



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto  
**STUDIJŲ PROGRAMOS**  
***VISUOMENĖS SVEIKATA (612A60001)***  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF PUBLIC HEALTH (612A60001)***  
**STUDY PROGRAMME**

At Vilnius University

Grupės vadovas:  
Team leader:

Andy Gibbs

Grupės nariai:  
Team members:

Prof. dr. Róza Ádány

Prof. dr. Josep María Antó Boqué

Petra Lindblad

Rūta Tarasevičiūtė

Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Visuomenės sveikata</i>
Valstybinis kodas	612A60001
Studijų sritis	biomedicinos mokslų
Studijų kryptis	visuomenės sveikata
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	visuomenės sveikatos bakalauras
Studijų programos įregistravimo data	1998 m. birželio 25 d.

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Public Health</i>
State code	612A60001
Study area	Biomedical Sciences
Study field	Public Health
Kind of the study programme	University studies
Study cycle	First cycle
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Public Health
Date of registration of the study programme	25 June 1998

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

Preparation of public health training started in 1994 in Lithuania. This complied with the demands of public health reform that were anticipated in the National Health Concept of Lithuania approved in 1991 by the Supreme Council – the Restoration Seimas of the Republic of Lithuania. The National Health Concept of Lithuania emphasized that more attention should be focused on health promotion and disease prevention.

The Department of Hygiene of the Faculty of Medicine of the Vilnius University was founded in 1922. During the Soviet period (since 1962) the Faculty of Medicine trained medical specialists in hygiene. After the independence of Lithuania new study programmes were prepared in 1994. The title of the study programme „Hygiene“ was changed to „Public Health“ in 1998. Following the external evaluation of the public health undergraduate study programme in 2007 a lot was done to harmonize the programme with the needs of new public health and international guidelines.

The present review has been carried out under the guidelines and procedures of the Centre of Quality Assessment in Higher Education (hereinafter referred as SKVC). This assessment report is based on the self-evaluation report (hereinafter referred as SER), received in March 2014, and on a site visit on 1st April 2014. During the site visit, the team had the opportunity to discuss the Programme with Faculty administration, Self-evaluation group, teaching staff, students, graduates and social partners. The review team also visited the library, classrooms and offices associated with the programme. After the visit, the review team held a meeting in which the outcomes of the evaluation were discussed and adjusted to represent the opinions of the whole group.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The review team learned from the SER that information is provided on the programme on a number of websites including the University and Ministry of Education websites as well as a number of other widely disseminated publications. The SER gives information about study results, competencies and learning outcomes.

The team heard, as mentioned above, that the programme aims and learning outcomes were developed using the Tuning Educational Structures in Europe amongst other approaches which included specific project work entitled “The creation of the system for the training, qualification raising and development, and planning, of the Public Health supervision specialists”, as well as analysis of study results, student feedback and suggestions of social partners. To this extent the review team concluded that the programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market. The review team were impressed by the work undertaken to improve and strengthen the curriculum thereby increasing its currency and relevance. The review team were also interested to note from the SER the engagement of a member of institute staff in the group which prepared the Public Health study field descriptor (initiated by SKVC), which the team were advised would assist in developing the programme. The review team agree that utilising the work of this group would indeed be a useful contribution to programme development. The programme team suggest that as developments to the programme are envisaged it would be beneficial to produce a programme development plan, so that this work is introduced as quickly as possible to the programme.

The review team read in the SER that the programme aims were based on a number of external documents and studies related to the Public Health field. This, coupled with the work mentioned above enabled the review team to conclude that the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. Furthermore, after consideration of the above, the review team conclude that the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

## ***2. Curriculum design***

The review team were confident, following their reading of the SER and discussions with programme team members, that the curriculum design meets legal requirements. The SER informs that the programme and its components have also been approved, following the legal acts of the Republic of Lithuania.

Generally study subjects are spread evenly and their themes are not repetitive. Students did make comment on the timing and number of biomedical courses in one semester however this appeared to be personal student preference rather than any underlying curriculum design issue. What is of concern, is the rationale given by teachers for the timing of courses, that students were “too young”. In discussion the review team understood this to mean that the students had limited life experience and the review team appreciated this. The review team considered that perhaps less emphasis on biomedical sciences and more focus on “traditional” Public Health courses could help students gain a better picture of the field from the first years thereby aiding their transition into the field. Regardless, there should be a mechanism in place to consider student comments and respond to them from a pedagogical evidence base.

