



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos sveikatos mokslų universiteto
(STUDIJŲ PROGRAMOS *BURNOS HIGIENA*
(valstybinis kodas - 612A51001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *ORAL HYGIENE* (state code - 612A51001)
STUDY PROGRAMME
at Lithuanian University of Health Sciences

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Burnos higiena
Valstybinis kodas	612A51001
Studijų sritis	Biomedicinos mokslų studijų sritis
Studijų kryptis	Burnos priežiūra
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4 metai)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Burnos priežiūros bakalauras, burnos higienistas
Studijų programos įregistravimo data	2004-05-12 (Reg. Pažyma Nr. 17-35)

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Oral Hygiene
State code	612A51001
Study area	Biomedical sciences
Study field	Professional Oral Hygiene
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Oral Health Care and qualification of the Dental Hygienist
Date of registration of the study programme	12 th May, 2004 (Reg. No. 17-35)

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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.	Lithuanian University of Health Sciences Graduates Questionnaire
2.	Assessment of the study process (Student’s Questionnaire)

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

Lithuanian University of Health Sciences (LSMU) is the largest institution of health specialists' education and training in Lithuania. The university includes 7 faculties (Faculty of Medicine, Faculty of Odontology, Faculty of Pharmacy, Faculty of Nursing, Faculty of Public Health, Faculty of Veterinary Medicine and Faculty of Animal Husbandry Technology), 6 research institutes, two animal clinics and the Hospital of LSMU. The main academic units of the LSMU structure are two divisions – the Medical Academy and the Veterinary Academy.

The Faculty of Odontology in Kaunas offers two study programmes:

- Odontology Study Programme
- Oral Hygiene Study Programme

LSMU is a public legal entity operating as a public institution. The principal mission of LSMU is the creation, systematization, and dissemination of scientific knowledge and the newest achievements in science and studies, education and development of creative, honest, pro-active, sophisticated, independent, and enterprising personalities, fostering democracy and well-being, and promoting a healthy and well-educated society. By engaging in this activity, the University aims to promote economic and cultural prospering of the State, competitiveness of its economic activity, and social concord irrespectively of the employees', the students', and the free listeners' sex, race, political or religious beliefs, nationality, or citizenship.

The Faculty of Odontology was established in 1968. At the moment, the structural subdivisions of the Faculty are five Clinics: the Clinic of Dental and Oral Pathology, the Clinic of Oral and Maxillofacial Surgery, the Clinic of Prosthodontics, the Clinic of Preventive and Paediatric Dentistry, and the Clinic of Orthodontics. In total, 3 Institutes and 18 Departments and Clinics from other faculties of the University take part in the study Programme of Oral Hygiene. Some teachers work in the research institutes of LSMU or other higher educational institutions. The Faculty of Odontology provides bachelor programme studies in Oral Hygiene.

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 May 22nd, 2015.

1. **Dr. Ulrike Stephanie Beier, (team leader)** *Head Associate Professor, Innsbruck Medical University, Austria*
2. **Bo Danielsen,** *Head of Department, School of Oral Health Care, Denmark.*
3. **Dr. Andres Pascual La Rocca,** *Co-Director Master in Periodontics, Universitat Internacional de Catalunya, Spain.*
4. **Mrs. Erminija Guzaitienė,** *personal clinic of E. Guzaitienė, doctor-odontologist, Lithuania.*
5. **Mr. Benas Gabrielis Urbonavičius,** *student of Vilnius University, study programme Physics, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims and learning outcomes (LO) are well defined, clear and publicly accessible in the SER, and in compliance with the standards recommendations for the EU and Lithuania's national regulating documents. The obtained diploma is recognized with the requirements set by the 2005/36/EC directive. The programme aims and learning outcomes are also compatible to the first cycle of studies and the sixth qualification level of studies according to the descriptors defining levels in the European Qualifications Framework (EQF). The LO are consistent with the type of studies and level of studies and the level of qualifications offered. The name of the programme is also coherent with the study field, content and the LO.

The programme is orientated to fulfil the professional requirements and public needs. Practical and epidemiological information regarding the oral health situation is provided in the SER as justification for the labour market need of the Dental Hygienist. However more detailed information regarding the importance of the *social role* of the dental hygienist in the prevention of periodontal and oral diseases promotion should be emphasized and an oral health promotion should be included in the aims and outcomes in order to clarify the justification of the programme.

