



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos sveikatos mokslų universiteto
VISUOMENĖS SVEIKATOS STUDIJŲ PROGRAMOS
(612A60003) VERTINIMO IŠVADOS

EVALUATION REPORT
OF PUBLIC HEALTH (612A60003)
STUDY PROGRAM
at Lithuanian University of Health Sciences

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Išvados parengtos anglų kalba
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2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Visuomenės sveikata</i>
Valstybinis kodas	612A60003
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Visuomenės sveikata
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	4 metai
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Visuomenės sveikatos bakalauras
Studijų programos įregistravimo data	2002 m. birželio 14 d.

INFORMATION ON EVALUATED STUDY PROGRAM

Title of the study program	<i>Public Health</i>
State code	612A60003
Study area	Biomedical Sciences
Study field	Public Health
Kind of the study program	University studies
Study cycle	First
Study mode (length in years)	4 years
Volume of the study program in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Public Health
Date of registration of the study program	14 June 2002

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

An international review team organized by the Centre for Quality Assessment in Higher Education (hereinafter referred as SKVC) conducted evaluation of the first cycle Public Health study program offered by the Lithuanian University of Health Sciences (hereinafter referred as LUHS). The program has been implemented since 1994 (was the first Bachelor Public Health study program in Lithuania) and is one of three public health bachelor degree study programs run in Lithuanian universities. Second and third cycle Public Health studies are also available in LUHS.

The panel studied the submitted Self Evaluation Report (hereinafter referred as SER), related documentation and conducted a site visit to the LUHS on 5th March 2014. During the visit, the team held meetings with program administration, self-assessment group, teaching staff, students, graduates, and social partners. The group also visited the teaching classrooms, library and other facilities relevant to the program and subsequently held a meeting during which the study program under evaluation was discussed.

The study program has undergone external evaluations organized by SKVC in year 2003 and 2007. During the last evaluation it was given full accreditation. The current review panel comprised of Mr. Andy Gibbs, Edinburgh Napier University United Kingdom, Dr. Anita Villerusa, Professor, Riga Stradins University, Latvia, Dr. Sudhir Kurl, University of Eastern Finland, Kuopio, Finland, Dr. Tomas Tamulis, Kent State University College of Public Health, USA, Doc. Dr. Vytautas Jurkuvėnas, deputy director, Institute of Hygiene, Vilnius, Lithuania and Ms. Kristina Daniunaite, PhD student at Vilnius University, Lithuania.

The program is well planned and executed in line with the needs of the local job market in Lithuania. The Faculty of Public Health is implementing many international projects and is an active member of international networks. It is obvious that at this stage of development, program has attained its goals. The review team has made some recommendations that, the team hope, will help the program in improving in this context and act in symbiosis with employers, alumni, students, and other stakeholders.

II. PROGRAM ANALYSIS

1. Program aims and learning outcomes

The review team considered the program aims and learning outcomes together with the recommendations made by the previous review team and concluded that they are generally well defined, clear and publicly accessible. The aims and learning outcomes were shaped following requirements for the first cycle study programs of the Republic of Lithuania, recommendations of the Association of Schools of Public Health of the European Region (hereinafter referred as ASPHER), taking into account the needs of the social partners and the recommendations set in the recent document “Description of the Study Field of Public Health“, 2013.

Program aims and learning outcomes are published on a number of websites including national information system AIKOS. In addition dissemination of program aims and learning outcomes takes place at a number of events (study fairs, visits to secondary schools, University Open Days etc.)

The review team agrees that the aim of the program to prepare ” specialists who have deep knowledge of modern public health, basics of scientific research and practical skills needed to satisfy demands for public health, to develop a strategy for health policy and to prepare and implement programs and projects and who are able to organize individually tailored health education and to ensure the spread of health-supporting and promoting and lifestyle in the society” is both logical and attainable.

