

APPROVED BY
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of Education and Science of the
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2015

DESCRIPTOR OF THE STUDY FIELD OF NURSING

CHAPTER I GENERAL PROVISIONS

1. The Descriptor of the Study Field of Nursing (hereinafter referred to as the “Descriptor”) shall govern the special requirements applied to the study programmes of the study field of nursing.

2. The Descriptor has been prepared in accordance with the Law on Higher Education and Research of the Republic of Lithuania and the Law on the Recognition of Regulated Professional Qualifications of the Republic of Lithuania taking into account Resolution No 535 of the Government of the Republic of Lithuania of 4 May 2010 “On the Approval of the Descriptor of the Lithuanian Qualifications Framework”, Order No V-2212 of the Minister of Education and Science of the Republic of Lithuania of 21 November 2011 “On the Approval of the Descriptor of Study Cycles”, Order No V-501 of the Minister of Education and Science of the Republic of Lithuania of 9 April 2010 “On the Approval of the Descriptor of General Requirements for Degree-Awarding First Cycle and Integrated Study Programs”, Order No V-826 of the Minister of Education and Science of the Republic of Lithuania of 3 June 2010 “On the Approval of the Descriptor of General Requirements for Master’s Study Programs”, Order No V-2463 of the Minister of Education and Science of the Republic of Lithuania of 15 December 2011 “On the Approval of Recommendations for Developing the Descriptor of a Study Field or Study Fields”, Order No V-222 of the Minister of Education and Science of the Republic of Lithuania of 19 February 2010 “On the Approval of the List of Branches Comprising Study Fields”.

3. The requirements of the Descriptor shall apply to studies of the first and second cycles. In the first cycle the Descriptor shall apply to both Bachelor’s university and Bachelor’s professional higher education studies and in the second cycle it shall apply to Master’s university studies.

4. The Descriptor aims to:

4.1. Assist higher education institutions in designing, improving, delivering and evaluating study programmes;

4.2. Inform students and social partners about the knowledge and abilities to be acquired during studies of the study field of nursing;

4.3. Give guidelines to experts who assess study programmes;

4.4. Define the particulars of the study field of nursing, build identify of the profession, establish professional definitions associated with the profession.

5. The study field of nursing belongs to the area of biomedical sciences and the group of study fields of medicine and health. It also includes obstetrics as a branch.

6. Studies of the first cycle of the study field of nursing shall be organised on a full-time basis and studies of the second cycle may be organised on a full-time or part-time basis. The design, volume (number of credits, contact hours), curriculum and learning outcomes of study programmes awarding the same qualification degree shall not differ irrespective of the form of studies.

7. Persons with at least secondary education shall be enrolled in study programmes of the first cycle studies of nursing in an admission contest subject to their learning outcomes, entrance examinations and other criteria established by the higher education institution. Higher education institutions shall establish a list of competitive subjects by study fields and the principles for the award of contest points, the lowest possible entrance grade and other criteria, having received the

assessment of student representation, and publish them no later than 2 years preceding the start of the academic year.

8. It is recommended that individuals admitted to studies of the second cycle be graduates of the first cycle university studies of the study field of nursing, first cycle professional higher education studies of the study field of nursing or individuals who meet other criteria set by the higher education institution. A list of bridging subjects, curriculum and terms of admission shall be established by the higher education institution.

9. Upon completion of studies of the study field of nursing a higher education qualification shall be awarded:

9.1. Upon completion of professional higher education studies a Professional Bachelor's degree in nursing or obstetrics and a qualification of general practice nurse or obstetrician shall be awarded if the higher education institution has the right to award these qualifications in accordance with law;

9.2. Upon completion of the first cycle university studies a Bachelor's degree in nursing or obstetrics and a qualification of general practice nurse or obstetrician shall be awarded if the higher education institution has the right to award these qualifications in accordance with law;

9.3. Upon completion of the second cycle studies a Master's degree in nursing shall be awarded.

10. A Professional Bachelor's degree and a Bachelor's degree awarded correspond to the sixth level of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning as well as the first cycle of the Framework for Qualifications of the European Higher Education Area, whereas a Master's degree corresponds to the seventh level of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning as well as the second cycle of the Framework for Qualifications of the European Higher Education Area.

11. No minor studies shall be anticipated in study programmes of the study field of nursing which would lead to a double degree in the main study field (branch) and minor study field (branch). Nursing and obstetrics cannot be studied as a minor field (branch) in double study programmes. Master's degree studies of the study field of nursing may be of scientific (academic) or practical nature which has to be justified in the description of the study programme.

12. The aim of professional higher education studies of the first cycle in the study field of nursing care is to train general practice nurses capable of caring for both healthy and ill individuals of any age, families and communities in all stages of the nursing care process, demonstrating critical thinking, social responsibility, self-sufficiency and ability to work in a team, holistic approach, and research-based practice. Professional higher education studies of the first cycle shall be focused on the training of professional nurses for work in health care establishments of all levels, rehabilitation centres and social care facilities.