Oral Hygiene profession has been growing in its leadership capacity by accentuating the unique character of dental hygienists scope, expertise, and interaction with patients. In particular, dental hygienists leadership should improve the health status of the community as the profession focuses on wellness and access to care. Dental hygienists act as leaders when educating patients to take an active role in their own health, ensuring that those patients have adequate resources.

The on-site visit clarified that the vast majority of the graduates are employed immediately. Also a positive feedback from the students was mentioned regarding the possibilities of employment after the conclusion of the studies. The students explained that the university level for this programme is more attractive for the labour market, as there is a high demand for dental hygienists in the country. Thus it fulfils and justifies the social role of being a dental hygienist. It also verifies the success of the study programme.

The programme itself is well balanced between theoretical, preclinical and clinical practical subjects assuring (SER p. 9):

- Adequate knowledge of the sciences on which Oral Hygiene is based, and a good understanding of scientific methods, including the principles of measuring the biological function, the evaluation of scientifically established facts, and the analysis of data.
- Adequate knowledge of the constitution, physiology and behaviour of healthy and sick persons, as well as the influence of the natural and social environment on the state of health of the human being, in so far as these factors affect oral health.
- Adequate knowledge of the structure and function of the teeth, mouth - both healthy and diseased - and their relationship with the general state of health and with the physical and social well-being of the patient.
- Adequate knowledge of clinical disciplines and methods providing the dental hygienist with a coherent picture of anomalies, lesions, and diseases of the teeth and periodontium, as well as knowledge of prevention, diagnostics.
- Suitable clinical experience under appropriate supervision.

The programme completes full educational guidelines, and the learning outcomes have shown to be neither too complex, nor too simple, ensuring the graduate's adequate readiness for continuing master studies.

Some inconsistencies were found regarding the English translation of the programme name in the official Lithuanian database AIKOS and the SER prepared by the HEI representatives. The experts would recommend changing the official programme name of the study programme in English from "Oral hygiene" to "Dental Hygiene" in order to be accordance with the international standards.

2.2. Curriculum design

The Oral Hygiene study programme is designed in accordance with the laws and directives applicable in Lithuania and European Union (EU) and it formally meets these requirements.

The design of the curriculum is also intact with the General Requirements for The First Degree and Integrated Study Programmes' document. The curriculum consists of: the general university education subjects, specialty subjects, electives, out-reached clinical training, and research work, completing a total of 240 ECTS between 4 years. The programme itself is composed of the following three parts: general university education subjects – 15 ECTS, study fundamental subjects (Other) – 60 ECTS, and subjects of professional education – 165 ECTS (Specialty subjects including clinical training and research project). Based on the ECTS distribution provided in the SER, the evaluation team can agree that the curriculum scope is evenly spread through the study semesters.

The study field consists of 165 ECTS including subjects directly related with the practice of Oral Hygiene. In the SER only reference to 12 ECTS of clinical practice is presented, this represents only 5% of the total credits of the programme. One third of the education covers fundamental philosophical worldview subjects, another bigger part of 60 ECTS includes general science subjects. In relation to the 2012 evaluation it seems that the programme still has a strong emphasis on general medical courses of Mid/low relevance to the Oral Hygiene, like medico-biological subjects and general medical subjects such as anatomy, embryology, histology, including cytology, physiology, biochemistry, pathological anatomy, pharmacology, microbiology, radiology, physiotherapy, and anaesthesia. The preclinical subjects and clinical practice should be of more relevance.

The information and total amount of hours regarding Periodontology and Cariology, is not properly extended as it should be addressed on the SER, considering these are the most important subjects of the programme. Nevertheless during the on-site visit the teachers revealed that they have a well-organised department of Dental and Oral Pathology, including professional periodontology section, which is well run by the staff members. The subjects related to periodontology are sufficient in terms of quality, practical work and contact hours.

The team of experts would suggest including a new practice orientated subject, so that the dental hygienist students would have an opportunity to assist the dental students in practice, in case to have practice in a wider range for further experience.