The review team considered whether the content of the subjects is consistent with the type and level of the studies. The most recent evaluation of the programme in 2007 had highlighted an imbalance in the distribution of medically related topics and field related topics. The programme team have worked hard to address this, and the public health focus has improved significantly since the previous evaluation. The review team read in the SER and heard from the programme team, the work that had been undertaken to achieve a better balance and coherence within the programme and how some subjects had been substituted according to the recommendations of the previous evaluation team and ASPHER, thereby decreasing the medical orientation of the programme. The SER highlighted, however, that a comparison of the specialist training between Lithuania and European countries, which was carried out by the employers of the Institute of Hygiene together with the staff members of the Public Health Institute of the Faculty of Medicine, proved to show that the Public Health first cycle studies in Lithuania and other European high education institutions are different in certain aspects. The team considered this issue in discussions with social partners and students, hearing that both groups valued this strong medical underpinning. Whilst the review team acknowledge the value of this for the Lithuanian market it suggests that it may be a factor which limits potential for student mobility, internationalisation of the programme, student employability in the European labour market and attractiveness for potential students outside of Lithuania. It is suggested that further comparison and benchmarking with other similar European programmes would help guide the team in programme development in this area. The review team concluded that the content of the subjects is consistent with the type and level of the studies. Generally the content of the programme reflects the latest achievements in science and technologies. However this would be enhanced by benchmarking.

The review team generally concluded that the content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. Students mentioned that

basics about policy making and the preparations of laws seem to be missing. Case studies in courses that combine sociological, medical and policy making regarding a certain public health problem would be a natural way to include this topic.

The review team considered whether the scope of the programme is sufficient to ensure learning outcomes. From the SER the review team learned that the number of credits for Family Health is 5 and for Health Education and Promotion is 6. The review team considered that a better balance could be achieved by increasing the credits for Health Education and Promotion. The rationale for this is that there are 4 main fields of public health in Lithuania: public health safety, control of public health safety, control and prevention of communicable diseases (the functions of these 3 fields are implemented by public health centres) and health education and promotion (implemented by public health bureaus of municipalities). Public health bureaus of municipalities are the main employers of public health specialists which is why the suggestion is made. Similarly with the Fundamentals of Environmental Health, a knowledge of environmental health is essential to the specialists who implement functions of public health safety and control of public health safety, consequently this subject should provide the knowledge of both of these fields. The review team recommend that the balance of credits allocated to topics within the programme are reviewed to ensure that the relative weighting reflects the scope of public health practice.

### *3. Staff*

The SER provided sufficient information to confirm that the study programme is provided by the staff meeting legal requirements. Staff are appointed via open competition according to the organisational regulations of Vilnius University. Assessment and competitions are implemented on a quinquennial basis.

The review team concluded that the qualifications of the teaching staff are adequate to ensure learning outcomes. Whilst accepting that the University is free to present CV's in a style of their choosing, a clear, consistent, internationally recognised approach to curriculum vitae presentation would be helpful, ensuring that the academic qualification, rather than the academic title was indicated.

The number of the teaching staff presented in the SER is seventeen, which is adequate to ensure that learning outcomes are met. The teaching staff turnover is able to ensure an adequate provision of the programme. Five staff of all grades left the team within the last five years, whilst five new staff joined.

The teaching staff of the programme are involved in research directly related to the study programme being reviewed. Additional information provided by the University demonstrated how staff research interests mapped directly to programme subjects. The SER advised and it was confirmed in discussions with groups of staff that participation, at least twice a year, in national and international scientific conferences is undertaken as well as seminar attendance as a form of professional development. The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme. The review team was interested to hear about the human resource development plan of the Faculty, whereby the pedagogical qualification of staff is raised in the special qualification raising courses organized in the university. The review team felt that it would be beneficial if this plan was tailored for staff of the Public Health Institute and linked to an overall programme development plan, which includes formal individualised staff development policies.