13. The aim of the first cycle professional higher education studies of the branch of obstetrics of the study field of nursing is to train obstetricians capable of looking after the health of pregnant women and foetus both independently and in a team of experts, assisting in the delivery, looking after newborns and providing specialised women's health care services in health care establishments.

14. The aim of the first cycle university studies of the study field of nursing is to train professionals in nursing and obstetrics capable of performing functions that require knowledge of the science and practice of nursing and obstetrics, universal training in the theory of nursing and obstetrics, research skills in promoting the health of individuals, families and communities. A Bachelor's degree in the study field (branch) of nursing affirms graduate's preparedness to work as a general practice nurse or obstetrician in health care establishments and preparedness for the second cycle university studies to attain Master's degree in the selected study field (branch).

15. The aim of the second cycle university studies of the study field of nursing is to train nurses whose professional and research activities are based on the development of the latest knowledge and techniques of nursing and their application in practice, understanding of health policies, coordination of the provision of nursing care services, managing, anticipating alternative solutions, the assessment of possible impacts on the environment and preparedness for academic work and research.

16. The training of general practice nurses (first cycle studies) shall consist of studies lasting at least three years which additionally may be expressed in an equivalent of ECTS credits and consisting of at least 4,600 hours of theoretical and clinical training where theoretical training accounts for at least one third and clinical training no less than half of the essential training.

17. Professional higher education studies of the first cycle of the study field of Nursing shall be completed by way of assessing graduates' competency demonstrated during the defence of their final thesis or during the defence of their final thesis and final examinations which shall give at least 9 credits.

18. University studies of the first cycle of the study field of Nursing shall be completed by way of assessing graduates' competency demonstrated during the defence of their final thesis or during the defence of their final thesis and final examinations which shall give at least 12 credits.

19. Volume of a study programme of the study field of Nursing in the second cycle shall consist of at least 90 and no more than 120 credits where:

19.1. Study field subjects shall account for at least 60 credits which, in terms of their content, should be of qualitatively higher problem or innovative scientific level as compared to the subjects of the first cycle studies in the respective area of cognition they are based upon;

19.2. Writing and defence of the final thesis shall account for at least 30 credits.

20. Theory teaching in study programmes of professional higher education studies and university studies of the first cycle during which future nurses acquire professional knowledge, skills and competences shall be delivered by lecturers of nursing and other competent individuals in universities and colleges. Clinical training is part of nurses' training during which nurses are trained to work as members of a team who have direct contact with both healthy and ill individuals and (or) community, who learn to organise, deliver and assess the required comprehensive nursing care based on the knowledge, skills and competences acquired. Future nurses learn not just to work in a team but also lead the team and organise all care, including health care education to individuals and small groups in health care establishments and within the community.

21. The duration of clinical practical training (professional practical training) in health care establishments or social care facilities of different levels shall be at least 2,300 hours. Professional training is essential in order to be granted the right to practice the regulated profession. Professional training shall be done during the studies leading to a diploma or after the studies.

22. Study programmes of the first cycle professional higher education studies and university studies in obstetrics shall conform to the requirements laid down in the Lithuanian Medical Norm MN 40:2014 "Obstetrician. Rights, Duties, Competence and Responsibilities" approved by Order V-1220 of 25 November 2014 of the Minister of Health of the Republic of Lithuania (hereinafter referred to as "MN 40:2014"). The qualification of an obstetrician shall be recognised if at least three-year long training in obstetrics has been completed under a full-time study programme which may be additionally expressed in an equivalent of ECTS credits and which consists of at least 4,600 hours of theoretical and clinical training where direct clinical training accounts for at least one third of all studies.

CHAPTER II

CONCEPT AND SCOPE OF THE STUDY FIELD

23. Nursing is part of health care which includes health education, health promotion and maintenance, prevention of illnesses and risk factors, physical, psychological and social care of healthy and ill individuals based on the system of scientific knowledge, practical abilities and tools.

24. The nursing care process is an organised health care of an individual which includes the assessment of an individual's health state, the planning and implementation of nursing care, and the assessment of nursing outcomes—the evaluation of patient's health state by selected criteria set out in a nursing care plan.

25. Obstetrics is a branch of medicine which deals with the care of women during pregnancy, labour and up to six weeks after labour when the reproductive organs of a woman are recovering. Obstetrics highlights health promotion and the prevention of inappropriate actions during pregnancy and labour, and provides effective treatment in case of random pregnancy-related illnesses. Obstetric support and care—is part of health care which includes women's health care, disease prevention, consultations and support to women of all ages as well as newborn care.