The curriculum is very strong regarding other subjects related to Oral Hygiene, assuring the learning outcomes and also in this way graduates will be able to participate as active members in any clinical team.

The teaching methods include various forms of lectures, seminars and preclinical and clinical practical work allowing the achievement of the training programme objectives effectively. In addition, students have access to textbooks in the library, as well as network platforms that allow maintaining a current knowledge of the areas of study.

2.3. Teaching staff

The number and degree of qualification of the teaching staff corresponds with the actual requirements indicated in legal acts. A total of 108 teachers are involved in the programme; 35% of all teachers have a doctoral degree, which confirms the high qualifications of teaching staff and their adequate professional and scientific competence. Following the Bologna Plan recommendations, it is recommended that in the future, the number of doctorate teachers would increase.

The teachers have to undergo a process of certification every 5 years. If the teacher does not meet the educational, scientific or practical activity criteria for the appropriate position, his/her academic activity is discontinued and it is necessary to repeat the certification procedure for its renewal. The average age of pedagogic work as well as clinical experience is high. In this way it could be considered that the level of experience of teachers is adequate. However there was no information in the SER regarding the teachers' average age or the replacement strategy of teachers. Based on the teachers that the experts' met during the on-site visit, it could be said that there is a decent balance in age. The fluctuation of the programme teachers is rather low, and as a rule, people, who occupy a position in the Faculty of Odontology, have completed doctoral studies at the LSMU, that is why they are familiar with the study process. The SER (p. 19) concludes that it could be stated that fluctuation of teachers makes no impact on the quality of the studies. The students seem to be happy in terms of their teachers.

It seems that the faculty staff is motivated and involved in research and publishing, this was discussed and confirmed during the on-site visit. However a full list with all the publications (authors, dates, journals and impact factor) and books published by the faculty staff and students must be included in the SER. Otherwise it is impossible to evaluate the research activity and the impact of the work.

The SER provided a list of academic staff where only two people are related or fully directed to the area to periodontics. However during the on-site visit it was clarified that within the department of Dental and Oral Pathology the staff has experience and competence within the field of periodontics.

The ratio of dental professionals versus the Oral Hygiene programme students is considered to be small, but the number in total staff members is more than adequate, considering that a substantial number of residents are involved. During the next accreditation the SER must clarify the ratio of theoretical/practical participation of each of the Faculties, also the school time dedication of each staff member related to the programme.

Regarding the international exchange activity, some of the teaching staff members, are indeed taking advantages of the Erasmus Exchange Programme. Though the incoming and outgoing rates should be higher, in order to pursue a high rate of academic internationalization. The student and teacher ratio is in accordance with the current requirements of the LR Labour Code. The lectures are delivered to 3 groups of students. During the clinical practice of disciplines taught in the programme of Oral Hygiene the teacher works with 6 students. For the preparation of the bachelor thesis, one teacher can supervise up to 5 graduate students per year to ensure the quality of teacher's work. These regulations are considered to be adequate by the experts' team.

2.4. Facilities and learning resources

First of all it should be noted that there was very low information in the SER regarding the facilities and learning resources for this programme. Nevertheless, the information lacking in the SER was generated during the on-site visit. According to the minor information presented in the SER, the University is well organized and the facilities are adequate in size and quality for the programme. This was confirmed by the evaluation team during the site visit.

After the previous evaluation, the Faculty acquired new dental chairs and phantom heads. The total number of working places has increased to 35 dental chairs and 30 phantom heads in total. There is 1 main building for the implementation of the Oral Hygiene study programme. Enough room for practical classes and adequate teaching is available. The space and technical needs in the lecture classes is good, each one of them includes modern projecting possibilities. The equipment used by the students is also up to date and is reasonable in quality and quantity.

There are enough working spaces for the students as well. The programme is organized in a shift system working from 8 AM to 8 PM. Also 4 or 5 phantoms preclinical classes are specifically available for the Oral Hygiene programme students, with an adequate ratio between the students and working places.

