



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO
STUDIJŲ PROGRAMOS *SLAUGA*
(valstybinis kodas - 612B70002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *NURSING* (state code - 612B70002)
STUDY PROGRAMME
at LITHUANIAN UNIVERSITY OF HEALTH SCIENCES

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Slauga</i>
Valstybinis kodas	612B70002
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Slauga
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Slaugos bakalauras, bendrosios praktikos slaugytojas
Studijų programos įregistravimo data	2004-02-17

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Nursing</i>
State code	612B70002
Study area	Biomedical sciences
Study field	Nursing
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Nursing, general practice nurse
Date of registration of the study programme	17 February, 2004

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Study plan, Nursing full – time studies 2015/ 2016

1.3. Background of the HEI/Faculty/Study field/ Additional information

Lithuanian University of Health Sciences (hereinafter - LUHS) is the largest educational institution for training of health care specialists in Lithuania. It has long standing traditions, solid experience and appropriate conditions to educate and train well prepared healthcare specialists.

LUHS Program of Nursing Bachelor training was evaluated 2014 and after that changes have been made. Changes are precisely described in self evaluation report. Changes included reorganization and increase in length of clinical training, improvement on several subjects. Some of these changes have already been made, some changes in curriculum takes more time. Administration of the program tends to continue the process of changes.

The current program is delivered over four years and upon successful completion students are awarded Bachelor Degree.

The External Review Team (hereinafter – ERT) were provided with self evaluation report (hereinafter - SER) that was developed by an appointed self evaluation group prior site visit in November 2015. This report provided basic evidence for the evaluation visit. Report has been updated with a new data and describes latest development of the Nursing Bachelor programme. It also includes historical. Legislative and policy based context for the delivery of nursing programs within Lithuania. The SER enabled expert team to ask focused questions and request additional comments and more deep explanations. This report reflects both SER and the information determined during the visit to LUHS.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *10/November/2015*.

- 1. Andy Gibbs (team leader)**, *Senior Lecturer (International), School of Health and Life Sciences, Glasgow, United Kingdom*
- 2. Prof. Nadine Oberhauser**, *professor, dean sector midwives, Haute Ecole Cantonale Vaudoise de la santé, University of Applied Sciences, registered nurse, Switzerland;*
- 3. Assoc. prof. dr. Polona Mivšek**, *head of Midwifery programme, Faculty of health sciences, University of Ljubljana , Slovenia;*
- 4. Mrs. Mari Berglund**, *Senior Lecturer, Degree programme Leader, registered midwife, Finland;*
- 5. Mrs. Aušra Volodkaitė**, *Vice president of Lithuanian organization of Nurse specialists, Lithuania;*
- 6. Ms. Laura Žlibinaitė**, *student of Lithuanian Sports University, study programme Physiotherapy.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim (mission) of Nursing program of LUHS according to SER is to prepare nurses, who understand the principles, theories and methods of nursing, have broad knowledge of nursing

science, and who are able to independently and critically to evaluate the nursing needs of healthy persons and chronically ill people with different somatic and mental health diseases, and acquired adequate personal and professional value system.

The aim of the program is specific, clearly formulated and realistic to be achieved. It includes all the areas of activities of nurses, scientific background of the profession and core values, required for modern nursing profession. The aim of the program fits with the requirements of the first cycle study level.

The program seeks to ensure eligibility for graduated nurses to work in broad practice area and evaluate the nursing needs of different social groups at their working places, schools, homes, health care centres, hospitals, and other health care institutions. It corresponds to a growing need of care services of society and ensures access of skilled nursing resources to labour market. There are four main competences in the program: Knowledge, Cognitive skills, Practical skills and Transferable skills. Each of these have designated specific learning outcomes. The study subject description is clearly described an annotation, purpose of the course unit, course content (names of the subjects, contact work hours and planned learning activities, independent work hours and tasks) related to each module.

Nursing program learning outcomes are compatible with each other and correspond adequately to the content of the entire program. Learning outcomes are designated suitably to achieve the goals of the program and ensure the acquisition of obligatory knowledge and skills.

ERT suggests to give more attention to current challenges faced by healthcare systems and include more specific knowledge and skills of multicultural and multinational care in nursing curriculum taking into account recent challenges of increased mobility and migration.

Learning outcomes of the program, learning outcomes of the course unit, course unit methods and assessment strategy are presented in a table under each study module in study subject description and this forms a clear picture of the learning outcomes. Furthermore, the assessment weighting percentage is visible under each study subject.