26. The main purpose of activities of a general practice nurse is to organise and deliver patient nursing care and education, assess the effectiveness of nursing care, protect and look after patient health, collaborate with other institutions, work in a health care team, administer nursing care interventions and develop the practice of nursing care.

27. The purpose of activities of an obstetrician is to organise and deliver health care of pregnant women, women in labour and newborns and health education during normal/pathological pregnancy and labour; look after reproductive health of women of all ages.

28. Nursing and obstetrics has ties with the study field groups of medicine and health, life sciences, natural sciences, social studies, business and management, and education studies.

29. Knowledge, abilities and values of nursing and obstetrics may be applied in a variety of health care settings providing health care to patients of various ages; health care establishments under the ministries of National Defence and the Interior; facilities providing social services—care facilities for healthy individuals and the disabled of all ages, private health care institutions.

30. New knowledge, technologies and ideas shall be part of contemporary and future nursing and obstetrics focused on local, national and international needs and priorities outlined in strategic documents of both Lithuania and European Union.

CHAPTER III ABILITIES, KNOWLEDGE AND SKILLS

31. Upon completion of the first cycle university studies or professional higher education studies a general practice nurse shall have the following abilities:

31.1. To independently determine nursing care needed based on the theoretical and clinical knowledge available, plan, organise and deliver nursing care to patients undergoing treatment in order to improve professional practice;

31.2. To work effectively with other entities of the health care system, including the participation in practical training of health care professionals;

31.3. To encourage individuals, families and groups to lead healthy lifestyle and take care of their health;

31.4. To independently initiate urgent life saving measures and implement them in times of crisis and emergencies;

31.5. To independently advise, instruct and support individuals in need of nursing care and people providing care to them;

31.6. To independently ensure the quality of nursing care and assess nursing care;

31.7. To interact comprehensively on professional matters and cooperate with professionals of other health care sectors;

31.8. To analyse the quality of nursing care with the aim of improving professional practice of a general practice nurse.

32. The training of a general practice nurse shall ensure that a professional in question acquires the following knowledge and skills:

32.1. Comprehensive knowledge of sciences related to nursing, including sufficient understanding of the anatomy, physiological functions and behaviour of both healthy and ill individuals, the relationship between an individual's health state and their physical and social environment;

32.2. Knowledge of the nature of profession and ethics, and general principles of health care and nursing care;

32.3. Sufficient clinical experience—this experience, which should be chosen depending of its educational value, shall be acquired under the supervision of qualified nursing care staff and in a setting where qualified staff and equipment meet the needs of patient nursing care;

32.4. Ability to participate in practical training of health care staff and experience of working with this staff;

32.5. Experience of work with staff specialising in other areas of the health care sector.

33. The training of an obstetrician shall ensure that a professional in question acquires the following knowledge and skills:

33.1. Comprehensive knowledge of sciences related to an obstetrician's practice, first of all of obstetrics and gynaecology;

33.2. Sufficient knowledge of professional ethics and legal framework regulating activities of the respective profession;

33.3. Sufficient general knowledge of medicine (biological functions, anatomy and psychology) and pharmacology in the area of obstetrics and newborns, also knowledge of the relationship between individual's health state and their physical and social environment and behaviour;

33.4. Sufficient clinical practice acquired in a certified establishment which would allow an obstetrician to provide care independently and with full responsibility to the extent necessary, except for pathological situations, provide prenatal, natal and postnatal care in acknowledged establishments, perform neonatal resuscitation before the arrival of a doctor;

33.5. Sufficient understanding of the training of health care professionals and experience of work with them.

CHAPTER IV GENERAL AND SPECIAL LEARNING OUTCOMES

34. Learning outcomes of the first cycle studies (professional Bachelor's):

34.1. Knowledge and its application. The graduate has the ability (knowledge of):

34.1.1. National and international health policies;

34.1.2. Boundaries of professional activities and responsibilities; ability to apply provisions of legal and professional ethics documents in the practice of nursing care, provide professional information within his/her competency;

34.1.3. To apply knowledge of natural, biomedical and social sciences and humanities in the practice of nursing care with the aim of systemically assessing the health of individuals, families and communities;

34.1.4. To critically systemise and integrate relevant knowledge to decision making in the practice of nursing care.

34.2. Research skills. The graduate has the skills:

34.2.1. To apply evidence-based practice in solving problems of nursing care;

34.2.2. To implement applied research in nursing, interpret, analyse, summarise and present research findings.

34.3. Social abilities. The graduate has the ability:

34.3.1. To interact and cooperate with patient and their relatives in resolving patient's health issues;

34.3.2. To work in a team with colleagues and professionals of other fields in delivering individual-focused nursing care;

34.3.3. To express thoughts comprehensively and effectively both orally and in writing, communicate effectively in a professional setting in Lithuanian and foreign languages, recognise the diversity of people and cultural differences.