The library has its own separate modern building with all the necessary facilities – reading rooms, conference classes, computer classes, individual study rooms, free Wi-Fi and a local canteen. There is also a good variety of subscribed databases such as MEDLINE, PUBMED, EBSCO, Up To Date, BMJ Journals, MD Consult, RefWorks etc. (in total, 29), which the students and the teachers have access too. The students expressed their appreciation with campus providing an excellent learning environment for them. The library is well equipped with related textbooks and dental discipline-related scientific journals. The library is in service to

the students, with a wide range of working hours including weekends. Although, it should be noted that in other counties, libraries are now open 24/7 and this should be a future consideration.

Nevertheless there is a bit of a downside, as it should be noted that all these facilities are located in different buildings and a clinic, which makes integrated clinical work quite complicated. The team would recommend optimizing the infrastructure of the whole premises and the organizational structures.

2.5. Study process and students' performance assessment

The admission is competitive and organized according to the rules for general admission to undergraduate and integrated studies at Lithuanian higher education institutions (LAMA BPO). The admission criteria and principles are clearly described and publicly available through the websites of the LUHS and The Lithuanian Higher Institutions Association for Organizing Joint Admission.

Candidates having at least secondary or equivalent education can participate in the competition. Currently, the admission score includes the grades in Lithuanian language and biology as compulsory elements and chemistry or mathematics as elective ones.

Number of students admitted in 2014 was 20. Similar groups were formed during previous years. It should be mentioned that there is no state funded places in the programme, although it does not deteriorate the programmes popularity. Taking in mind this fact and the current stable number of admitted students, it clearly shows that students in this programme are motivated and ambitious. However the dropout rate had seemingly increased from 7.5% to 21.3% in 2013-2014 study years. This factor should be taken into consideration.

Organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Equal load of studies is being maintained during all semesters.

A wide repertoire of teaching methods is used, including lectures, seminars, and discussions and projects performed in groups, and more individual work like presentations and project work. Often the courses combine theoretical with practical or experimental work. Furthermore, the students are given good possibilities to do research practice in the laboratories of the units participating in the programme, and sometimes they can even be recruited as junior staff in projects supported by external funds. As an internal Study Information System the FirstClass platform is used to connect students, teachers and administrators.

Practical work is done with real-world equipment, even with real patients. Students are also invited to research seminars in Lithuania and abroad. This gives students extra skills and knowledge in the case they continue their studies.

The intensity of studies during each semester is even; the conditions of writing tests, oral tests and handing in projects are flexible. The examination process is designed to allow the students to prepare properly for all of the subjects. At the end of the programme a final practical and theoretical examinations demonstrate the acquired competences. The student performance is assessed by diverse methods, often combining feedback and evaluation during the course with exam/exams as a summative assessment submitted for credit. Students are presented with the assessment schedule at the beginning of the course. All relevant information including full course descriptions is available online.

The programme administration and the University provide the students with adequate academic and social support. Individual consultations are available and the students receive help regarding academic problems related to Research projects and Final thesis. There are scholarships for the best students, and social scholarships are available for the ones with poor financial background. Psychological help is available for the students, as well there are social event organized by the student associations.

Selected on their academics records students can participate in Erasmus exchange programme, but the use of this option is scarce. Only a few students have used a long-term exchange opportunity in 2013-2014 (to Finland). More effort should be put into international cooperation with other universities and educational institutions in the sense of student exchange.

A follow up, university made a monitoring plan that was recently started regarding the alumni activities and their employment options. Students and the alumni are happy with the knowledge and skills they acquired during the studies. Less than 5% of the graduates do not find a job. This shows that the programme prepares qualified professionals that are sought after. Graduates are employed at public health institutions, private dental clinics or continue their professional activities of the graduates (although licensed).

The student's opinion about the study quality is collected by the mandatory questionnaires at the end of each subject. These questionnaires evaluate the facilities, schedule of the subject, lecture and/or practical session quality, examination procedure quality. According to the results, changes are made to the required areas. Also during the on-site visit the students confirmed that changes were implemented according to the feedback.

2.6. Programme management

The responsibilities for the implementation of the Oral Hygiene programme are clearly described and appropriately allocated (SER, p. 25). There is an evident monitoring process of the programme described. The main element of the programme management is the faculty council, which is elected for 5 years and is composed of the teachers, who work in the programme full time or have at least half workload. The odontology faculty council consists of 13 members, 2 of them are students. The coordinator of the Oral Hygiene programme execution is the Dean of the Faculty, who also is a member of the council. The council consists of two main commissions – the commission of studies and the commission of science.

