activities is limited, and should be addressed at the programme level.

During the meetings and discussions with current students, graduates, teachers, and administration, the review team acknowledges the importance of diverse teaching styles and techniques used by programme teachers in the classroom to create the supportive and student-centred learning environment, and also to use problem-based learning in order to develop analytical and critical thinking skills. Some teachers recognized that the teaching methods and content has not changed for many years, and that offers an opportunity for the programme administration and teaching staff to evaluate current course content and teaching styles more critically. The face-to-face meeting with the current and former students revealed the course credits are equally distributed by semester and the students are in general satisfied with the credit selection, course availability, distribution of course hours and credits, and overall programme timeliness. However, there were also some concerns noted about programme study plan and process, including the repetitive content and material within some of programme courses offered (such as course in philosophy and professional ethics), and the need for additional courses (such as nutrition and dietology, and management-related courses). The team concluded that the programme should review critically the learning outcomes of each current course to identify and address any overlap and/or missing learning outcomes relevant and contributing to the programme aims and learning outcomes.

During the discussion with the students, programme students noted difficulties to select and transfer optional course credits from other programmes or universities, and that option may be considered within the programme, especially to promote student international mobility and more active participation of current and prospective students in international exchange programmes in the future. The current programme policy on optional (elective) courses (one course selected out of the list of 3-4 courses provided per academic semester) limits the option and flexibility to selected relevant courses from other programmes and to transfer any academic credits received in the international exchange programmes. The meeting with programme social partners indicated the need for those skills and competences in the practical settings during the practicum placement and after the graduation. The practicum placement and practical experience gained by the students during the studies provide valuable hands-on expertise and skills necessary for the future employment and further professional advancement in the area of specialization. However, social partners noted the fact that many students during the practicum placement and/or employment lack the specific knowledge and skills, and the additional training and waiting time is needed for the student to perform successfully during the practicum or employment after the graduation. More active engagement of the programme social partners in the evaluation of study process, and the regular and systematic feedback collection system from alumni and social partners should be considered by the programme administration to improve the quality and integrity of current curriculum content and overall study programme. Potential employment

opportunities are well publicized and available for all senior master students at the Career Centre. Furthermore, relevant information on existing student scholarships and application procedures is also publicly available for all students on the university website.

The student performance assessment follows the guidelines of LUHS study regulations, and is clear, adequate, transparent, and publicly available for all students to review. Various standardized evaluation methods and techniques are used to evaluate acquired theoretical knowledge and practical skills, including tests, practical case studies, and midterm and final examinations. Students are informed about the methods and techniques used for the assessment of learning process and outcomes during the first week of classes. Students can also provide direct feedback to the course lecturer, evaluate the teaching style, content of the course curriculum, assessment methods and techniques during the online end-of-semester course evaluation, and use the official appeal procedures to disagree with and to object the assessment results. The SER disclosed that 20% of all students did not pass the final exams in due time. The programme administration should investigate the reasons of such high number of students not being able to complete the courses and pass final exams in time and for the first time, and after the further discussions with both lecturers and students, should identify and implement measures to increase the first-time passing rate for the final exams. During the meetings with the current and former students, the review team concluded that the students are satisfied with the current academic performance and outcome assessment system, and with the communications of any concerns or feedback to the teacher.

The overall study process assessment by current students, recent graduates (alumni), and social partners is a valuable information source to ensure proper programme self-valuation, and improve the study process and overall quality of the programme. The review team expressed concerns about the current procedures used to collect regularly and evaluate systematically the feedback on the study process provided by the students, graduates, and social partners. Present end-of-semester student assessment of the quality of instructions and study process is optional to complete, available online only, and is not used to collect and analyse the feedback regularly and systematically. On average less than a half student complete the optional online end-of-semester surveys, and the most recent survey of graduates was based on the responses received from 14 former students only, which can not represent the current and graduate opinion about the quality of educational instructions, course content, and overall study process. The review team concluded that the programme administration and teaching staff should revise the current system used to collect the feedback on the quality of instructions and study process from the current and former programme students, and to use that particular information for bi-annual or annual internal self-evaluation and programme quality improvement purposes. In addition, there is no any regular and systematic information collection system and procedures in place to gather the feedback and comments from alumni and social partners on the study process and the needs assessment, which maybe also used for self-evaluation purposes. Although it was noted that the feedback and comments are often shared in face-to-face meetings and communications, the review team recommended that the standardized systematic and regular collection of information should be considered and developed by the programme administration.

During the master studies all students have opportunities to participate in various scholarly activities, including: scientific conferences; research activities, supervised and conducted by the teaching staff; and the variety of student exchange programs. However, during the last few years, only one student and three other students made presentations at the Student Research Society conference in 2011 and 2013 respectively. Various initiatives at the programme level should be considered by the programme administration and individual staff members to promote the interest and motivation of students to be more proactive and motivated, and to increase the scholarly productivity during the graduate studies. The team also noted that the students have an

opportunity to get involved into the staff research projects, and some of them do participate in the scholarly research initiatives conducted by the programme staff.