34.4. Personal abilities. The graduate has the ability:

34.4.1. To critically assess professional practice of nursing care, understand the importance of lifelong learning;

34.4.2. To make decisions independently and evaluate their impact in nursing care situations by deploying practical knowledge and assuming responsibility;

34.4.3. To collect and systemise information related to patient's nursing care, make use of modern technologies and information systems in nursing care practice, deal adequately with confidential information;

34.4.4. To apply learning strategies, promote the science and practice of nursing.

34.5. Special abilities. The graduate has the ability:

34.5.1. To judge about the nursing care needs of patients, families and communities and plan nursing care;

34.5.2. To perform and assess actions and procedures of nursing care, provide arguments for decision making in professional situations;

34.5.3. To prepare patients for instrumentals tests and treatment interventions;

34.5.4. To recognise life threatening conditions, make judgment and respond to them adequately, administer immediate aid in cases of acute conditions and traumas;

34.5.5. To develop healthy lifestyle skills of patients, families and communities, organise and implement health education, provide counselling based on health education needs;

34.5.6. To apply the principles of nursing care administration in practice.

35. Additional learning outcomes of the first cycle studies (professional Bachelor's) for the branch of Obstetrics:

35.1. Knowledge and its application. The graduate has the ability:

35.1.1. To critically analyse and apply in obstetrician's practice theories of professional activities, principles and techniques of obstetric and gynaecological help, knowledge of public health concept, national and international health care policies, evolution of the profession, principles of professional ethics, professional communication and cooperation, legal documents regulating patient rights and obstetrician's practice;

35.1.2. To integrate knowledge of natural, biomedical and social sciences and humanities in obstetrician's practice;

35.1.3. To critically systemise and integrate relevant knowledge to decision making in obstetrician's practice.

35.2. Research skills. The graduate has the skills:

35.2.1. To participate in applied research in obstetrics and develop evidence-based practice;

35.2.2. To apply research findings in professional practice, make proposals to obstetricians and other health care professionals.

35.3. Social abilities. The graduate has the ability:

35.3.1. To interact and cooperate in team activities in providing obstetric help and care;

35.3.2. To express thoughts comprehensively and effectively both orally and in writing, communicate effectively in a professional setting in Lithuanian and foreign languages, recognise the diversity of people and cultural differences;

35.3.3. To create new ideas in practical activities of an obstetrician, adapt to new situations.

35.4. Personal abilities. The graduate has the ability:

35.4.1. To assess critically practical activities of an obstetrician, understand the importance of lifelong learning;

35.4.2. To make decisions independently, assess their impact in practical situations of obstetrician's work, assume responsibility;

35.4.3. To collect and systemise information, make use of modern technologies and information systems relevant to obstetrician's practice, deal adequately with confidential information;

35.4.4. To apply learning strategies, promote the science and practice of obstetrics.

35.5. Special abilities. The graduate has the ability:

35.5.1. To independently look after pregnant women during normal pregnancy;

35.5.2. To plan and implement obstetric help and care for women of all ages, provide arguments for decision making in professional situations;

35.5.3. To prepare women, pregnant women and women in labour for instrumental tests and treatment interventions;

35.5.4. To independently deliver labour, provide assistance to women in labour and foetus as well as newborns, work in a team during a pathological labour;

35.5.5. To participate in the implementation of programmes for the prevention of sexually transmitted diseases and cancers, educate in healthy lifestyle, prepare families for parenthood, provide counselling to families on family planning.

36. Learning outcomes of the first cycle studies (Bachelor's):

36.1. Knowledge and its application. The graduate has the ability:

36.1.1. To critically and systemically analyse and apply the latest knowledge of the theory and practice of nursing care, human health, public health, techniques of nursing science, evolution of the nursing profession, principles of professional ethics, national and international health care policies, nursing care administration, professional interaction and cooperation, patient rights in the practice and research of nursing;

36.1.2. To apply knowledge of natural, biomedical and social sciences and humanities in the practice of nursing care with the aim of systemically assessing the health of individuals, families and communities.

36.2. Research skills. The graduate has the skills:

36.2.1. To carry out nursing research independently, interpret, analyse, summarise and present research findings;

36.2.2. To apply research findings in professional practice, formulate practical recommendations to nurses and other health care professionals, health policy makers.

36.3. Social abilities. The graduate has the ability:

36.3.1. To effectively interact and cooperate with patients, peers, researchers by sharing information required for an effective nursing care process, knows how to work in an interdisciplinary team, organise team work and assume responsibility;

36.3.2. To express thoughts comprehensively and effectively both orally and in writing, communicate effectively in a professional setting, within the community and public sphere in Lithuanian and foreign languages, recognise the diversity of people and cultural differences;

36.3.3. To demonstrate creativity in the practice of nursing care, adapt to new situations;

36.3.4. To educate patients in self-care, healthy lifestyle.

36.4. Personal abilities. The graduate has the ability:

36.4.1. To critically evaluate own performance and that of colleagues, understand the importance of lifelong learning, continuously improve the skills to learn;

36.4.2. To look for and use national and international sources of information, use information technologies, deal adequately with confidential information.