#### ***4. Facilities and learning resources***

The premises for The Public Health Bachelor study programme are adequate both in their size and quality. The Public Health Bachelor study programme is implemented in the Faculty of Medicine's Central Campus. Biology studies are implemented in the Faculty of Natural Sciences located nearby, Chemistry studies are implemented in the Faculty of Chemistry located nearby, studies of Physics are implemented in a special laboratory located in the Faculty of Mathematics and Informatics. Separate classrooms for foreign language teaching are established in the nearby building next to the faculty. The students have lectures and seminars in Nutrition Laboratory that has 35 workstations and multimedia with computer, Room of Anatomy with 38 workstations and technical equipment, 2 Laboratories of Histology with 30 and 50 workstations and technical equipment, Laboratory of Microbiology that has 24 workstations and technical equipment, also Laboratory of Physiology with 60 workstations and technical equipment, other laboratories and rooms with the necessary technical equipment. The number of classrooms, computer rooms and laboratories of the Public Health Institute and of all the faculty is sufficient to arrange the optimal timetable. The classrooms meet the requirements of work safety and hygiene according to Vilnius Public Health Centre evaluation of control of public health safety in 2007.

There are 27 teachers in the Public Health Institute. All teachers have working places with computer and Internet access that give them convenient possibility to prepare for lectures. There are 10 office rooms for teachers with 2 workplaces in each of them. Currently there are 23 workplaces for teachers and PhD students have SPSS-22 licences.

The student common room of the Public Health Institute is too small, its size is 16 m<sup>2</sup>. Only a few students can have a rest or eat there.

The teaching and learning equipment are adequate in quality but not enough in size. Since the last evaluation the facilities have been greatly improved according to the recommendations – all the rooms for studying have the necessary equipment, are renovated, have new furniture. 3 computer classrooms have been established. New computers were purchased in 2011-2013. Wireless network is available in the faculty.

Taking into consideration the number of students that are currently studying in the Public Health Bachelor study programme, the number of freely accessible computers and software do not fulfil the needs of the students. The total number of public health students (I-IV year of studies) was 130 in 2008/2009, 141 in 2009/2010, 151 in 2010/2011, 157 in 2011/2012, 153 in 2012/2013. There are 63 computers and 98 workstations (1.6 workstations for one computer) in three computer classes (Rooms 108, 122, 226) that are used for lectures. There are also 14 computers in Educational laboratory (Room 301) used for lectures. During the previous accreditation period the Public Health Institute acquired on average 15 SPSS licences each year (22 licences during 2011-2012). Starting from 2013 free software is used: R package (21 computers in Room 226 and 27 computers in Room 122), G power (27 computers in Room 122), Stata 12.1 (in Room 108, total 30 licences). Students can use software in all three computer classrooms, when there are no lectures taking place there. Students are recommended (especially for individual work) to use freeware: WinPepi, EpiInfo, OpenEpi in all three classrooms. Students are also introduced to this software during lectures.

There are only 3 computers in the Reading room (Room 131) that are not used for lectures and seminars and can be used for individual work. This problem has been tried to be partially solved by introducing wireless network to the faculty, so that the students would be able to use it via their laptops but the Internet access does not solve the computerized learning problem because

the necessary software and access to the necessary databases exist only in the computers of the University or via a VPN. Although for the development of practical skills new computer software is purchased continually, which can be used during the time of practical work, it is very limited due to the number of licences and computers.

The students of Public Health Bachelor Programme share the learning equipment with students from other programmes of the Faculty. As the Public Health Programme is rather small in comparison with the other programmes, the priority to the access to the learning equipment is also given to the students from other programmes.

Multimedia equipment and computers with the necessary software in the classrooms enable teachers and students to use modern and various teaching methods such as PowerPoint presentations, simulation of situations, data review, case studies.

Although the modern electronic examination system and electronic questionnaire for students have been established they are not sufficiently adapted to the needs of the students and according to the SER and in discussion with teachers and students, appear to be under utilised. According to the students, they have tried the new electronic examination system but the lecturers declare that they do not use it because it is not sufficiently convenient when the answers to different questions during the examination are checked by different lecturers.

The websites of Vilnius University, the Faculty of Medicine, Public Health Institute, the Ministry of Education and Science of the Republic of Lithuania, AIKOS website are used to spread information of the study programme. There is a technical possibility to present the subjects for the students on the Internet but students reported that this facility is underused.