According SER, study results are updated in response to changing EU and Lithuanian legislation, regulating the professional competencies and skills and according to the internal quality assessment outcomes and opinion and suggestions of social partners - graduates, employers, professional associations.

LUHS justify development of the curriculum in terms of its validity and suitability for the academic and professional workforce requirements of nursing in Lithuania. The administration officers and program managers stated they follow and are aware of latest changes of national nursing legislation and adopt program in accordance to the newest requirements and guidelines.

Students are involved in the program development process and can make suggestions for changes in the program and the administration react to their initiatives. Social partners stated during the visit that they provide information about the students' achievements during their practices, their knowledge, practical skills and weak points required for additional attention of teachers.

Many social partners and employers are graduates of the LUHS so their communication with the Faculty is close and consistent.

Students are aware on aims and learning outcomes, teachers present these when a new course begins and they can read also from intranet. Students only expressed a wish to have more teaching time for subjects they find difficult (e.g. anatomy course) or which include theoretical studies and performance of practical assignments. Some changes were already implemented according to students requirement—more credits added for anatomy subject.

Criteria for the assessment of student achievement are consistent with the expected outcomes of the studies: practical skills are assessed through practical tasks; theoretical knowledge is evaluated in the tests. From 2014, the Objective Structured Clinical examination (OSCE) was implemented as one of the assessment methods.

In summary: The aims and learning outcomes of the Nursing program have been presented clearly and understandably and these are congruent with LUHS aims. Strengths of the learning outcomes are aspiration to scientific evidence - based knowledge and practice. Learning outcomes are suitable for first cycle studies but perhaps they could incorporate more specific skills, knowledge and competencies needed for nursing into the future like cross-cultural/multicultural nursing and internationalization.

2.2. Curriculum design

The ERT was shown evidence to suggest that the curriculum design meets legal requirements for first level study programs. Volume of the program is 240 credits appropriately distributed in 4 year period of studies. The hours of practical training are 2400 hours.

Practical training takes place in simulation rooms in addition to the statutory hours required in health care settings at patient's bedside.

Most of nursing subjects are taught by nurses who have scientific degree. 70.2 % of teachers contributing to the program of Nursing have a doctoral degree and meet the requirement of legal acts of the Republic of Lithuania that at least half of the studies subjects should be taught by scientists (having PhD).

Students finish studies by preparing and defending final thesis (12 credits dedicated for thesis preparation) as this is national requirement for bachelor studies. Some doubts and uncertainty

appeared about the volume of ECTS credits distribution during each semester. The administration was asked to provide data about study plans with exact credit number and study plans demonstrate that program fulfill amount of 30 credits per semester what is appropriate.

Studies are carried out in the modular principle allied subjects are grouped together into a single module with a common goal. The content of the modules as identified within the study plan is variable in depth and consideration but the content did not always reflect the learning outcomes. The program continues to reflect a medical dominance in some places and large volume of content in some modules (e.g. Environment and Health Science) are taught by lectures. The ERT can confirm that modules within the program are not repetitive in their content. This was evaluated by analyzing documents of the SER. Students highlighted repetitions of some themes during different courses but indicated this as positive aspect to repeat general overlapping issues to recall basic knowledge or to evaluate themes from the perspective of different subject.

Students stressed some inequity in workload during different semesters, because of some subjects are more difficult and require more study time and additional learning even if program provides the same number of hours.

Amendment in the study program since the last accreditation procedure 2014 was carried out. The changed curriculum was implemented at the beginning of 2014/2015 academic year. Hours designated for clinical training are clearly identified in Nursing Study Plan for 2015 /2016 academic year, Study Subjects, revised Clinical training diaries. Clinical training is organized entirely in the health care institutions (genuine clinical setting) under a supervision of clinical training teachers, who are properly trained to work as mentors. The training course of continuing education for practicing nurses "Mentorship in Nursing" takes 36 hours. Classroom hours and simulation that are used for developing practical skills are not included in to clinical training hours. Clinical training diaries were revised and renewed according to the Nursing Study Plan for 2015 /2016.

Additional improvements were made to the subject Community and Family Nursing according the recommendations of expert review on 2014. Since 2015, the subject Community and Family Nursing is given 5 ECTS, and clinical training in the community - 6 ECTS (Nursing Study Plan for 2015 /2016 academic years). These changes were implemented as a reaction to previous evaluation and recommendations and described in SER. It was only 2 credits for community nursing and clinical practice in general previously, on 2014-2015 academic year. The recommendations highlighted necessity to pay more attention for development of community nursing competencies as many EU countries (Lithuania as well) need more appropriately skilled human resources for work in communities with chronic diseases and ageing society members.