36.5. Special abilities. The graduate has the ability:

36.5.1. To plan and implement nursing care process, i.e., collect nursing care information (data), identify nursing care problems (diagnose) and formulate nursing care goals, plan nursing care actions, assess nursing care outcomes;

36.5.2. To provide nursing care services to patients of all ages and with medical conditions as well as families and communities;

36.5.3. To administer first and urgent medical aid within their competency in cases of life threatening conditions and traumas;

36.5.4. To organise and implement health education of healthy and ill individuals and self-care;

36.5.5. To cooperate and lead team activities in providing nursing care services, demonstrate self-sufficiency, professional and personal responsibility;

36.5.6. To communicate in a competent manner professional knowledge and know-how while delivering informal education of nursing care practice and carrying out functions of a teacher (mentor) of professional practical training.

37. Additional learning outcomes of the first cycle studies (Bachelor's) for the branch of Obstetrics:

37.1. Knowledge and its application. The graduate has the ability:

37.1.1. To critically analyse and apply theories, principles and techniques of professional practice, new knowledge about human health, public health, scientific methods, evolution of the profession, principles of professional ethics, national and international health care policies, professional interaction and cooperation, patient rights in the practice and research of obstetrics;

37.1.2. To apply knowledge of natural, biomedical and social sciences and humanities in obstetrician's practice and systemically assess the health of individuals, families and communities.

37.2. Research skills. The graduate has the skills:

37.2.1. To carry out obstetrics and (or) nursing research independently, interpret, analyse, summarise and present research findings;

37.2.2. To apply research findings in professional practice, formulate practical recommendations to obstetricians and other health care professionals, health care policy makers, develop evidence-based practice.

37.3. Social abilities. The graduate has the ability:

37.3.1. To cooperate in and lead team work in providing obstetric assistance and care;

37.3.2. To express thoughts comprehensively and effectively both orally and in writing, communicate effectively in a professional setting, within the community and public sphere in Lithuanian and foreign languages, recognise the diversity of people and cultural differences;

37.3.3. To create new ideas in obstetrician's practice, adapt to new situations.

37.4. Personal abilities. The graduate has the ability:

37.4.1. To critically assess own performance and that of colleagues, understand the importance of lifelong learning, continuously improve on the skills of learning;

37.4.2. To independently make decisions in complicated situations of obstetrician's practice which require new approaches, creativity and responsibility;

37.4.3. To use national and international sources of information, information technology, deal adequately with confidential information.

37.5. Special abilities. The graduate has the ability:

37.5.1. To provide obstetric assistance and care to women of all ages as well as newborns;

37.5.2. To prepare women, pregnant women and women giving birth for instrumental tests and treatment interventions;

37.5.3. To independently deliver labour, help women in labour and foetus as well as newborns, work in a team during a pathological labour;

37.5.4. To organise and implement care after family's reproductive health, counsel on family planning and family education, prepare parenthood programmes and women for labour;

37.5.5. To communicate in a competent manner professional knowledge and know-how while delivering informal education of obstetrics practice and carrying out functions of a teacher (mentor) of professional practical training;

37.5.6. To organise and implement health education and self-care.

38. Learning outcomes of the second cycle studies (Master's):

38.1. Knowledge and its application. The graduate has the ability:

38.1.1. To apply the latest knowledge of nursing science in addressing unconventional situations in a professional setting, introducing innovations;

38.1.2. To critically and independently analyse the situation of nursing science and practice and form the need for new research in nursing;

38.1.3. To communicate independently knowledge of nursing science to students and colleagues, lead nursing practice;

38.1.4. To identify particulars of intercultural nursing care given the different cultural evolution of various social groups and nations.

38.2. Research skills. The graduate has the skills:

38.2.1. To initiate, coordinate the planning and conduct of nursing and multidisciplinary research;

38.2.2. To design and conduct nursing research independently and in a team of health care professionals, including the evaluation of alternative solutions to the problem;

38.2.3. To apply practically various techniques of nursing science: theoretical and experimental;

38.2.4. To assess the reliability of research and model appropriate nursing solutions and apply them in practice.

38.3. Social abilities. The graduate has the ability:

38.3.1. To work in health care and intersectoral teams both in Lithuania and in an international setting;

38.3.2. To develop models of interdepartmental, interinstitutional and international cooperation by improving the nursing care of healthy and ill individuals;

38.3.3. To provide reasoned information to health care professionals and other individuals;

38.3.4. To create support teams focused on continuous professional development.

38.4. Personal abilities. The graduate has the ability:

38.4.1. To present findings of independently conducted research and propose practical recommendations on local, national and international levels;