All master level students have the opportunity to participate in the student exchange programs, including ERASMUS, BOVA academic network of Baltic States and Nordic countries, and Nordplus programme. During the period of last five years (2008-2013), only two master level students participated in the mobility programmes. The discussion with current and former programme students disclosed the existing limitations, negative experience of previous participants, and lack of student motivation to participate in the international student exchange programmes. The difficulty to transfer course credits obtained during the participation in the exchange programs and lack of interest to acquire additional knowledge, competencies and skills in the relevant subject area were identified as the main reasons to limit the student motivation to participate in the international educational programs at foreign institutions. There were also no international students attending the master level programme in VFS since the establishment of the programme. The programme administration should recognize the importance of students' exchange and participation in the mobility projects, and the value of foreign exchange students attending programme courses for both students and programme. The team suggested to address the limitations for current student to participate in the international exchange programmes, and also to promote more active involvement of current and prospective programme students in the mobility programmes abroad in the future.

6. Programme management

The review team determined that the current programme administration and leadership are adequate to ensure programme provisions, and to achieve programme aims and learning outcomes. The administrative responsibilities for programme-related decision-making, implementation and monitoring of programme activities are clearly allocated and established within the programme.

The Study Programme Committee (SPC), Board of Veterinary Faculty, and the Dean of Veterinary Faculty are the main administrative units responsible for the management of master programme in VFS. SPC represents the programme committee accountable for programme self-evaluation and overall programme quality. The committee consists of representatives of programme teaching staff, students, and social partners to reflect the needs of students, faculty, social partners; and to make transparent decisions in daily administrative programme management and leadership.

The internal programme quality assurance system and measures reflect the university Statute and regulations, national, and international statutes, legal acts, legislative regulations, and laws. After the evaluation of SER report and discussions held during the meetings with the programme staff and students, the review team concluded that current internal quality evaluation measures are not effective and efficient enough, and the current procedures used for collection and evaluation of the data on key internal quality indicators could be revised and improved. The programme administration should develop and implement the regular and systematic data collection system to gather the information on the strength and limitations of programme study process, instructional design, learning environment, and teaching techniques for internal self-evaluation purpose and continuous programme improvement. Existing resources and data collection services conducted currently at the Career Centre could be used by the programme administration to enhance regular and systematic data acquisition and evaluation received from former students (graduates) and social partners. The internal systematic data collection on the student evaluations should be collected to represent the opinion of all students. The programme

administration should ensure regular bi-annual or annual internal review and evaluation of the feedback, comments and suggestions on the strengths and limitations of study programme received from programme students, graduates, and social partners. The results should be used to improve the quality of the study programme, instructional activities, and support services provided for current students and teaching staff. Regular collection and analysis of formal and systematic feedback provided by the social partners would allow the programme administration to envision the strengths and limitations of present policies and procedures for current student practicum placements as well as study programme, curriculum, and instructional activities based on the expressed needs of labour market and prospective employers.

III. RECOMMENDATIONS

1. The review team members concluded that the current description of the programme aims should be revised, and should also reflect the specific focus and niche of the programme among other graduate programs in public health, expressed needs of labour market and future employers, and the ways how the long-term and overreaching goal(s) of the programme will be achieved. The research skills listed in the current description is not the only and most important competency to reflect the specific focus of the programme, and to address the needs of prospective employers for particular knowledge, competencies, and skills for the programme graduates to acquire during the programme studies.

2. The review team recommends to develop and to implement the regular and systemic information collection on the quality and integrity of programme studies, including: instructional resources, teaching techniques, programme and individual course curriculum, learning objectives and outcomes, student and faculty support services, and other relevant internal self-evaluation and programme quality assurance indicators from current programme students, recent graduates, and social partners. Additional surveys, such as obligatory end-of-semester course evaluation survey and programme exit survey, and the integration of already available survey practices and resources at the Career Center may facilitate the development and monitoring of systematic data collection.

3. Regularly collected data on selected internal self-evaluation and quality assurance indicators should be systematically gathered and analysed, and the results should be used to identify and address the main strengths and limitations identified.

4. The review team recommends enhancing the direct participation of social partners into programme activities, and the systematic data collection of the feedback from programme social partners about the quality of the programme, problem-based learning, learning outcomes and competencies, and improved student practicum experience.

5. The review team recommends for the programme administration to address the existing barriers for programme students to participate more actively in the international student exchange programmes, and also to create the opportunities for international students to participate in the study programme.