Applied teaching forms were discussed during the meetings with ERT - lectures, seminars, clinical training and methods - discussion, case presentation, reflection, group and individual work, skills demonstration help to achieve the expected learning outcomes.

Nursing subjects are taught exclusively by teachers who are nurses and practical training is being supervised by nurses trained as mentors. This is positive development which reflects a significant nursing input to implementation of the program. Nursing lecturers who has practical experience and continue to work in practice beside teaching work can ensure transfer of professional nursing knowledge for the students not as a lecturer but also as professional.

ERT encourages to attempt to get more modules and subjects to be led by nurses.

Students declare their satisfaction to have mentors of practice trained in special mentorship course and feel more confidence.

Taking into account increased numbers of students and growing popularity of nursing studies, ERT suggests to increase numbers of practical placements for the students and increase a number of mentors to supervise nursing practice.

Students have access to international data bases and are encouraged to use scientific data during study process. By using latest scientific resources students develop critical thinking, learn to apply evidence based decisions, analyses literature sources and review data preparing their own final thesis. These observations reflect the use of scientific achievements during study process and development of scientific capacity of students. ERT welcomes scientific approach in education process and development of critical thinking of students. Students are encouraged to participate in research through their final dissertation and this was evident to the ERT on the visit. It is obligatory to do empirical studies for final thesis according to national legislation requirements. Students do quantitative and qualitative research projects rather than just scientific literature review. The ERT thinks this is commendable experience which helps to expand students' abilities to perform a study, analyse data, discuss results and issue recommendations. On the other hand, ERT heard complaints, about complicated situation for healthcare settings, for the patients and for students because of huge numbers of questionnaires and surveys are being executed in the hospitals and healthcare units. Many young researchers and projects cause inconvenience for administration, patients and students themselves. Nurses teaching, urging critical thinking, other subjects – broader view, practical setting, continuing study on the MSc level, guaranteed job, high employability, international exchange are the positive aspects of the program.

High employment opportunities were declared by the social partners during the meeting and 'guaranteed job' was confirmed by the students. Students assured that it was easy to find a job or to get particular job proposals when they were last course students. Also employers declared that

they need more new graduates for work in the health care institutions. This situation is influenced by shortage of nurses in the country and increased demand of nursing workforce and nursing services (aging society, development of primary healthcare, migration of human resources).

One student indicated the lack of self-confidence while starting work but perhaps this was because of personal sensitivity. Most of the graduates the experts have met were self-confident when started working. They stated they were ready for work and had enough simulations and practices to feel confident in workplaces and to work independently.

In Summary: Program structure, content, and scope of study are appropriate to achieve learning outcomes and meet the Lithuanian and European legislation requirements. The subjects are organized in a consistent sequence and are not duplicating. The program structure has changed due to increased numbers of hours dedicated to clinical training. Student – centred and outcome based approach is still quite new for the staff and needs further development. To develop student's practical skills, clinical skill training rooms have been outfitted and a modern hybrid laboratory has been equipped. In addition to that, students can develop their practical skills in the Medical Simulation Centre.

ERT recommends LUHS to continue review the balance of teaching methods to reduce the number of lectures and apply the other teaching methods more often.

2.3. Teaching staff

The ERT was shown evidence to suggest that the teaching staff of LSMU nursing bachelor program meets legal requirements. Program is delivered by scientists within relevant field of specialty to nursing. There is an increase in the number of highly academically qualified nurses within the teaching team - PhD. Even 70.2 % of teachers of the program of Nursing have a doctoral degree. ERT thinks this has had an extremely positive effect on the nursing curriculum. The trend towards having more and more teachers in leading roles with a nursing background has been strongly emphasised and systematically developed by institution.

Although several teachers still have medical background, program administration team declared that they are satisfied with a current situation but also declared willingness to take over for more subjects to be taught by nurses. This is a positive initiative to get as much subjects as possible run by teachers with nursing background. LUHS declares that employment contracts with lecturers are signed of limited duration - five years, which make easier turnover and renewal of the teaching staff. Faculty can use this situation to implement changes of staff gradually avoiding changes of a large number of staff, ensuring smooth and continuous teaching process.

Clinical courses are being taught by teachers from the fields of medicine in areas relevant to their experience of clinical practice. ERT believes they can properly be involved in the educational process and transfer their experience and knowledge to the students. But they should keep in mind that lectures are featured for nurses and should be focused on nursing profession. In addition, nursing faculty has access to other nurses with PhD's and Masters degrees working within clinical practice settings. It is a positive approach to involve Nursing PhD's and Masters in the teaching process of nursing students and supervision of professional practice.