The Public Health Institute has adequate arrangements for students' practice. Collaboration agreements with the main institutions of Lithuanian public health system have been signed. Agreements have been signed with a number of organisations, including the Radiation Protection Centre, the Centre for Health Promotion and Disease Prevention, the State Food and Veterinary Service, Vilnius Public Health Centre, Vilnius Public Health Bureau, the Institute of Hygiene. The learning outcomes of the study programme are related to the professional fields in public health centres, public health bureaus, public health institutions governed by the Ministry of Health, State Food and Veterinary Service, and other institutions, where the students perform their professional practice.

Teaching materials are adequate and accessible. According to the SER, students use the Library of the Faculty of Medicine and the Reading room nearby, as well as the Library of Vilnius University and the Library of the Ministry of Health. The variety of teaching materials is efficient to fulfil the aims of the programme. The holdings of the Library of the Faculty of Medicine are supplemented and restored yearly with 2000-6000 publications. Textbooks and methodological literature every year are supplemented with newly published literature, taking into account the remarks made by the students and the teachers. The students are asked (question No. 11 in the Questionnaire) to evaluate the accessibility of necessary textbooks of the library during the survey at the end of every semester but the questionnaire response rate is low.

The University Library regularly sends textbooks from relevant databases to teachers for testing and then funding is allocated for subscription to the selected textbooks. Currently electronic textbooks have been subscribed to for the following subjects: Introduction to Public Health, Fundamentals of Epidemiology, Health Safety of Children and Adolescents.



Vilnius University library orders Lithuanian and foreign medical journals, subscribes to scientific journal data bases, including BMJ Journals, Cochrane Library, Lippincott Williams & Wilkins Custom, MD Consult, Nature Publishing, PubMed. The data bases are accessible to the students from Vilnius University computers or from personal computers after downloading the VPN programme. The students use data from different databases for their literature review in their final theses.

### ***5. Study process and student assessment***

The requirements for application to programme are published on the University and other websites. The programme team participate in open days and information sessions with potential students. Students are admitted to the programme according to the general rules of admission, organised and implemented by the Lithuanian higher education institutions association for organisations of general admission (LAMA BPO). The SER points out that admission requirements for the study programme are clearly formulated and described and are one of the programme strengths. Competitive grades are in the range 19,88 - 15,82 and applications exceed acceptances by over 23:1. The review team were satisfied that the information on the admission requirements are well-founded.

Since the previous evaluation, the team have made considerable effort to ensure that the organisation of the study process ensures an adequate provision of the programme and the achievement of learning outcomes. Subjects have been reviewed, with a number withdrawn or substituted for more contemporary subjects. Additionally the sequencing of subjects has been reviewed and amended. The programme team are commended for their work in this regard.

The SER provided substantial information regarding arrangements and information related to student mobility. It also indicated that the programme team is considering various ways to promote mobility. The number of outwardly mobile students was not mentioned in the SER, numbers could not be ascertained during meetings and students showed no knowledge of the potential for mobility. The review team were advised that because standards for the Public Health first cycle study programmes have not been established on the EU level, student mobility was complicated. Additionally the review team were told that it is hard to match the studies according to the semesters and that there are differences in admission requirements, study length, subjects taught. Whilst the review team acknowledge that establishing mobility is often complex, it is seen as pivotal way of increasing skills, knowledge and employability. The absence of mobility therefore disadvantages students. The review team recommend that barriers to mobility should be removed.

The review team reviewed a selection of student's theses. Generally these were well prepared and of a good standard. It was noted that many citations were fairly dated, being ten years or more old and there was the near complete lack of international citations in a number of theses which the review team thought reflected a lack of familiarity in students finding and using international research. This reflects a weakness of the programme identified within the SER that students are reluctant to use the data bases of scientific journals. During the programme students gain a good background in research and are encouraged to participate in research activities, both within the curricula and via activities organised by the student Representation of Vilnius University.