6. The review team recommends that the programme teaching staff will use the opportunities and resources available after the merge of two universities to increase scholarly research productivity through collaborative partnership and join project with the faculty at the Medical Academy. The programme administration should promote and facilitate new collaborative research initiatives and partnership with the staff members from other Public Health programmes at the Medical Academy.

7. The review team concluded that the scholarly productivity of programme students is rather limited, and would like to recommend that the programme administration will promote and create additional internal opportunities for current students to get more involved in on-going or pending research projects of the programme staff; and to participate more actively in national and/or international scholarly conferences and professional meetings.

8. The review team also determined and would like to recommend that the programme administration will create the professional development opportunities for the teaching staff to acquire technical skills and teaching competences in distance education and online teaching; and also will support the application of available distance education platform not only for document sharing or access to the internet resources, but also to promote the development of necessary skills and possible integration of online learning courses and/or seminars into the programme curriculum. The availability of distance education courses would also enhance both national and international visibility and recognition of the programme, and also expressed interests and short-term future plans to develop international training programs in Russian and English.

IV. SUMMARY

The programme is a unique and the only master's degree programme in Public Health with a specialization in VFS in Lithuania. The unique niche and need of the programme is also highlighted by the high demand for the specialists trained in food safety and veterinary services as prospective employees at private companies, state agencies and institutions, and the State Food and Veterinary Service (SFVS), which is the only state institution responsible for the inspection of food safety and veterinary services in the country. However, the narrow and specific focus of the programme also can limit prospective students enrolment into the programme in the future.

The second level study programme comparing with the bachelor studies programme provides students with more in depth and specialized theoretical education and practical training in the inspection of food safety and veterinarian services, food quality and health risk assessment, quantitative research methods, administrative management and leadership. Current students and teaching staff were satisfied with the current programme quality, and also noted that the merge of two universities will provide additional opportunities and resources for further programme growth. The review team agreed that current curriculum design and delivery methods, expertise of teaching staff, programme affiliated facilities and learning resources, study process and internal quality assessment processes, and programme management are both sufficient and effective to ensure and promote the high quality and integrity of academic teaching, scholarly research and student-centred services offered by the programme.

V. GENERAL ASSESSMENT

The study programme *Veterinary Food Safety* (state code – 621A64001) at Lithuanian University of Health Sciences is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, 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 (satisfactory) - meets the established minimum requirements, needs improvement;

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

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

Grupės vadovas:
Team leader:

Mr. Andy Gibbs

Grupės nariai:
Team members:

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Ms. Kristina Daniūnaitė

**LIETUVOS SVEIKATOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS VETERINARINĖ MAISTO SAUGA (VALSTYBINIS KODAS –
621A64001) 2014-05-28 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-264 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sveikatos universiteto studijų programa *Veterinarinė maisto sauga* (valstybinis kodas – 621A64001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji išteklių	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Programa yra unikali ir vienintelė visuomenės sveikatos magistrantūros programa Lietuvoje, orientuota į veterinarinę maisto saugą. Programos unikalumą ir reikalingumą rodo didžiulė maisto saugos ir veterinarinių paslaugų specialistų, kurie galėtų dirbti privačiose įmonėse, valstybės žinybose ir institucijose, Valstybinėje maisto ir veterinarijos tarnyboje (VMVT), kuri yra vienintelė institucija, atsakinga už maisto saugos ir veterinarinių paslaugų tikrinimą šalyje, paklausa. Tačiau dėl siauro ir specifinio programos turinio ateityje pagal programą stojančių studijuoti studentų skaičius gali sumažėti.

Pagal šią antrosios studijų pakopos programą, palyginti su bakalauro studijų programa, studentams suteikiama gilesnių ir labiau specializuotų teorinių žinių ir praktinių įgūdžių maisto saugos ir veterinarinių paslaugų tikrinimo, maisto kokybės ir rizikos sveikatai vertinimo, kiekybinių tyrimo metodų, administracinio valdymo ir vadovavimo srityse. Dabartiniai studentai ir dėstytojai patenkinti dabartine programos kokybe, tačiau ekspertų grupė taip pat pažymėjo, kad sujungus du universitetus atsirado papildomų galimybių ir išteklių programai augti. Ekspertų grupė sutiko, kad dabartinė programos sandara ir programos vykdymo metodai, dėstytojų patirtis, programai skirtos priemonės ir mokymosi išteklių, studijų procesas ir vidiniai kokybės vertinimo procesai bei programos valdymas yra pakankami ir veiksmingi, kad būtų užtikrinta

aukšta akademinio mokymo, mokslinių tyrimų, pagal programą siūlomų į studentus orientuotų paslaugų kokybė ir vientisumas.