Regarding practical training, students are always supervised by the mentors, who are practicing nurses and also have a certificate of graduation of a relevant mentorship training course.

The number of teachers corresponds to the number of students.

LUHS supports the professional development of teaching staff. As it was declared to ERT during the site visit, teachers must participate in the activities of continuous professional development as well as perform scientific activities. Many of them participate at national and international conferences, seminars, training courses. Foreign exchange programs (ERASMUS, LLP) for teachers are also available. 12 teachers (28.8 percent of all teachers involved in the nursing program) went to an international exchange program for academic work on the academic year 2013-2014 (countries - Sweden, Turkey); 9 teachers (19.5 percent) went to academic work abroad on the academic year 2014-2015 (countries Sweden, Turkey, Finland, Kazakhstan, UK).

Numbers of incoming teachers for Academic work in the Basic Cycle are 8 on academic year 2013-2014 (Turkey, USA, Sweden) and 3 on academic year 2014-2015 (Turkey, UK, Latvia).

The ERT found that the teaching staff did not have a clear and particular personal development strategy (they were not able to demonstrate it) which could be incorporated in the general strategy of Faculty development. It seems that every teacher selects courses or an international exchange program individually without a clear co-ordinated development strategy.

ERT recommends to establish clear and specific personal development plans for every individual teacher and to make teachers' development strategies clearly organised in a context of general strategy of Faculty development. International visits and continuous professional development of the staff could be motivated to serve to the Faculty Development Goals.

Teaching staff is actively involved in research related to the study program and to their interest area. They are publishing articles, have projects, supervise students writing final thesis, include students' groups in research project activities. The unity of research, education and practice is realised in the program. But still, ERT thinks, it is a need to have more implementation of scientific data into nursing practice.

Various teaching methods are being used along with lectures. Teachers included case studies, presentations, discussions and group work for development critical thinking. Evidence based learning is also used.

In Summary: expert team concludes that nurses are teaching and leading in nursing subjects. Teacher qualifications are high and allow achievement of the goals and objectives of entire program. Also the number of teachers is adequate.

Mentors are prepared well for direct work with students in practice settings and perform supervision. But the common strategy of professional development of teaching staff could be prepared with regards to program and nursing faculty development plans.

2.4. Facilities and learning resources

Faculty of nursing has moved to a new premises and it settled in one floor of the university building. Main auditoriums, classes, simulation laboratories, teachers' rooms are newly installed and are comfortable for both students' and teachers' use.

Number of classrooms and seating places is adequate to a students' number.

The amount of inventory and equipment of the classrooms which ERT had seen during the site visit is sufficient to achieve the aims of the program. The computer equipment with modern software and internet connection is available in the classrooms with a modern technologies designated for presentations and demonstrations.

Teaching staff expressed satisfaction with the new facilities of work, located in one floor of the new building. The new classrooms are convenient to work with groups of students and the private rooms provide space for individual work of the teachers. But the teachers still expressed a wish to have even more space and shared a vision to get a separate building for Nursing faculty in the future.

LSMU offers facilities for both clinical simulations and clinical practice at the patient bedside. Simulation rooms are well equipped and comfortable for training of students in small groups.

The training is performed with 14 students in a group; teachers estimate that with 10 students in a group quality can be improved. The teachers were trained to use simulators as well.

The equipment includes dummies for learning and understanding of the structure of the human body and organs as well as for training to perform main procedures e.g. venipuncture, injections, bladder catheterization, ergonomics in nursing. These arrangements were described in SER and also were shown for ERT during site visits.

Students stressed the importance of simulations and practical training with dummies which help to gain skills before practice at patient bedside. Teachers also expressed satisfaction with new

equipment available for simulations and practical training. Modern computerised simulation equipment for First aid procedures' learning is also available.

Exclusive modern Library and Health sciences information centre is at walking distance from building of Nursing faculty. Working hours are convenient for students and teaching staff (opened on weekdays from 7.30 a.m. to 10.30 p.m., and on weekend from 10.00 a.m. to 8.00 p.m.). The library also has separated teaching spaces, so a part of the studies, seminars can be performed there. There are individual working places in the library and most of them are computerised. It ensures access to popular specialty – specific online data bases available from the library premises and from home as well. They ensure access to full texts of entire scientific articles. Printing services are available for additional cost. Students stated about adequate access to literature sources, online publications and paper versions. Also teachers indicated that they compose the list of literature required for each subject and students can get familiarise and access easily to main literature sources. Students also declared that they never had to buy books or other equipment for studies. From the site visit could be seen that the space of library and computerised workplaces are being used by numbers of students.