Students confirmed what was written in the SER, that they are informed about requirements for assessment and that the assessment system of students' performance is clear, adequate and publicly available. The SER indicated that examinations are the basis of all student assessment at the end of each semester, however in discussion it appeared that some learning outcomes are

assessed through coursework. Further discussion with students, teachers and stakeholders indicated that there is no clear and consistent approach in ensuring that the mode of assessment is aligned in the most effective way with the skills that students will need to acquire during the programme, for example team working. Relating to earlier comments on the students being “too young” the review team felt that a review of the mode of assessment may be helpful. For example, more individual essays and presentations from the first years to balance examination methods and help students “grow up” and get more depth and knowledge of scientific methods. The programme team recommend that as part of a written and agreed programme strategy, that has aims, timelines and actions, the assessment strategy is reviewed and developed to ensure that learning outcomes, learning methods and assessment approaches are constructively aligned. Constructive alignment is a recognised educational concept which seeks to ensure complementarity between all aspects of curriculum design. The review team were advised by students that feedback from examinations is given to students on request. Whilst the students were satisfied with this, the programme team considered that feedback is an important formative component of assessment and should be routinely given to students as a component of all assessments.

In discussion with social partners, satisfaction was expressed with the professional activities of the majority of graduates and confirmed that their expectations were met. They mentioned that the students showed good multidisciplinary knowledge and on graduation, would benefit from having learned more practical skills. Whilst the programme team can see that students and social partners are generally satisfied, the review team felt that what they heard from these groups belied a lack of ambition for the students to have the employment skills needed on completion of the programme, even though it appeared that the Bachelor qualification enables access to the labour market and employability. The SER indicates that after completing the Bachelor studies, the majority (70-80%) of the graduates continue their studies in the Public Health Master study programme at Vilnius University. The majority of students we met had completed the Bachelors programme, gained full time employment and concurrently studied the Masters Public Health programme full time. They were able to do this because social partners and the programme team managed the scheduling of work and study to enable this arrangement. Social partners and students agreed that whilst the Bachelors gave an underpinning knowledge, they could only learn the key elements of the job once they were employed. The review team recommend that as part of the review of practical placements, the programme team re-examine the skills needed for employment on completion of the programme.

## ***6. Programme management***

The review team concluded that responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The SER gave details regarding VU study programme regulation, arrangements for study programme supervision by the Study programme committee. Programme implementation coordinator functions are undertaken by Vice-Dean, who is also the quality management coordinator in the faculty. The study programme committee consider the study programme, as well as the contents of separate subjects, deal with study quality questions and give recommendations. The Study programme committee prepares a report to the Council of the faculty at the end of every academic year.

It is clear both from the SER and discussions with stakeholders that the outcomes of internal and external evaluations of the programme are used for the improvement of the programme and the response to previous external evaluations and the development of the curriculum evidences this. There is student representation at various levels of decision making, including three student

representatives in the faculty's council and these students have recently become involved in development work related to study processes. Decisions are also made in the Senate committee, which has student representation with voting powers. It is also clear that the evaluation and improvement processes involve stakeholders and the study programme committee includes a student representative, as well as a social partner representative. Meetings to discuss the quality of study programmes, involving students and teachers have been organised by Student Representation.

However the review team noted that a weakness of the programme identified in the SER was that "it is not always possible to pay attention to the suggestions made by the students for the programme development, since it sometimes opposes the regulations in the study regulating documents. Students vaguely participate in the filling in of the online survey. The social partners, such as the representative of the Ministry of Health in the Study programme committee, student practice supervisors, and public health ALUMNI, are not very active in the process of study development." This confirmed the impression that had been gained by the review team that the mechanisms for collecting and responding to feedback were at times too formal and at others too informal and not structured enough to gather meaningful information. For this reason whilst the review team concluded that the internal quality assurance measures are effective and efficient in so much as they do collect and act on feedback but the full potential is not realised. For example the SER indicates that "when developing the programmes the suggestions of the social partners are followed, whilst later the SER advises that "the social partners [...] are not very active in the process of study development."

The SER also advises that in 2008 the University established the online student survey system, which guarantees the necessary feedback. This assertion is undermined by the later comment that "so far, there has not been ensured an efficient feedback on the question of competences and study results, since the students are reluctant to answer the online questionnaire on the VU website". The response to the electronic survey that is carried out at the end of every semester is low. The students evaluate the questionnaire of this survey as being too long and complicated.