The review team concluded that the aim and learning outcomes of the program are based on the academic and professional requirements set by national law, public needs and also meet the needs of the job market. From the SER and a recent study on the demand of public health specialists in Lithuania, performed by Institute of Hygiene, the team learned there is a considerable need for these professionals in different public health institutions in Lithuania. Graduates who are awarded with bachelor degree in Public Health degree can work in public health care institutions, public health divisions of municipalities (bureaus), health promotion centres, personal and health centres, health schools, health clubs, enterprises and institutions, secondary schools, and non-governmental organisations. Bachelor level studies allow graduates to work in different areas such as infection control, occupational safety, health promotion and education. However the review panel learned that sometimes it can be difficult to attract young specialists to these institutions because of low salaries.

Social partners are involved in shaping and updating the aim and learning outcomes of the program. For example, they participate in the round table discussions organized by the Faculty, are members of the Study Program Committee or meet the program team in their day to day activities and discuss the program in informal environment. Graduates’ opinion is also heard (with the help of surveys, discussions etc.) The SER explains that the Learning Outcomes are subject to continuous review taking account of changes in the field and feedback from students and social partners. The review team consider that this is good practice, especially as the field is changing constantly. The currency of the learning outcomes using this method relies on the quality of feedback and the review team concluded, following meetings with social partners that there should be a more systematic relationship with employers and regular meetings to plan development of the programme.

The review team confirm that the name of the program, its aim and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. However it would be useful to have more clear distinction between learning outcomes of bachelor and master Public Health study programs in those cases when they focus on students’ future workplaces. Bachelor degree holders’ place in the job market should be shown more clearly.

2. Curriculum design

The content of the study program and distribution of credits for general education, study field, practice and elective study subjects are based on national and international requirements for public health and bachelor study programs. Duration of the bachelor’s studies (full-time) takes 4 years (8 semesters). The scope of the study program is 240 ECTS. Volume of compulsory study subjects comprise 166 ECTS, general education- 23 ECTS, study field subjects - 143 ECTS, elective study field subjects – 21 ECTS , and free-chosen study subjects – 26 ECTS, practice - 15 ECTS and final thesis -12 ECTS. However auditorium work still makes 73% (4674 hours) and self-dependent work only 27% (1722 hours). This proportion should be re-considered in favor of independent work which also is one of the recommendations set in the Bologna declaration.

During the last evaluation in 2007 the evaluation team commented on the large number of the contact hours in connection with self studies. Even though the number of contact hours has been reduced from that time however it is still rather high. The review panel discussed this issue with the program team and supports its intentions to diminish contact hours from the next study year. Students' independent work could be enhanced by using the opportunities provided by the distant learning more effectively and this should be a key task in reducing contact hours. The use of distance learning was identified as a weakness in the SER which could be addressed through staff development.

Not more than 7 study subjects are delivered per semester. Study subjects across the semesters are arranged starting from general study subjects which are followed by more special ones and going from simple to more complex ones. The study subjects are spread evenly, no overlapping of the subjects were identified. This was also confirmed by the students.

Study subjects' themes are not repetitive and after analysing the descriptors of study subjects the review panel can confirm that the content of the subjects is also consistent with the requirements for this type of studies. The content of the curriculum covers all major areas of public health. The learning outcomes of the separate study subjects are in line with those of the whole study program.

The review team concluded that the content and methods of the study subjects are appropriate for the achievement of the intended learning outcomes however rather traditional teaching methods are still used. Faculty of Public Health is introducing problem based learning which has been already widely applied in Medical Faculty. This provides opportunity for the Faculty of Public Health to use Medical school's expertise in this field. The shift towards problem based and more student centred learning was also mentioned as one of the priorities for nearest changes in the programme by the self assessment team and these plans are welcomed by the review panel. However in the same time some concerns were expressed about students' readiness to take benefit from this form of studies. As some examples of the outgoing Erasmus students' experience in foreign universities show that the way of thinking about students should change significantly in order to use the new teaching methods efficiently. For example, both students and teachers talked about problem based (or problem orientated learning) and displayed an interest in developing this approach further. Students who had experienced this in other universities valued the approach and teachers explained how they were adapting their teaching approaches. The review team noted the individual enthusiasm and activity and felt that the development of teaching and learning methods could be more coordinated at Faculty level and a strategy, including staff development, be developed.