Although library is very well equipped however ERT thinks it lacks more paper textbook of nursing, especially on nursing theory, nursing philosophy, nursing standards, nursing education and nursing management as well as literature, focused on law, sociology, economics, pedagogics specialized for education of nurses.

In Summary: expert team concludes that material resources and equipment is adequate for teaching and learning. However amount of paper literature could be increased and updated. The role of nursing and nursing philosophy should be more widely explored when replacing medical literature with contemporary literature of health care and clinical nursing.

ERT would recommend that the number of students in the group for practical simulations and training could be decreased in order to ensure more personalized training process.

2.5. Study process and students' performance assessment

The application process is identified in accordance with national legislation and organised accordingly. Computerised and uniform national system ensures clarity and transparency. Entrants receive state funding or study at self funded basis. The SER shows increase in number of students for the year 2015/2016.

From 75 students who were admitted to study nursing program on the year 2014, 17 were state funded, 58 students- self funded. Number of students has increased in comparison to the year 2013 (43 were admitted on 2013, 10 of them received state funding). The SER explains that increased number of students is caused by the changes in admission rules which increased

number of students studying in State funded seats. The interest of potential students increased also because of nursing profession is becoming popular and highly demanded in Europe.

Students drop out is 3 percent, and this number is very close to drop out numbers of the year before. SER explains that drop of students is because of their move to other LHUS faculties. The students' drop of number is very low and it shows motivation of students and their reasoned choice of future profession. On the other hand this may indicate that students feel comfortable with the internal procedures, requirements and workload and wish to continue studies.

Study plan is publicly available. Learning outcomes are clearly defined. Students declared that they are aware on aims and learning outcomes. They are introduced with the information on introduction course also can find information in intranet. Study Program Committee helps to manage the quality of the studies. This was declared in the meeting with the administration and program management team. They declared that students are included in work with study program committee and students confirmed this. Students also explained that they have students union which help them to solve problems e.g. with getting dormitories etc. Also members of students union are represented in University Council and Senate.

Students stressed high importance of practical training, the opportunity to learn in a simulating environment and increased in trust from the staff in clinical placements. In the first grade students start practice in the second semester. Students are happy to start practice early but they stated that first semester is too early to start practice. They need to get general orientation and understanding about the profession.

Students are very positive about the ability to choose the place for practice - they can express their own wish and to choose hospital or other health care institution even in the other cities.

The assessment of the students' achievements is directly related with the study outcomes. The principles of assessment, the requirements for the assessment grade are regulated by the LHUS Study Regulations and presented in the descriptions of every subject. Some subjects and modules are assessed using cumulative grade system. A 10-point scale is used for the evaluation. Every module has an examination (theoretical or/and practical – depends on the subjects structure).

There are different forms of assessment. The students are informed about it at the beginning of studies. The final assessment is done in the form of exam or project. Exams are usually taken in written form, sometimes in both forms: written and oral. During the examination students' practical skills are also checked. ERT supports variety of assessment methods and the fact that information about the exams and requirements is provided in advance. Also students indicated that they can not only get information about the scores but also can ask about personal comments and feedback on exam tasks and analyse their mistakes.

In some cases anonymous evaluation is being used. Students are entitled with certain code and do their tests. The teachers do not know the name of the student, only code. This system ensures independent evaluation of the knowledge.

ERT thinks that study process is organised to provoke critical thinking of students. On the first course students start with ethics subject, situation analysis are included into training course.

During the site visit, ERT heard that some of the themes are repeated during study periods and subjects, but from other points of view students estimate this is not bad to repeat.

Students are involved and can make suggestions for changes in the program and the administration staff reacts to students' initiatives. Students declared that they had asked to increase the length of anatomy course because of longer time was required for this subject. This request was implemented.

According to students they can get a personal feedback in addition to overall feedback after assessment if they want. They just wished to have more teaching time dedicated to difficult subjects and in some courses could be introduction lessons at first. Anatomy is difficult according to students, so students need more time to study. Too much time dedicated to pedagogy studies from students perspectives. They stated they wish to have shorter course of ecology and pedagogy. Also students stressed the importance of pharmacology and psychology courses as these subjects are very beneficial during clinical practices.