38.4.2. To debate relevant matters of nursing care in a professional and interdisciplinary setting, national and international levels;

38.4.3. To develop independently professional competency and career;

38.4.4. To adopt innovative solutions and evaluate moral responsibility for own professional activities.

38.5. Special abilities. The graduate has the ability:

38.5.1. To create a creative environment in a health care establishment enabling the team of health care professionals working there to resolve patient, personnel and management-related issues;

38.5.2. To prepare a comprehensive action plan of a nursing care service at a health care establishment and organise its implementation;

38.5.3. To develop strategies for solving nursing care problems and development of nursing science and practice;

38.5.4. To continuously improve in professional and interdisciplinary settings and motivate colleagues by highlighting the latest priorities of nursing science and practice on national and international levels.

CHAPTER V TEACHING, LEARNING AND ASSESSMENT

39. Teaching and learning is a set of educational measures designed to ensure the training of nursing and obstetric professionals whose competences meet the needs of the European Union and national labour markets. The achievement of learning outcomes shall be ensured by combining theoretical teaching with practical training in a real-life clinical setting.

40. Studies are a process during which students seek to achieve learning outcomes through a combination of study methods, study motivation and planning of independent work.

41. The study process may involve the following teaching/learning methods:

41.1. Information rendition methods aimed at communicating and consolidating different knowledge, developing understanding, independent thought, ability to evaluate facts, evidence and form attitude (for example, lecture, seminar, discussion, debate, narrative, demonstration, illustration, explanation and consultation);

41.2. Practical operational methods designed to encourage practical activity, develop skills of getting things done (for example, work in pairs, practical training, laboratory work, practicals, data collection on site, use of mouldages, medical and nursing and obstetric tools and equipment);

41.3. Problem-based teaching/learning methods designed to develop critical thinking and problem solving skills, create preconditions for students to apply theoretical knowledge in solving real-life nursing and obstetric problems (for example, clinical situation analysis, real situation imitation, research/project performance);

41.4. Methods of work in pairs or in a team which enable students to combine and use special and general abilities acquired, learn to communicate and cooperate, think creatively, perform tasks related to problem solving, reflect critically and present solutions publicly;

41.5. Methods promoting independent learning by students which help in developing critical and creative thinking, problem solving skills. Active teaching/learning methods are combined with tasks which encourage active student participation in discussions, debates, sharing of experiences, analyses and systemisation;

41.6. Research methods: information search, literature reading, analysis of scientific literature, online resources, methods of empirical research, preparation and delivery of a presentation, learning under agreements;

41.7. Methods of own performance evaluation and self-assessment: diary of practical training, self-reflection, public presentation of works, discussions.

42. In setting its assessment procedure higher education institution shall allow teachers to choose assessment methods independently.

43. Learning outcomes achieved shall be assessed using a ten-grade criteria-based assessment system as outlined in applicable law. Higher education institution shall detail and approve the procedure for assessing learning outcomes in its institution subject to applicable laws.

44. The assessment strategy may include a variety of assessment methods that fit the object of assessment, taxonomy level and are adequate to the learning outcomes of a subject, study programme and to the teaching/learning methods chosen.

45. In order to ensure a link between the assessment methods and assessment object a variety of methods may be used:

45.1. At the level of knowledge and understanding – tests, concept maps, computer-based tasks, presentations;

45.2. At the level of application – demonstration, role plays, problem solving tasks;

45.3. At the level of analysis – case study, graphic methods, projects;

45.4. At the level of synthesis – model construction, review of science articles, portfolio method;

45.5. At the level of assessment – research work, case study, presentations, reports.

46. Learning achievements of a student shall be assessed using a cumulative grade. The weight and number of components of a cumulative grade shall be provided in every subject description, in the presentation of assessment strategies. Assessment strategies may use other types of assessment (diagnostic, formative etc.) however the presentation of the type selected must be clear to students and assessors alike.

47. Subject descriptions shall provide information on the procedure for assessing subject learning outcomes, number of assessments and their distribution in the course of the semester by indicating links between assessment tasks and context of the subject, individual tasks.

48. In order to ensure effective analysis of feedback, discussion clubs in virtual environment may be anticipated, specialised questionnaires to students prepared; subject assessment strategy has to anticipate certain forms: constructive remarks, discussions.

49. Transparent assessment criteria shall be outlined that fit the assessment methods and that are known in advance and do not change with the change of an assessor.

CHAPTER VI REQUIREMENTS FOR THE IMPLEMENTATION OF STUDY PROGRAMMES

50. The design and contents of study programmes in Nursing and Obstetrics shall conform to general requirements for study programmes outlines in the laws and legislation and requirements set by the higher education institution. The contents of the first cycle study programmes shall be made by taking into account the requirements for the training of a general practice nurse or obstetrician as defined in international and national legislation regulating the two professions.