The review team was satisfied that the content of the program reflects the latest achievements in science. The library is equipped with books and latest journals required in the learning and teaching. The wide range of scientific data bases is also available for both teachers and students. Teachers participate in international networks of public health specialists, implement various projects, are active in the research and take part in national public health policy development. These activities help to keep study program up to date.

Several changes have been made in the curriculum after the previous evaluation: the number of contact hours has been diminished, thesis work is mandatory for all students, titles and content of some study subjects revised. Following recommendations of the previous review panel more credits have been allocated for practice as well. Presently there are two periods of practice - first educational practice (3 ECTS) at 7th semester and specialization practice (12 ECTS) at 8th

semester. In meetings with students and social partners, the review team concluded that the organization of the practical placements could be more effective. Students said that they were not always able to go to placements which were relevant to their course interests and that their opportunity to get hands on practice was limited. During discussions with students and employers they expressed willingness for longer periods of practice. The review panel would like to suggest providing opportunity for students to have internships in different places and in this way giving them a chance to get acquainted with diversity of public health. Social partners said that they often did not know the expectations of students and many students were unmotivated and uninterested. This appears to be a mismatch of expectations and the review team consider that the University could review the organization of placements to ensure their relevance and that the expectations of all parties are explicit. As a first step, although feedback is gathered from the University, it does not seem to have captured or responded to the views of students and social partners. To this end feedback should be gathered more systematically and comprehensively.

During the last semester students, under the guidance of supervisors, prepare their final thesis. Final thesis are prepared and defended following the Regulations on the Final Thesis of First-Cycle Studies approved by the Faculty of Public Health. Main requirements for these work are as following: to demonstrate the ability to choose scientific literature and use it (present, analyse etc.), to employ scientific research methods, to independently solve the set objectives, to draw conclusions, to present recommendations and to show skills in writing etc. The review panel had a chance to familiarize with final works during the visit and can confirm that they are of appropriate quality for bachelors.

In general the curriculum of this first cycle Public Health study program is solid, strong and comprehensive.

3. Staff

Composition of the staff involved in the program meets legal requirements regarding to the number of scientific degree holders, research interests, duration of teaching and practical experience criteria. In total 102 teachers are working in this bachelor program: 15.69% of them are professors, 28.43% - associate professors, 25.49% - lecturers and 30.39% - assistants. These numbers show that the minimum requirement for the number of the Phd holders in this kind of program is exceeded. Even though the number of lecturers involved in teaching is rather impressive (it was also mentioned in the evaluation report of 2007) but the large number of teachers involved in the program was regarded as strength of the program both by the administrative staff and appreciated by students.

Even though the review panel was told by the program team that Faculty is struggling when trying to attract young teachers however the composition of the teaching staff according of the age groups is varied enough: 39.2% are aged 27- 40 years, 24.5% - 41-50 years, and 36.3% - 51-67 years. This ensures stability and durability of the study program. The turnout of teachers is minimal and does not have any negative influence on the quality of the study program.

Most of academic staff has experience of or are employed part time in different health care institutions (e.g., Public Health Centers and Public Health Bureaus, Blood Donation Centre, research institutes etc.) or participate in national and international projects. It provides opportunities to obtain and update their practical, methodological and theoretical experience and share this experience with students and engage them in study process.

The review team concludes that the LUHS creates conditions for professional development of the program staff members. This conclusion is based on the SER providing information on academic staff participation in scientific conferences, seminars and teachers' exchange programs, courses offered for the development of educational competencies at the Centre of and Teachers' Educational Competency, about visiting professors and collaboration with Kazakh universities.

The existing system for assessing qualifications and suitability of lecturers in the LUHS (attestation takes place every 5 years) stimulates continuous development of staff members. Staff members' CVs and list of publications confirm that the Faculty takes care of the quality of staff members. The staff age structure and duration of employment in the program demonstrates stability of the program.