The university statutes, study regulations, regulate the principals of the internal quality and legal acts of LUHS. The quality assurance is functioning on several levels: Faculty (certification of the teaching staff and activities of the Faculty Council); university (evaluation of subjects); national (programme accreditation).

The Committee of Studies Monitoring and Quality Assurance, monitor the quality of studies at the LSMU. The assurance of the quality of studies is based on the following measures (SER p. 26):

1. The internal assessment of the study programme at the University.
2. Cooperation between the subdivisions participating in the implementation of the study programme.
3. Analysis of the quality of studies in subdivisions.
4. The activity of the Study Programme Committee (subsequently – SPC).
5. Student-teacher cooperation.
6. Evaluation and improvement of the teachers' qualification.
7. Accumulation and dissemination of information about studies.

The evaluation team could see that the formal quality assurance system seemed well organized within the university. Different parties attending the meetings confirmed of the ongoing development of this study programme. It was explained that there is a moderate cooperation between the higher administration (University level) and the programme coordinators. However the programme could still benefit from more clear and focused use of those resources.

The process of the evaluation of student's achievements is coordinated by the subdivisions implementing the studies of the subjects, SPC (Study Programme Committee), Faculty of Odontology Administration, Study Centre and the IT Centre.

The Committee of Studies Monitoring and Quality Assurance monitor the quality of studies at LUHS. As a result the content of many programme subjects has been improved according to suggestions of students, teachers and the stake holders. Also the university perform a lot of data collection; the evaluation team could witness the documentation on the gathered data, charts, etc. However it was less clear how this was used for regular assessment & systematic quality improvements. Student's satisfaction and opinion of the programme is collected by regular mandatory surveys.

Nevertheless the most important thing that the team of experts recommends is to greatly improve the quality of the Self-Evaluation Report. This lack of essential factual information made the task quite difficult for the evaluation team to assess the study programme. The team had almost no data regarding the premises, equipment, student work-places and other facilities before the on-site visit. It should include much more relevant data, numbers and facts regarding the implementation of the programme. The Self-Evaluation Report should also analyse the provided data and demonstrate the use of it, because that would clarify the real state of the quality assurance system. Once more it could be mentioned that during the on-site visit it was evident that the university perform a lot of quality assurance processes and data collection. Still the team of experts missed an explanation on how this information was being used for regular assessment & systematic quality improvements.

III. RECOMMENDATIONS

1. The Self Evaluation Report must be accomplished according to the guidelines and greatly improved in terms of quality in order to improve the whole quality development process. Responsibilities should be secured for preparation and coordination of the SER in order to provide the necessary data and avoid factual errors.
2. The experts suggest including a new practice orientated subject, so that the Oral Hygienist students would have an opportunity to assist the dental students in practice and gain more experience working within the dental team.
3. The international cooperation could be strengthened in terms of incoming and outgoing academics and also students' exchanges.
4. The increasing number of dropouts with no information of the causes or motivations generates doubts, and more attention to this matter should be established.
5. Optimization of the infrastructure of the whole premises and the organizational structures is needed.

6. More detailed information regarding Periodontology and Cariology should be addressed on the SER.

IV. SUMMARY

The Faculty of Odontology executes the Oral Hygiene study programme at LUHS. The programme aims and learning outcomes are designed in accordance with national and international regulations and formally meets these requirements. At the present moment the learning outcomes do support the defined competences of OH graduates. The name, programmes' type, its learning outcomes and the subjects of the curriculum are also intact with one another. Nonetheless, the expert team also recommends and consider that the internationalization of the programme needs to be extended.

The curriculum structure is very complete and discipline-based, though it should be more oriented to the Oral Hygiene topic and less focused in other aspects of the medical field. The curriculum is otherwise strong regarding other subjects related to Oral Hygiene, assuring the learning outcomes and also in this way graduates will be able to participate as active members in any clinical team. To further enhance effective learning, a practical course where the students assist the dentistry students is recommended.