Students are encouraged to participate in research through their final dissertation. They can choose the theme from the list offered by teachers or can come with their own ideas and areas of interests. However, the research element of the program remains weak and insufficiently developed within the study plan. The examples of final thesis presented for the experts showed different themes, usage of range of research methods, revision of new scientific literature sources, efforts to transfer research data to practice. Students also participate in projects with teachers, participate in international conferences, make oral and paper presentations, participate in the activities of students' scientific society of LSMU.

The ERT recommend that participation in research, artistic and applied research activity is made more evident within the study plan. Students are ensured to apply for international exchange programs as they declared so to ERT during the meeting. Still, the numbers of foreign visits are not very high because of students indicated high level of competition in between applicants and lack of country choice.

Students can go to Austria, Norway, Portugal, Finland, Sweden, Germany (languages required – German, English, Portuguese).

Unfortunately there are no numbers of students' who participated in foreign study visits highlighted in SER. The meeting with the students revealed that only couple of students who met

ERT went abroad for study visit and several students will participate in international exchange program next semester.

However, SER says that students, despite large number of international agreements offered by Faculty, do not demonstrate high activity to participate in international exchange.

During the meeting social partners, employers stated that preparation of nurses is very good and they keen to employ the graduates. They also accept them to the practical placement for the training and participate in the final defence of the thesis. Cooperation with social partners seems to be very close and comprehensive. Meeting with social partners showed positive contacts between employers and the Faculty. Social partners indicated that they have strong interest to accept students to practical placements and to educate future employees.

Students are presented the employment opportunities. Meetings with potential employers and career days are organized.

Students declared that in practical settings they are treated as persons who need to learn and gain knowledge and improve skills. Also students recognized that the staff demonstrate trust and let them do nursing tasks.

The social partners were extremely complementary about the Nursing program and its graduates. They feel that the students are prepared with the correct knowledge, skills and competence for practice and their roles within hospitals and community. The close relationship between the social partners and the University is extremely beneficial and students appear to benefit from this.

In summary: study process is smooth and modules are equally spread through semesters ensuring adequate workload for students and teachers. Students' involvement and participation in decision making at faculty level is ensured. Strong relationship with social partners ensures high employability of the graduates. Unfortunately, graduates' employment numbers are not provided in SER but are reported by graduates and employers mentioned that graduates are desirable employees. More promotion and encouragement for the students to participate in international exchange programs are required. Wider choice of the countries for international visits and language options could be welcomed.

2.6. Programme management

Responsibilities for program management presented are very specific and clear. LUHS has an internal quality assurance system which is determined by the University statute, regulation of studies and other national legislation. This was clearly evaluated during the meetings with the administrative staff and all stakeholders.

The quality system is ensured in the following levels: 1) on a unit (teaching staff) level; 2) on the subject and module level; 3) on the faculty level; 4) on the university level; 5) on the national level, 6) on the international level.

As the administration staff assured, the students, teaching staff, social partners participate in the management system and can provide clear input into the development of the program. Evaluation happens frequently and data are collected from students, staff and social partners. Students confirmed that they can express their opinion during anonymous surveys or can contact the tutor directly and express their preferences. Students have representatives in Senate meeting and University Council as well.

SER indicates that Social partners are interviewed about the graduates' knowledge and practical abilities. The same questions are addressed to the graduates, aiming at indication of the possible ways for improvement of the program and its outcomes. Graduates confirmed that they are asked to provide feedback about their studies. It is a positive way to evaluate the possible weaknesses of a program and understand contemporary requirements of labour market.

The previous SER visit recommendations were identified and changes included in a new report. Some changes are already implemented (More hours designated for clinical training, clinical training is organized entirely in the health care institutions under a supervision of mentors, clinical training diaries were revised, improvements to the subject Community and Family Nursing, the structure of the program has been reorganized, developing critical thinking starts from first year). There is clear evidence that this process ongoing and implementation embedded within the strategy for development going forward.

Social partners participated actively in evaluation and development of study program. They also took part in assessment of final thesis and student supervision in practical placements. Their support and approval toward education of nurses was very clear during the site visit and meeting. Experts suggest that in addition to university staff, students and social partners, the patients and other nursing service users could be interviewed about their experience and opinion on nurses' skills and competencies at work. Consideration of views of patient and service users may enhance the curriculum going forward and further consolidate a patient centred approach.

In summary: management system is clear and accurate. Top down and bottom up information flows are active as well as horizontal communication is in place. All the stakeholders seem to be involved in quality assurance system.