The review team concludes that the staff of the study program is knowledgeable and experienced with good scientific and practical background meeting all legal requirements and has no doubts that qualifications and number of the teaching staff are adequate to ensure learning outcomes. The teaching staff is able to ensure an adequate provision of the program and the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the program. The teaching staff of the program is involved in research directly related to the study program.

4. Facilities and learning resources

There are, in total 16 auditoriums of the Faculty which are used for lectures and seminars (11 auditoriums located at Šiaurės av. 57 and 5 auditoriums at Betonuotojų str. 4): one auditorium has a seating capacity of up to 200; one auditorium, up to 100; two auditoriums, from 50 to 60; and 12 auditoriums, from 20 to 50. There are 3 computer classes in the Faculty: in the Department of Environmental and Occupational Department (15 computers), in the Department of Health Management (22 computers) and in the Department of Preventive Medicine (10 computers). The auditoriums of other LUHS subdivisions and two general LUHS auditoriums (located at Eivenių str 4). A tour of the facilities enabled the review team to conclude that the premises for studies are adequate both in their size and quality and that the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate. The University is planning to build a new modern building for the Faculty of Public Health. The review team has possibility to see the design of building. The building should be finished by year 2015.

The practice for students takes place in various public health institutions not necessarily in Kaunas and sometimes is arranged by students themselves. A tripartite contract among the student, the University and the host institution is signed for the whole period of practice, defining the purpose of practice, expected results, parties' rights, obligations and other conditions and procedures. There is a system for the practice supervision and evaluation of individual work assessment of students. The review team did not have possibility to visit those sites however comments of employers, graduates and current students indicate that there is room for improvement including better mentoring and task performance demonstration.

A new Library was built in 2007. The Library has 344 working places for readers and 56 working places in the computer lab; there are 3 classes for work in groups, a multimedia class, a class for readers' training and conference and seminar rooms. A wireless network is set up in the Library premises. Most of publications required for the students of the program are available at the LUHS Library. The University library provides an excellent source both teaching and learning materials (textbooks, books, periodical publications, databases) which are adequate and

accessible of for students. Considerable resource has been directed towards upgrading this facility. A regular annual review ensures that the library stock and subscriptions remain up to date. The students were satisfied with the premises and the various resources available to them at the University.

5. Study process and student assessment

Admission of students to the study program is carried out in accordance with the rules for the general admission to Lithuanian higher education institutions. Enrollment of secondary school graduates is based on the competitive score which is calculated summing final examination grades of biology, Lithuanian language and chemistry or mathematics and multiplying them with respective weigh coefficients and additional points.

The limited number of state funded places and competition with such study programs as Medicine, Odontology or Pharmacy have negative impact on the numbers of the applicants. However the number of admitted students has increased from 2010 (from 20 till 37). The dropouts of students vary from 4-6 students per year which is accepted as normal. The main reasons for dropouts are related to financial difficulties and non attendance of lectures. The competitive score in state and self funded places varies however the difference is not large, e.g., in year 2013 the highest competitive scores were 19.36 and 18.10 accordingly. The number of those who chose this program as the first priority in period 2011-2013 was largest in year 2012 when 76 students from 956 listed the program as number one (~7,9%). The public health field reputation should be promoted further and efforts should be put in order to improve motivation of students.

Students are regularly informed about possibilities to participate in the Erasmus mobility program. They can choose to study in universities of applied sciences in Denmark and Sweden, Maastricht University in the Netherlands and Mälardalen University in Sweden. However the numbers of outgoing students are comparatively low (e.g. 2 students went abroad in year 2013). During the meeting with students the review panel had a chance to discuss their Erasmus experience. As the main advantages of the studies abroad students mentioned problem based learning, international teachers and the newest results of the research presented during the lectures. Students also emphasized that studies abroad helps to improve English skills and expressed a wish to have at least couple of lectures together with foreign students here in Lithuania. The programme team advise that there are no possibilities to organize common lectures with foreign students, as the bachelor program is, according to the law, not organized in foreign languages and, therefore, we have no foreign students to study together. The review panel finds this to be a good idea and would contribute to internationalizing the programme but possibilities are limited.