The number and degree of qualification of the teaching staff corresponds with the actual requirements indicated in legal acts. The staff team is highly qualified and experienced to ensure the set learning outcomes of this study programme. Nevertheless, better incentives for academic career must be offered, especially in the research field. The University should improve the motivation of the teaching staff to actively participate in international programmes. A documented clarification of the structure of the departments is needed in the SER. In the particular case of Periodontology, it seems to be related to the Oral Pathology department, but not enough information was presented.

The facilities that are being used for this study programme are at good level. There is an adequate amount of working places for the students, the equipment is up to date and is decent in terms of quality and quantity. The outstanding library at the campus provides an excellent state-of-the-art learning environment. The students seem to be very happy regarding the conditions of their library. Although an optimization of the infrastructure of the whole premises and the organizational structures is needed. Because the clinical training is implemented at various locations of the departments within the campus and it is hampering natural interaction and communication. The optimization of infrastructure could be a long term consideration.

The evaluation team can witness a clearly organized study process. The interaction between faculties and students seems to be very good. The international mobility of the students is currently rather low, so they need to be encouraged by the programme managers and their teachers. It is important for this programme to have decent exchange programme opportunities.

Participation of the students in clinical practices with the dentistry students is also recommended, this will enrich the learning outcomes and the development of the hygienist as part of the dental team. The small number of students per year provides an excellent environment for good guidance and focus education. Although the significant increase of dropouts in the last few years should be addressed as soon as possible.

Responsibilities for the decisions and monitoring of the implementation of the programme are clearly allocated. A vast improvement upon the prepared Self Evaluation Report is required. More relevant data should be included – particularly numbers and facts regarding the implementation of the programme. A deeper analysis of the provided data is recommended and how it should be clear how all this information is used, allowing clarifying the processes of quality assurance within the programme. The evaluation team got the idea that the university performs a lot of data collection, though it was less clear how this was used for regular assessment & systematic quality improvements. The rate of employment is high, this demonstrates that the results of the process is good, and in the same way motivates the students to fulfil the programme goals.

V. GENERAL ASSESSMENT

The study programme Oral Hygiene (state code – 612A51001) 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:	Dr. Ulrike Stephanie Beier
Grupės nariai: Team members:	Bo Danielsen
	Dr. Andres Pascual La Rocca
	Erminija Guzaitienė
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**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *BURNOS HIGIENA* (VALSTYBINIS KODAS – 612A51001)
2015-08-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-230 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sveikatos mokslų universiteto studijų programa *Burnos higiena* (valstybinis kodas – 612A51001) 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 ištekliai	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

LSMU Odontologijos fakultete vykdoma Burnos higienos studijų programa. Programos tikslai ir studijų rezultatai sukurti pagal nacionalines ir tarptautines nuostatas. Šiuo metu studijų rezultatai leidžia pasiekti numatytas burnos higienos absolventų kompetencijas. Programos pavadinimas, tipas, jos studijų rezultatai ir studijų turinio dalykai yra tarpusavyje suderinami. Tačiau ekspertų grupė taip pat rekomenduoja ir mano, kad programa turi būti labiau internacionalizuota.

Studijų turinio struktūra yra visiškai išbaigta ir pagrįsta disciplinomis, nors ji galėtų būti labiau orientuota į burnos higieną ir mažiau – į kitus medicinos aspektus. Kitais atžvilgiais studijų turinys, būtent kiti su burnos higiena susiję dalykai, yra kokybiškai parengti, tai leidžia užtikrinti gerus studijų rezultatus, todėl ir absolventai gebės būti aktyvūs bet kurios klinikinės komandos nariai. Norint dar labiau sustiprinti efektyvų mokymąsi, rekomenduojama įvesti praktinį kursą, kurio metu studentai galėtų dirbti odontologijos studentų asistentais.

Dėstančiojo personalo skaičius ir kvalifikacijos laipsnis atitinka realius teisės aktuose nurodytus reikalavimus. Personalo komanda yra itin kvalifikuota ir patyrusi, ji gali užtikrinti, kad bus pasiekti programos studijų rezultatai. Tačiau reikėtų siūlyti patrauklesnių akademinės

karjeros iniciatyvų, ypač mokslinių tyrimų srityje. Universitetas turėtų labiau motyvuoti dėstantįjį personalą aktyviai dalyvauti tarptautinėse programose. ĮS reikia pateikti katedrų struktūros dokumentinį paaiškinimą. Kalbant konkrečiai apie Periodontologiją, panašu, kad ji labiau turėtų būti dėstoma Burnos patologijos katedroje, tačiau informacijos buvo pateikta nepakankamai.