The review team concluded that although mechanisms are in place to gather feedback from students and social partners, they are not fit for purpose as they are unsystematic and ineffective. This is unfortunate as the programme team have demonstrated a clear capacity to introduce substantial beneficial programme developments but are not benefitting from effective in programme feedback which could accelerate the pace of change and increase the relevance, attractiveness and significance of the programme for stakeholders. The review team were impressed by the significant changes and development that had taken place since the previous evaluation and conclude that the programme team are easily capable of responding effectively to external feedback. The internal quality assurance measures could be significantly strengthened so that the programme team take greater responsibility for improving the programme based on internal feedback. The review team recommend that internal quality processes are reviewed to ensure that feedback is systematically collected and actioned.

### III. RECOMMENDATIONS

1. The programme team recommend that as developments to the programme are envisaged it would be beneficial to produce a programme development plan. It is recommended that further comparison and benchmarking with other similar European programmes would help guide the team in programme development in this area.

2. The review team recommend that the balance of credits allocated to topics within the programme are reviewed to ensure that the relative weighting reflects the scope of public health practice.

3. The review team concluded that the internal quality assurance measures are effective and efficient in so much as they do collect and act on feedback but the full potential is not realised. The internal quality assurance measures could be significantly strengthened so that the programme team take greater responsibility for improving the programme based on internal feedback. The review team recommend that internal quality processes are reviewed to ensure that feedback is systematically collected and actioned.

4. Barriers to student mobility should be removed.

#### IV. SUMMARY

The programme team are commended for their considerable efforts and effective responses to the previous programme evaluation. Teachers contributing to the programme have a high level of engagement and involvement in public health policy, practice and research in Lithuania. Many teachers contribute to national working parties related to public health. The programme aims and learning outcomes take account of developments in the field and international groups and organisations have been consulted in developing the programme aims and learning outcomes. Facilities for students are good with access to IT and WiFi. The library services provide access to the major databases which are required by students in this field. There is the possibility to access programme information whilst off campus and keep up to date with lecture materials. There are a number of specialist facilities and laboratories which students can access. The programme represents a good learning experience for students to access employment in Lithuanian Public Health sector. The programme is appreciated by employers and they have an active participation in the development of the programme and the opportunity to ensure that the programme is up to date and reflects current practice. Students are well supported in their learning and report a positive experience. Currently there are limited opportunities for student mobility to study in another country as part of the programme and to gain an international experience. The programme has a strong medical underpinning which is appreciated by some employers and students and the medical focus has decreased over recent years. The review team were not convinced that this medical orientation was based on the needs of social partners and that it may restrict programme mobility and wider European employability. Stronger internal quality mechanisms, coupled with a greater outward facing focus (benchmarking, stronger links with employers) would help provide a better balance and a more relevant programme. The programme team has shown great capacity to develop the programme based on external feedback and a stronger internal quality focus would enable the team to be more proactive. There is strong demand for the programme from potential students with a high level of competition for places. Entry requirements for the programme are clearly defined higher than average admission scores are required. The majority of students who are successful on the programme proceed to study at Masters level.

## V. GENERAL ASSESSMENT

The study programme *Public Health* (state code – 612A60001) at Vilnius University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>18</b>

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

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

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

Grupės vadovas:  
Team leader:

Andy Gibbs

Grupės nariai:  
Team members:

Prof. dr. Róza Ádány

Prof. dr. Josep María Antó Boqué

Petra Lindblad

Rūta Tarasevičiūtė

**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
VISUOMENĖS SVEIKATA (VALSTYBINIS KODAS – 612A60001) 2014-05-23  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-253 IŠRAŠAS**

&lt;...&gt;

## V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Visuomenės sveikata* (valstybinis kodas – 612A60001) 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
	<b>Iš viso:</b>	<b>18</b>

\* 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)

&lt;...&gt;