The review team confirms that students are provided with adequate social and academic support. They can be granted with study loans, students with disabilities are provided with additional funding, there is wide range of scholarships available for students (e.g., social, merit- based and special nomination). All information regarding loans and scholarships are easily reachable by students.

Students can join LUHS student science society or be involved in other activities offered by the University. However numbers of students actually involved in these activities seems to be not very high. During the meeting with students the participants also couldn't tell a lot about their or their colleagues after class activities. The review panel learned from the SER that the program team also identifies students' low interest towards additional activities as one of the weakness of study process. The review panel concluded however that the students are satisfied to be offered

the opportunities and the review panel do not see this as a weakness. However majority of those students whom the review panel met claimed that they would like to use Erasmus opportunities in the future. They should be encouraged to do this.

Students do not have problems when trying to get a room in the dormitory, they are satisfied with the timetables, reasonable distribution of the workload, competent lecturers, assessment methods and their transparency, expressed no complains about the available number of textbooks, are on good terms with teachers. In general students are satisfied with the quality of studies. Large part of graduates of Bachelor's program is continuing studies in Master study program.

6. Program management

Program management involves three levels: university, faculty and department level with clearly allocated roles and responsibilities in evaluation, decision making, implementation and monitoring of implementation of the program. The system of monitoring is well presented in the SER and the review team is convinced that the system works to some extent during the meetings with faculty, social partners and students. It is clear that the program is dynamic and reacts to changes taking place in the national public health system.

According to a LUHS's resolution from March 2012, students' and teachers' opinions on the study process, curriculum and study resources have to be surveyed at least once a year; opinions of graduates and employers on the competencies acquired during the studies have to be surveyed at least once in 2 years and results of surveys have to be published on the University website. The first results on the evaluation provided in the SER show only very small number of teaching staff and students had filled in the questionnaires provided. However, the review team strongly believes that more effective collection of information could significantly improve program's management.

Students are involved in the program management by providing their opinion in the quality of subjects, study resources and the quality of study process. According to SER the Study Program Committee meets with students at least once a semester in order to discuss the problems in the study process. Even though students are encouraged to contact the heads of departments and the dean directly and suggest improvements of the study program, students met during the visit said that even if they do not understand their assessment result they do not complain about it. Some students were critical about mandatory attendance of lectures believing that some topics could be left for self-studies.

Social partners are expected to make their input to the quality of study process while participating in the Faculty Council, the Commission of Studies and Science, the Study Program Committee, the Qualifying Commission of Final Thesis Defense activities and mentoring student practice in their own institutions. The review team noted that students were not as optimistic as administration of the Faculty of Public Health and employers about arrangement of practice when it does not meet their specific expectations.

Alumni could be also more actively involved into the development of the program. Graduates whom the review panel met expressed a wish to participate in University's life more as well.

The review team concludes that, although there is some place for, improvement the internal quality assurance measures are effective and efficient.

III. RECOMMENDATIONS

1.

The review team members concluded and would like to recommend that the practicum placement procedures, and experience of the program students should be revised to reflect more individual student's learning outcomes and practicum plan, but not only the institutional agreement between the university and practicum placement organization. The number of required practicum hours should be increased to enhance the learning experience, practical skills, competencies, and expertise acquired during the practicum, which may also improve the future employability of graduates with bachelor's degree. The number of academic hours devoted currently for independent self-studies is relatively high comparing with the number of direct contact hours, and could be reduced to account for higher number of hours allocated for required practicum experience.

2.

The review team determined that distance education is in early development stage, and should be better utilized for both online teaching of current program curriculum, especially to address the needs of working students; and for the development of international training programs for foreign partners and students in the future. The review team recommends the program administration to create additional opportunities for the program staff to acquire necessary competencies and skills in novel distance education teaching methods and techniques as a part of continuous professional development and growth.

3.