51. The number of contact hours shall conform to the requirements set in this Descriptor and the Descriptor of Study Forms approved by the Minister of Education and Science of the Republic of Lithuania. For study programmes of the first cycle of studies the number of contact hours shall account for at least 25 per cent of the total programme volume and with direct participation of teachers and students (not remote contact work) – at least 15 per cent of the total programme volume. In the event of remote studies these studies shall not account for more than a third of the total volume of a study programme. No practical skills in nursing or obstetrics can be acquired by way of remote studies.

52. No more than 7 subjects shall be studied per semester in a study programme of Nursing or Obstetrics during the first cycle studies and studies of each subject or module shall be completed by examination or assessment of a paper (project) independently developed by the student. Independent work by students shall account for at least 25 per cent of the total volume of each study subject.

53. No more than 5 subjects shall be studied in a study programme of Nursing during the second cycle studies. Independent work by students shall account for at least 30 per cent of the total volume of each study subject. Studies of each subject or module shall be completed by examination or assessment of a paper (project) independently developed by the student.

54. Studies of Nursing or Obstetrics of all cycles shall be completed by a final thesis (project):

54.1. Final thesis (project) for Professional Bachelor's degree shall demonstrate student's ability to analyse nursing practice situations, opportunities for the development of nursing care services in an institution or community, be based on the knowledge and abilities defined in the

learning outcomes of the study programme. Final thesis (project) shall demonstrate student's ability to analyse topic selected, assess works by other authors in the field of nursing and obstetrics, learn independently and conduct empirical research focused on practice, describe applied research conducted, formulate in a clear and reasoned manner research findings and proposals. Final thesis (project) evaluation Commission shall be formed in accordance with the procedure defined by the higher education institution; however, at least half of the members on the Commission shall be social partners. The chairman of the Commission shall be a representative of the social partners;

54.2. Final thesis (project) for Bachelor's degree shall be an original piece of research conducted and recorded by the student demonstrating student's ability to apply theoretical and practical knowledge acquired during studies, ability to both choose and use scientific literature (analyse, summarise, present), apply and modify research methods, independently solve tasks put forward, present in a logical manner conclusions and practical recommendations, also demonstrating the ability to describe research conducted in a concise and comprehensive manner using grammatically correct language. While writing their final thesis (project) the student has to learn how to solve tasks put forward independently, conduct search of scientific literature in the field of nursing and obstetrics and evaluate this literature critically, know how to prepare research design, justify the relevancy of the research topic chosen, select and adapt data analysis methods, interpret research results and summarise them through justified conclusions and proposals, concisely describe research and prepare a presentation of research conducted. The preparation and defence of the final thesis (project) shall take place in accordance with the procedure established by the higher education institution;

54.3. Final thesis (project) for Master's degree shall be based on independently conducted theoretical and/or applied research demonstrating abilities that satisfy learning outcomes of the study programme; the student has to demonstrate the level of knowledge and understanding, ability to analyse the topic chosen, assess earlier national and international research done by other authors, independently learn and conduct research in nursing, present interpretations of research results, summarise research done, formulate in a clear and justified manner research conclusions and recommendations subject to university-defined requirements.

55. Teachers' competency shall be assessed based on their scientific, pedagogical and practical experience: participation in applied, experimental research, application of innovative teaching methods, recognition in professional and science associations, ability to communicate in foreign languages, participation in qualification building programmes, internships, conferences and seminars.

56. Teachers of study subjects of nursing and obstetrics shall have at least Master's degree or equivalent higher education qualification, experience in applied research in the field of nursing or at least three years of practical experience. Professional practical training in a real-life clinical setting may be supervised by nurses (obstetricians) holding a valid licence with at least three years of experience in the relevant field, i.e., nursing and/or obstetrics.

57. At least 10 per cent of all study subjects in professional higher education studies of the first cycle in the study field of nursing or obstetrics and at least 50 per cent of all study subjects in university studies of the first cycle in the study field of nursing or obstetrics shall be taught by scientists holding Doctoral degree and engaged in applied and experimental research who publish their results in science journals and attend national and international scientific and practical events.

58. At least 80 per cent of all study subjects in second cycle studies shall be taught by scientists holding Doctoral degree and teachers of at least 60 per cent of these subjects shall be engaged in scientific activities relevant to the study subjects taught. At least 20 per cent of all study subjects in the second cycle studies shall be taught by teachers holding Professor's degree.