## IV. SANTRAUKA

Programos grupė gerai vertinama už dideles pastangas ir veiksmingą reagavimą į ankstesnį programos vertinimą. Šios programos dėstytojai gausiai dalyvauja įgyvendinant Lietuvoje visuomenės sveikatos politiką, praktinėje veikloje ir moksliniuose tyrimuose. Daugelis dėstytojų dalyvauja su visuomenės sveikata susijusių nacionalinių darbo grupių veikloje. Šios programos tikslai ir numatomi studijų rezultatai nustatyti atsižvelgiant į pokyčius visuomenės sveikatos srityje, konsultuotasi su tarptautinėmis grupėmis ir organizacijomis. Studentams skirti materialieji ištekliai geri, prieinamas IT ir belaidis internetas (*WiFi*). Bibliotekoje yra svarbiausios duomenų bazės, kurių studentams reikia studijuojant šią sritį. Su šia programa susijusi informacija yra prieinama ir būnant ne universiteto teritorijoje, yra galimybė atsinaujinti paskaitų medžiagą. Yra nemažai specialių patalpų (įrangos) ir laboratorijų, kuriomis studentai gali naudotis. Ši programa suteikia studentams gerą studijų patirtį, padedančią jiems rasti darbą Lietuvos visuomenės sveikatos sektoriuje. Darbdaviai gerai vertina šią programą; jie aktyviai dalyvauja jos tobulinimo procese ir turi galimybę užtikrinti, kad ji būtų atnaujinama ir atspindėtų dabartinę praktiką. Studentai gauna visą mokymuisi reikalingą paramą ir tuo džiaugiasi. Studentų judumo (t. y. išvykimo į kitą šalį tam tikrą laiką studijuoti šią programą ir įgyti tarptautinės

patirties) galimybės šiuo metu nedidelės. Ši programa turi tvirtą medicininį pagrindą, kurį palankiai vertina kai kurie darbdaviai ir studentai, bet pastaraisiais metais dėmesys medicinos aspektui joje susilpnėjęs. Vertinimo grupė nebuvo tikra, kad ši orientacija į mediciną buvo pagrįsta socialinių partnerių poreikiais ir kad tai gali apriboti programos judumą bei galimybę įsidarbinti platesnėje europinėje erdvėje. Griežtesni vidinio studijų kokybės užtikrinimo mechanizmai ir didesnis dėmesys išorei (lyginimas, stipresni ryšiai su darbdaviais) padėtų užtikrinti geresnę pusiausvyrą ir tinkamesnę programą. Programos grupė pademonstravo didelį gebėjimą tobulinti programą remiantis išorės grįžtamoju ryšiu, o didesnis dėmesys vidaus kokybei leistų grupei būti iniciatyvesne. Programos paklausa tarp studentų ir konkurencija dėl studijų vietų yra didelė. Stojimo į šią programą reikalavimai yra akivaizdžiai aukštesni nei vidutiniškai reikalaujamas stojimo balas. Daugelis sėkmingai šią programą baigusiu studentų toliau studijuoja magistrantūros studijų programoje.

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### III. REKOMENDACIJOS

1. Atsižvelgdama į tai, kad numatoma tobulinti šią programą, jos rengimo (tobulinimo) grupė mano, kad būtų naudinga ir rekomenduoja parengti programos tobulinimo planą. Rekomenduojama ir toliau lyginti šią programą su kitomis panašiomis Europos programomis, nes tai padėtų grupei orientuotis, kaip ją tobulinti.

2. Vertinimo grupė rekomenduoja persvarstyti šios programos dalykams skiriamų kreditų pusiausvyrą, siekiant užtikrinti, kad dalykų apimtis atitiktų visuomenės sveikatos praktikos apimtį poreikį.

3. Vertinimo grupė padarė išvadą, kad vidinio studijų kokybės užtikrinimo priemonės yra veiksmingos, kadangi jos pagrįstos grįžtamoju ryšiu, bet nerealizuojamas visas potencialas. Vidinio studijų kokybės užtikrinimo priemonės galėtų būti žymiai griežtesnės – programos grupė galėtų prisiimti didesnę atsakomybę už programos tobulinimą, pagrįstą vidaus grįžtamoju ryšiu. Vertinimo grupė rekomenduoja persvarstyti vidinio studijų kokybės užtikrinimo procedūras, siekiant užtikrinti, kad būtų nuolat gaunamas grįžtamasis ryšis ir juo remiantis būtų imamasi veiksmų.

4. Reikėtų pašalinti studentų judumo kliūtis.

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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)