The team recommends that the problem-based learning and analytical thinking skills will be more systematically addressed within the current program curriculum through the integration of problem-based learning assignments and activities into the required courses of the program. The program administration needs to create and to support both internal and external professional development opportunities for program teaching staff to acquire necessary knowledge, competencies, and skills in problem-based learning, and the transition from teacher-focused to student-centred learning environment within the classroom.

4.

The review team recommends that the program administration will develop the policies and procedures for compulsory and systematic collection and internal self-evaluation of the feedback information from current program students, recent graduates and alumni, and social partners. The program graduates and social partners should be more actively involved into the quality improvement and assurance process by providing the formal feedback and suggestions through the standardized surveys versus random face-to-face communications with the program administration and teaching staff. Collected information from program graduates and social partners should be regularly and systematically analysed and presented to the program staff and students for the purpose of internal program self-evaluation and continuous quality improvement.

5.

The review team concluded that current participation of program students in mobility and international exchange program is limited. The program administration should promote more active participation of current and prospective students in the mobility and international student exchange programs in the future. The review team also recommends that the program

administration will create the opportunities for foreign exchange students to participate in the program.

IV. SUMMARY

The Faculty of Public Health of Lithuanian University of Health Sciences offers all three cycles training in the field of Public Health. This bachelor program is the first undergraduate public health study program launched in Lithuania in year 1994. It aims at educating specialists who have good theoretical knowledge in modern public health and practical skills to solve various problems and implement projects and are able to organise and lead health education and health promotion at individual and society level. These specialists should also be able to realize and implement Lithuanian National Public health policy and to work at international level. In general aim and learning outcomes of the program are well defined, clear and publicly accessible, suitable for the first cycle study program and regularly updated according the needs of different stakeholders.

The curriculum of the program is solid, strong and comprehensive and ensures the achievement of learning outcomes. Even though many positive changes have been made in the curriculum after the previous evaluation however number of hours for auditorium work is still too high compared to those for self -study. This proportion should be changed in favour for self studies in the future. During discussions with students and employers they expressed a wish for longer periods of practice. Organization of practice should be revised to reflect more individual student's learning outcomes and practicum plan.

The study program is delivered by highly qualified and enthusiastic teaching staff. The composition of the personnel is in line with legal requirements. Teachers participate in various conferences, scientific visits, long-term training courses and seminars both in Lithuania and abroad. Teachers are invited as experts in regional, national and international projects and bring their experience to the class. They are active in research directly related to the subject they teach and use Erasmus opportunities actively. Young teachers are also involved in teaching process.

Faculty of Public Health is located in temporary premises of former secondary school at Vydūnas campus, Šiaurės av. However University is planning to build a new building to the Faculty. The new premises should be finished in year 2015. The quality of current auditoriums are adequate. Modern library is available for both teachers and students.

Students are represented in all bodies both in Faculty and University level. They are provided with adequate social and academic support. Students can join LUHS student science society or be involved in other after class activities. Students are satisfied with the timetables, workload, teachers, assessment methods, and available material recourses. However students' participation in Erasmus mobility program should be increased in the future. Feedback has been collected from the centralized surveys on a regular basis but the participation rate is quite low. Improvement of feedback system is recommended.

Quality assurance system is in place in the Faculty. It is clear, responsive and effective. However closer collaboration of administration, staff, students, alumni, employers and other stakeholders could be even closer, especially when monitoring the practicum and gathering the feedback.

V. GENERAL ASSESSMENT

The study programme *Public Health* (state code – 612A60003) 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	4
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:	20

*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:

Prof. dr. Anita Villerusa

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Dr. Tomas Tamulis

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**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO PIRMOS PAKOPOS STUDIJŲ
PROGRAMOS *VISUOMENĖS SVEIKATA* (VALSTYBINIS KODAS – 612A60003)
2014-05-28 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-260 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sveikatos mokslų universiteto studijų programa *Visuomenės sveikata* (valstybinis kodas – 612A60003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 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