59. Any department organising study programmes of the study field of Nursing shall have sufficient academic and supporting staff, material and information resources required to deliver the

study programme in a quality manner. Successful implementation of a study programme shall require the following facilities:

59.1. Classrooms that conform to the requirements of hygiene and occupational safety, supplied with modern audio and video equipment;

59.2. Special premises (with portable furniture and equipment) fit for work in groups and development of skills of communication etc;

59.3. Laboratories and rooms for nurse (obstetrician) administered interventions equipped with moulages and dummies to imitate work of a nurse (obstetrician);

59.4. Internet connection, computer facilities and software essential for the implementation of studies;

59.5. Libraries and reading rooms equipped with sufficient numbers of scientific publications, textbooks, methodological publications, directories in Lithuanian and foreign languages essential for the implementation of studies; libraries shall be equipped with computers with Internet connection for access to international data bases.

60. Professional practical training shall be an integral and compulsory part of studies.

61. Professional activities of nursing and obstetrics shall be organised in accordance with the procedure established by the higher education institution. Practical training is a separate study subject the description of which shall detail learning outcomes to be achieved during practical training, learning and assessment methods and their criteria. There shall be a tripartite agreement signed between a student, higher education institution and organisation providing practical training.

62. Practical training shall provide the opportunity for students to apply theoretical knowledge acquired as to improve on the essential skills and abilities. A reflective nature of practical tasks is recommended, i.e., writing diary of practical training, reflective analysis of experience gained during practical training in a practical training report.

63. Practical training shall be organised and implemented on the principle of cooperation and social partnership. Supervisors of practical training in institutions shall be involved in the process of designing tasks for practical training of students and improving the organisation of practical training itself. Higher education institution shall create conditions for mentors (teachers of nursing practice) to improve on general competences. During the first cycle studies practical training shall be organised so that in the course of studies students get to know the services of nursing care and obstetrics offered at health care establishments of all levels.

CHAPTER VII

DESCRIPTOR OF LEVELS OF ACHIEVED LEARNING OUTCOMES

64. Achieved levels of learning outcomes define the requirements for graduates' knowledge and practical abilities by tying them to the level of learning achievements and possible academic and/or professional career.

65. Learning achievement levels for study programmes of Nursing and Obstetrics shall be as follows: threshold (minimum requirements), typical (standard, average requirements) and excellent (higher than average requirements). Threshold level of achievement shall be understood as the level that all studies graduating from the programme are required to achieve.

66. Levels of knowledge and ability for the first cycle of studies:

66.1. Threshold level. The graduate shall demonstrate knowledge and abilities enabling the provision of typical nursing and/or obstetric services. Understanding of knowledge of the study field of Nursing is elementary. The graduate is able to recognise which knowledge can be applied in practical situations; new knowledge is acquired through efforts. The graduate is able to conduct research on the basis of methodology supplied. General, social, personal and special abilities are visible in certain situations only.

66.2. Typical (standard) level. The graduate is able to demonstrate well knowledge and abilities in the field of nursing and/or obstetrics to address clinical situations, plan and organise the process of nursing care and obstetric assistance and care, perform interventions and procedures. Knowledge of the study field is good but is limited to what has been provided in the content of the study programme. The graduate understands which knowledge can be applied in the changing professional situations of a nurse or obstetrician. The graduate is able to justify research methodology and apply the same to research. The graduate demonstrates good special abilities. General, social and personal abilities are good and demonstrated in professional practice.

66.3. Excellent level. The graduate is able to demonstrate excellent knowledge and abilities to address complex situations of nursing and obstetric practice. Knowledge of the study field is extensive and well above the level of information provided in the course of studies. The graduate is able to apply knowledge critically and flexibly in the changing professional situations of a nurse or obstetrician. The graduate is able to select appropriate research methodology, justify the same comprehensively and reasonably and apply to research. Special abilities are used in a creative manner. The graduate demonstrates exceptional personal and social abilities which they use in professional practice.

67. Levels of knowledge and ability for the second cycle of studies:

67.1. Threshold level. The graduate is able to demonstrate knowledge and abilities to achieve nursing objectives in practice and ability to initiate research. Understanding of knowledge of the study programme for Master's degree is elementary. General, social, personal and special abilities are visible in certain situations only. It is recommended that the graduate continues (starts) professional career of a nurse.

67.2. Typical (standard) level. The graduate is able to demonstrate knowledge and abilities to recognise and evaluate problems of the science and practice of nursing care; formulate, initiate, perform and solve nursing problems and tasks requiring research. Knowledge of the study field is good but is limited to what has been provided in the content of the study programme. The graduate demonstrates good special abilities but would be incapable of conducting research independently. General, social and personal abilities are good and demonstrated in professional practice.

67.3. Excellent level. The graduate is able to demonstrate excellent knowledge and abilities to address complex tasks of nursing care practice and conduct research. Knowledge of the Master's study programme is extensive and well above the level of information provided in the course of studies. New knowledge is acquired quickly and assuredly. The graduate demonstrates excellent special, general, social and personal abilities. It is recommended that the graduate continues researcher's career in nursing or continues (starts) professional career of a nurse.