<...>

III. REKOMENDACIJOS

1. Ekspertų grupės nariai padarė išvadą, kad dabartinę programos tikslų aprašą reikėtų patikslinti, jame taip pat turėtų atsispindėti specifiniai dalykai, kuriems programoje skiriama daugiausia dėmesio ir dėl kurių programa yra unikali, palyginti su kitomis antrosios pakopos visuomenės sveikatos programomis, išdėstyti darbo rinkos ir būsimų darbdavių poreikiai bei tai, kaip bus pasiektas (-) ilgalaikis (-iai) bendras (-i) programos tikslas (-ai). Mokslinės veiklos įgūdžiai, kurie yra išvardyti dabartiniame apraše, nėra vienintelė ir svarbiausia kompetencijos sritis, galinti atspindėti specifinius dalykus, kuriems programoje skiriama daugiausia dėmesio, ir ją pasitelkiant būtų tenkinami būsimų darbdavių poreikiai, kad programos absolventai, studijuodami pagal programą, įgytų konkrečių žinių, kompetencijos ir įgūdžių.
2. Ekspertų grupė rekomenduoja parengti ir įdiegti tvarką, pagal kurią iš dabartinių programos studentų, neseniai studijas baigusių asmenų ir socialinių partnerių būtų reguliariai ir sistemaiškai renkama informacija apie programos studijų kokybę ir vientisumą, taip pat informacija apie mokymo išteklius, metodus, programos ir atskirų dalykų turinį, studijų tikslus ir rezultatus, pagalbos studentams ir fakultetui paslaugas, kitus svarbius vidaus savianalizės ir programos kokybės užtikrinimo rodiklius. Rengiant papildomas apklausas, pavyzdžiui, semestro pabaigoje privalomai atliekamas kurso įvertinimo apklausas, programos pabaigoje atliekamas apklausas, ir, pasinaudojus Karjeros centro jau taikoma apklausų praktika bei turimais ištekliais, būtų lengviau sukurti duomenų rinkimo ir stebėsenos sistemą.
3. Reguliariai kaupiami pasirinktų vidaus savianalizės ir kokybės užtikrinimo rodiklių duomenys turėtų būti sistemaiškai renkami ir analizuojami, rezultatus reikėtų panaudoti pagrindiniams stipriesiems aspektams ir apribojimams įvardyti bei keliamiems klausimams spręsti.
4. Ekspertų grupė rekomenduoja užtikrinti, kad vykdant programą aktyviau tiesiogiai dalyvautų socialiniai partneriai, būtų sistemaiškiau renkami programos socialinių partnerių atsiliepimai apie programos kokybę, problemų sprendimu grindžiamą mokymąsi, studijų rezultatus ir kompetenciją, gerinamos studentų mokomosios praktikos sąlygos.
5. Ekspertų grupė rekomenduoja programos administracijai pašalinti dabartines kliūtis, trukdančias programos studentams aktyviau dalyvauti studentų tarptautinių mainų programose, taip pat sudaryti galimybes užsienio studentams dalyvauti studijų programoje.
6. Ekspertų grupė rekomenduoja programos dėstytojams pasinaudoti po dviejų universitetų sujungimo atsiradusiomis galimybėmis ir turimais ištekliais – bendradarbiaujant su partneriais didinti mokslinių tyrimų našumą ir įgyvendinti bendrą projektą su Medicinos akademijos personalu. Programos administracija turėtų skatinti naujas bendradarbiavimo mokslinėje veikloje iniciatyvas ir partnerystę su kitais Medicinos akademijos Visuomenės sveikatos programos personalo nariais ir sudaryti joms sąlygas.
7. Ekspertų grupė padarė išvadą, kad programos studentų mokslo pasiekimai yra gana nedideli ir norėtų rekomenduoti programos administracijai skatinti ir kurti papildomas vidines galimybes dabartiniams studentams aktyviau dalyvauti vykdomuose arba planuojamuose programos

personalo mokslinių tyrimų projektuose, aktyviau dalyvauti nacionalinėse ir (arba) tarptautinėse mokslo konferencijose bei specialistų susitikimuose.

8. Ekspertų grupė taip pat atkreipė dėmesį ir norėtų rekomenduoti, kad programos administracija sudarytų profesinio tobulinimosi galimybes dėstytojams, kad jie įgytų nuotolinio mokymo bei mokymo internetu techninių įgūdžių ir kompetencijos, taip pat naudotų nuotolinio mokymo platformą ne tik tam, kad būtų galima keistis dokumentais ar pasinaudoti internetiniais ištekliais, bet ir tam, kad būtų ugdomi reikiami įgūdžiai, internetiniai mokymo kursai ir (arba) seminarai būtų įtraukti į programos struktūrą. Rengiami nuotolinio mokymo kursai taip pat pagerintų programos žinomumą ir pripažinimą nacionaliniu ir tarptautiniu lygmenimis, padėtų informuoti apie išsakomus poreikius ir netolimos ateities planus rengti tarptautines mokymo programas rusų ir anglų kalbomis.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)