Lietuvos sveikatos mokslų universiteto Visuomenės sveikatos fakultetas visuomenės sveikatos srityje siūlo visų trijų pakopų studijas. Ši bakalauro studijų programa yra pirmoji pirmosios pakopos visuomenės sveikatos studijų programa šalyje, Lietuvoje pradėta įgyvendinti 1994 m. Jos tikslas – parengti specialistus, kurie turėtų gerų teorinių žinių apie šiuolaikinę visuomenės sveikatą ir praktinių įgūdžių spręsti įvairias problemas, įgyvendinti projektus, gebėtų organizuoti švietimą sveikatos klausimais, sveikatos stiprinimo veiklą asmeniniu ir visuomenės lygmenimis bei jai vadovauti. Šie specialistai taip pat turėtų gebėti siekti Lietuvos nacionalinės visuomenės sveikatos politikos tikslų, šią politiką įgyvendinti ir dirbti tarptautiniu lygiu. Bendras programos tikslas ir studijų rezultatai yra gerai apibrėžti, aiškūs, viešai prieinami, tinkami pirmosios pakopos studijų programai ir reguliariai atnaujinami pagal įvairių socialinių dalininkų poreikius.

Programos turinys yra tvirtas, stiprus, visapusiškas ir užtikrina, kad būtų pasiekti studijų rezultatai. Nors po paskutinio vertinimo padaryta daug teigiamų programos turinio pakeitimų, darbo auditorijoje valandų skaičius vis dar yra pernelyg didelis, palyginti su savarankiško mokymosi trukme. Šį santykį ateityje reikėtų pakeisti taip, kad ateityje daugiau laiko būtų skiriama savarankiškam mokymuisi. Per diskusijas su studentais ir darbdaviais buvo išreikštas pageidavimas, kad mokomoji praktika truktų ilgiau. Mokomąją praktiką reikėtų organizuoti kitaip – taip, kad būtų labiau atsižvelgta į kiekvieno studento individualius studijų rezultatus ir mokomosios praktikos planą.

Studijų programą įgyvendinta aukštos kvalifikacijos ir entuziastingi dėstytojai. Personalo sudėtis atitinka teisinius reikalavimus. Dėstytojai dalyvauja įvairiose konferencijose, moksliniuose vizituose, ilgalaikiuose mokymo kursuose bei seminaruose ir Lietuvoje, ir užsienyje. Dėstytojai kaip ekspertai kviečiami dalyvauti regioniniuose, nacionaliniuose ir tarptautiniuose projektuose, o savo patirtimi dalijasi su studentais. Jie aktyviai dalyvauja tiesiogiai su dėstomu dalyku susijusioje mokslinėje veikloje, aktyviai naudojami „Erasmus“ galimybėmis. Į mokymo procesą aktyviai įtraukiami ir jauni dėstytojai.

Visuomenės sveikatos fakultetas įsikūręs laikinose buvusios Vydūno vidurinės mokyklos patalpose, esančiose Šiaurės prospekte. Tačiau universitetas ketina fakultetui statyti naują pastatą. Naujosios patalpos turėtų būti įrengtos 2015 m. Dabartinių auditorijų kokybė yra pakankama. Ir dėstytojai, ir studentai gali naudotis modernia biblioteka.

Studentams atstovaujama visuose organuose ir fakulteto, ir universiteto lygiu. Jiems suteikiama pakankama socialinė ir akademinė parama. Studentai gali lankyti LSMU studentų mokslinius būrelius arba dalyvauti kitoje veikloje. Jie patenkinti paskaitų tvarkaraščiu, darbo krūviu, dėstytojais, vertinimo metodais ir turimais materialiniais ištekliais. Tačiau ateityje reikėtų aktyvinti studentų dalyvavimą „Erasmus“ judumo programoje. Atsiliepimai reguliariai renkami per centralizuotai vykdomas apklausas, bet jose kol kas dalyvaujama gana neaktyviai. Rekomenduojama gerinti grįžtamojo ryšio sistemą.