2.7. Examples of excellence *

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

III. RECOMMENDATIONS

1. In order to harmonize contents, study aims/outcomes, and also the inclusion of the applicants from different branches of the nursing field and qualifications with the name of the study, ERT recommends the change of title of the programme. As currently named, it is misleading – one would expect more advanced practical clinical nursing skills in the programme, however it is actually more focused on educology and managerial skills. The title should be broader, so that also other health professions could join the programme.
2. Methodological content in the subject description should be advanced in order to fulfil the expected learning outcomes and empower students for more advanced statistical methods in the final thesis when this is master level studies. As currently described it does not provide high enough level of methodology to fulfil the Descriptors of second cycle programme (especially not the synthesis that is crucial for critical thinking in research reflection process). According to the description of the contents of the methodological subjects, that are much downgraded, students acquire basic knowledges in topics that should be advanced when providing second level of study. The weak ability of synthesis was clear also when ERT was evaluating some of the graduates thesis.
3. ERT suggests to allocate more credits to methodology subjects, since the 15 ECTS that is used for research design of the master thesis project are already provided during the first three semesters of study.
4. It should be considered to include in the programme also supervisors for the students with the midwifery background.
5. Arrangements for supervision of the MSc thesis should be equitable. Since one of the concerns of the ERT was inter-teacher's reliability linked with master thesis supervision, we would suggest the development of the protocol for supervising the thesis. With such unification of the supervision approach, students would get equal approach and with the same level of input in students, also the final marks would be more objective.
6. The admission requirements (more precisely – bridging courses) in SER should be defined more clearly.
7. Consideration could be given to arrangements for both full time and part time modes of study for the inclusion of work based learning.

IV. SUMMARY

The SER is comprehensive well-prepared, in-depth analysis of nursing bachelor study program is carried out. The report reflects positive activities which contributed to the improvements of the program and ensured that EU and national legal requirements are met.

The program is focused upon education of nurses who can clearly articulate what the role of the nurse is within Lithuania and how this is situated within a wider European and Global context.

The program aims and intended learning outcomes are well defined, clear and publicly accessible.

The articulation of the program and course outcomes with the evidence of taught content designed in the study plans. These do need review to ensure consistency and progress towards a fully nursing led curriculum. More focus should be applied to Cross-cultural/ multicultural nursing and internationalization.

The content of the program generally reflects the latest science achievement, scientific evidence - based knowledge and practice. The learning facilities and equipment tailored to modern technological progress.

The Faculty has invested in the development of staff to enable outward mobility and sharing of best practice in nursing.

Having PhDs in nursing involved into the leadership and the staff provides biggest strength for continuous development of the program.

Relationships with the social partners are extensive and provide a valuable contribution to practical training at clinical settings, sharing experience and placement support. The training of mentors and practice supervisors is a positively assessed experience which ensures qualified education with modern teaching and learning styles and helps to achieve all the objectives of the curriculum. Strengths of particular note include use of updated reflective practice diaries by students.

Student and social partner engagement is very positive and the student/ staff ratios are to be commended. The students feel very well represented within the Department and have positive experience in terms of 'being heard'.

The quality management and university infrastructure of the LUHS in supporting the study process for students and program administration and management systems were well articulated

and showed significant evidence of very good practice both at faculty and university level. Positive feature is clarity of strategic vision and dynamic leadership.

V. GENERAL ASSESSMENT

The study programme NURSING (state code – 612B70002) at LITHUANIAN UNIVERSITY OF HEALTH SCIENCES is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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:	Andy Gibbs
Grupės nariai: Team members:	Prof. Nadine Oberhauser
	Assoc. prof. dr. Polona Mivšek
	Mari Berglund
	Aušra Volodkaitė
	Laura Žlibinaitė

**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS SLAUGA (VALSTYBINIS KODAS – 612B70002) 2016-04-01
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-85 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO studijų programa SLAUGA (valstybinis kodas – 612B70002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji išteklių	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Savianalizės suvestinė yra gerai parengta; joje pateikta išsami slaugos bakalauro studijų programos analizė. Suvestinėje nurodyta pozityvi veikla, kuri padėjo patobulinti programą ir užtikrinti, kad būtų laikomasi ES bei nacionalinių teisės aktų reikalavimų.

Pagrindinis šios programos uždavinys – rengti slaugytojus, kurie gali aiškiai pasakyti, koks yra slaugytojo vaidmuo Lietuvoje ir kokia jo vieta platesniame Europos bei pasaulio kontekste.

Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai skelbiami.