Šiai studijų programai naudojamos patalpos yra geros būklės. Studentams suteikiama pakankamai darbo vietų, įranga yra šiuolaikinė, o jos kokybė ir kiekis – tinkami. Puikioje universiteto bibliotekoje teikiama moderni mokymosi įranga. Studentai yra labai patenkinti šia biblioteka. Visgi visų patalpų infrastruktūrą ir organizacines struktūras derėtų optimizuoti. Tai, kad klinikiniai mokymai įgyvendinami skirtingose universiteto vietose, neleidžia natūraliai bendrauti ir bendradarbiauti. Ilgalaikeje perspektyvoje galėtų būti svarstomas infrastruktūros optimizavimo klausimas.

Vertinimo grupė gali patvirtinti, kad studijų procesas yra aiškiai organizuojamas. Fakultetų ir studentų sąveika yra labai gera. Tačiau tarptautinis studentų judumas šiuo metu yra gana žemo lygio, taigi jį programų vadovai ir dėstytojai turėtų skatinti. Šiai programai svarbu, kad mainų programų galimybės būtų plačios. Studentams taip pat rekomenduojama klinikinę praktiką atlikti kartu su odontologijos studentais, kadangi tai pagerintų studijų rezultatus ir higienistų, kaip odontologijos komandos narių, tobulėjimą. Kadangi kasmet priimamas nedidelis studentų skaičius, tai suteikia galimybę juos gerai parengti, susitelkiant į patį ugdymo procesą. Tačiau per pastaruosius keletą metų reikšmingai išaugusio studijų nebaigiančių studentų skaičiaus problema turėtų būti kuo greičiau sprendžiama.

Universitete aiškiai paskirstyta atsakomybė už sprendimus ir programos įgyvendinimo stebėseną. Reikėtų ypač gerinti rengiamos įsivertinimo suvestinės kokybę. Joje turėtų būti daugiau aktualios informacijos – ypač skaičių ir faktų, susijusių su programos įgyvendinimu. Rekomenduojama atlikti išsamesnę teikiamų duomenų analizę ir aiškiai nurodyti, kaip visa ši informacija gali būti panaudota, – tai paaiškintų programos kokybės užtikrinimo procesus. Vertinimo grupė susidarė įspūdį, kad universitetas renka daug duomenų, tačiau nebuvo aišku, kaip ši informacija naudojama atliekant reguliarius vertinimus ir įgyvendinant sisteminius kokybės gerinimo procesus. Aukštas įsidarbinimo koeficientas rodo, kad proceso rezultatai yra geri, o tai taip pat motyvuoja studentus įgyvendinti programos tikslus.

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III. REKOMENDACIJOS

1. Įsivertinimo suvestinę tobulinti pagal gaires ir itin koreguoti jos kokybę, siekiant pagerinti visą tobulinimosi proceso kokybę. Užtikrinti atsakomybę už ĮS parengimą ir koordinavimą, kad būtų pateikti būtini duomenys ir išvengta faktinių klaidų.

2. Ekspertai pataria įtraukti naują su praktika susijusį dalyką, kad Burnos higienos programos studentai turėtų galimybę tapti odontologijos studentų asistentais, kai šie atlieka praktiką, ir taip įgytų daugiau darbo su odontologų komanda patirties.
3. Stiprinti tarptautinį bendradarbiavimą, susijusį su atvykstančiais ir išvykstančiais akademikais ir studentų mainais.
4. Augantis studijų nebaigiančių studentų skaičius, nesuteikiant informacijos apie priežastis ar motyvus, kelia dvejonų, todėl tam reikėtų skirti daugiau dėmesio.
5. Optimizuoti visų patalpų infrastruktūrą ir organizacines struktūras.
6. ĮS pateikti daugiau išsamesnės informacijos apie Periodontologiją ir Kariologiją.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)