Fakultete įdiegta kokybės užtikrinimo sistema. Ji yra aiški, lanksti ir veiksminga. Tačiau administracijos, personalo, studentų, absolventų, darbdavių ir kitų socialinių dalininkų bendradarbiavimas galėtų būti dar glaudesnis, ypač stebint mokomąją praktiką ir renkant atsiliepimus.

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III. REKOMENDACIJOS

1.

Ekspertų grupė padarė išvadas ir norėtų rekomenduoti kiek kitaip organizuoti mokomąją praktiką ir atsižvelgti į studentų patirtį – taip, kad ji geriau atspindėtų studento individualius studijų rezultatus ir mokomosios praktikos planą, o ne tik būtų vykdomas tarpinstitucinis universiteto ir mokomosios praktikos organizacijos susitarimas. Privalomos mokomosios praktikos valandų skaičių reikėtų padidinti, kad per mokomąją praktiką būtų sustiprinta mokymosi patirtis, įgyta daugiau praktinių įgūdžių, kompetencijos ir žinių; ateityje bakalauro laipsnį įgijusiems absolventams tai taip pat gali padėti lengviau įsidarbinti. Akademinių valandų skaičius, šiuo metu skiriamas savarankiškam mokymuisi, palyginti su tiesioginio kontakto valandų skaičiumi, yra gana didelis, jį būtų galima sumažinti, daugiau valandų skiriant privalomai mokomajai praktikai.

2.

Ekspertų grupė nustatė, kad nuotolinis mokymas yra pradiniam plėtros etape, jo galimybes reikėtų labiau išnaudoti ir rengiant dabartinės programos turinio mokymą internetu, ypač stengiantis tenkinti dirbančių studentų poreikius, ir ateityje plėtojant tarptautines mokymo programas užsienio partneriams ir studentams. Ekspertų grupė rekomenduoja programos administracijai sudaryti papildomų galimybių, kad programos personalas, nuolat tobulindamas ir ugdydamas profesinius gebėjimus, galėtų įgyti reikiamos kompetencijos ir įgūdžių taikyti novatoriškus nuotolinio mokymo metodus ir būdus.

3.

Ekspertų grupė rekomenduoja, kad į dabartinės programos sandarą nuosekliai būtų įtraukiamas probleminis mokymas ir analitinių kompetencijų lavinimas, to siekiant į privalomus programos dalykus įtraukiant probleminio mokymosi užduotis ir veiklas. Programos administracija turi sudaryti ir palaikyti profesinio tobulinimosi galimybes, kad programos dėstytojai įgytų reikiamų žinių apie probleminį mokymąsi, šios srities kompetencijos bei įgūdžių, o dėstant auditorijoje būtų orientuojamasi ne į dėstytoją, bet į studentą.

4.

Ekspertų grupė rekomenduoja programos administracijai sukurti politiką ir procedūras, pagal kurias privalomai ir sistemiškai būtų renkami dabartinės programos studentų, neseniai studijas baigusių, absolventų ir socialinių partnerių atsiliepimai ir atliekama vidaus savianalizė. Programos absolventai ir socialiniai partneriai turėtų būti aktyviau įtraukiami į kokybės gerinimo ir užtikrinimo procesą – atsiliepimus ir pasiūlymus jie turėtų teikti oficialiai per standartizuotas apklausas, o ne tik retsykiais asmeniškai bendraudami su programos administracija ir dėstytojais. Iš programos absolventų ir socialinių partnerių surinkta informacija turėtų būti reguliariai ir sistemiškai analizuojama ir pristatoma programos personalui bei studentams programos vidaus savianalizės ir nuolatinio kokybės gerinimo tikslais.

5.

Ekspertų grupė padarė išvadą, kad šiuo metu programos studentų dalyvavimas judumo ir tarptautinių mainų programoje yra ribotas. Programos administracija ateityje turėtų skatinti aktyvesnį dabartinių ir būsimų studentų dalyvavimą judumo ir tarptautinių studentų mainų programose. Ekspertų grupė taip pat rekomenduoja programos administracijai sudaryti galimybes programoje studijuoti mainų programos studentams iš užsienio šalių.

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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)