Studijų programos ir dalykų rezultatų formuluotės bei mokymo turinys išdėstyti studijų planuose. Juos reikia persvarstyti siekiant užtikrinti suderinamumą ir pažangą siekiant, kad programos pagrindas būtų slauga. Daugiau dėmesio turėtų būti skiriama tarpkultūrinei ir (arba) multikultūrinei slaugai bei tarptautiškumo didinimui.

Programos turinyje dažniausiai atsispindi naujausi mokslo pasiekimai, moksliniais įrodymais paremta informacija ir praktika. Materialieji išteklių atitinka dabartinę technikos pažangą.

Fakultetas skyrė lėšų darbuotojų tobulinimui, taip užtikrindamas jiems galimybę išvykti ir dalytis geriausia patirtimi slaugos srityje.

Didžiausias privalumas užtikrinant nuolatinį programos tobulinimą yra slaugos daktaro laipsnį turintys asmenys vadovybėje ir tarp dėstytojų.

Platūs ryšiai su socialiniais partneriais padeda užtikrinti praktinį mokymą klinikinėje aplinkoje, dalijimąsi patirtimi ir paramą atliekant praktiką. Teigiamą patirtis yra mentorių ir praktikos vadovų rengimas; ji užtikrina kokybišką mokymą taikant modernius mokymo ir mokymosi būdus ir padeda pasiekti visus programos tikslus. Ypatinga stiprybė yra ta, kad studentai naudoja modernius reflekyviosios praktikos dienoraščius.

Studentų ir socialinių partnerių bendradarbiavimas yra labai pozityvus. Studentų ir dėstytojų santykis pagirtinas. Studentai yra patenkinti savo atstovavimu Katedroje ir tuo, kad jų nuomonės paisoma.

Kokybės vadyba ir universiteto infrastruktūra, užtikrinanti studijų procesą, ir programos administravimo bei vadybos sistemos gerai suformuluotos ir yra svarbus labai geros praktikos fakultete ir universitete įrodymas. Teigiami požymiai yra aiški strateginė vizija ir dinamiškas vadovavimas.

<...>

III. REKOMENDACIJOS

1. Išorinio vertinimo grupė rekomenduoja aiškiau nurodyti studijų dalyko turinį akivaizdžiau susiejant jį su modulio rezultatais, kad būtų matoma aiški progresija studijų eigoje.
2. Išorinio vertinimo grupė rekomenduoja LSMU toliau tikrinti programos turinio pusiausvyrą, turint omenyje slaugos ir multiprofesinio mokymo santykį.
3. Išorinio vertinimo grupė rekomenduoja LSMU paspartinti strateginį plano vykdymą siekiant palaikyti dėstytojų ir studentų santykį ir toliau puoselėti slaugytojo specialybę atsižvelgiant į didėjantį priimamų studentų skaičių.
4. Išorinio vertinimo grupė rekomenduoja LSMU toliau didinti slaugytojų skaičių palyginus su gydytojais praktikais, kurie *įtraukiami visais slaugos mokymo ir profesionalios akademijos aspektais*.
5. Išorinio vertinimo grupė pataria LSMU toliau tikrinti mokymo metodų pusiausvyrą, kad sumažintų paskaitų skaičių.
6. Išorinio vertinimo grupė rekomenduoja, kad esamas reikalaujamos ir rekomenduojamos literatūros rinkinys būtų papildytas popieriniais leidiniais siekiant į sveikatos priežiūrą ir slaugą įtraukti kitų dalykų (pvz., teisės, sociologijos, ekonomikos, vadybos, pedagogikos

ir t. t.) temas. Be to, reikėtų apsvarstyti tekstų atnaujinimo, remiantis naujausiomis laidomis, atsiradusiomis patobulėjus žinioms ir pasikeitus slaugos standartams, mokymui ir praktikai, klausimą. Ypač studijuojant klinikinius dalykus reikėtų daugiau nagrinėti slaugos vaidmenį medicininę literatūrą pakeičiant šiuolaikine sveikatos priežiūros ir klinikinės saugos literatūra.

7. Išorinio vertinimo grupė rekomenduoja, kad studijų plane labiau atsispindėtų studentų dalyvavimo mokslinių tyrimų, meno ir mokslo taikomojoje veikloje galimybes.
8. Išorinio vertinimo grupė siūlo LSMU apsvarstyti jų praktinių priemonių plėtros, įskaitant intensyvesnį mentorių rengimą, klausimą.
9. Išorinio vertinimo grupė siūlo atsižvelgti į ligonių ir paslaugų vartotojų nuomonę, nes tai gali padėti gerinti programą.

<...>

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)