



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**VILNIAUS UNIVERSITETO  
STUDIJŲ PROGRAMOS *MEDICINA* (601A30001)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *MEDICINE* (601A30001)  
STUDY PROGRAMME  
AT VILNIUS UNIVERSITY**

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Medicina
Valstybinis kodas	601A30001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Medicina
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Vientisosios studijos
Studijų forma (trukmė metais)	Nuolatinė (6)
Studijų programos apimtis kreditais	360
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Medicinos magistras; Gydytojas
Studijų programos įregistravimo data	1997-05-19 Nr. 565

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Medicine
State code	601A30001
Study area	Biomedical Sciences
Study field	Medicine
Kind of the study programme	University Studies
Study Cycle	Integrated studies
Study mode (length in years)	Full-time (6)
Volume of the study programme in credits	360
Degree and (or) professional qualifications awarded	Master of Medicine; Doctor
Date of registration of the study programme	19/05/1997 No. 565

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

The Centre for Quality Assessment in Higher Education in Lithuania (SKVC) has started the procedure of evaluation of the Integrated Study Programme of Medicine at the Medical Faculty University of Vilnius according to the Procedure for the External Evaluation and Accreditation of Study Programmes approved by Order No ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania (Official Gazette, 2009, No 96-4083) and in accordance with the Methodology For Evaluation Of Higher Education Study Programmes (Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education)

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## I. PROGRAMME ANALYSIS

The Integrated Study Programme in Medicine is a modern study programme developed within the research university strategy. In the last decade, the programme is modernized and harmonized with the study programmes at the universities in Italy and Hungary. International external evaluation of the study programme “Medicine” of VU was carried out in 2004 giving some recommendations and suggestions (Annex 3.5) in February 2005, which are not all fulfilled so far.

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

The University of Vilnius is developed research University and the scientific research is one of the top priorities not only of its teachers, but also of their students who are actively prepared for to become scientists from the first days of their studies. However, the aim of the programme as defined in the SER resembles more the aim of some purely educational university providing bachelor level education. The statements in the aim of the Study Programme defined in the SER p10, primarily considers the professional requirements for competences of a qualified medical doctors, namely knowledge of medical theory, recognition of the health and morbid state and the patient interactions with the environment, prevention, diagnostics and therapy and clinical experience - under supervision of the qualified specialists. Since the integrated Study Programme represents the unified bachelor and master study programme providing level 7 of

qualifications, the aim of the programme should better fit the Approval of the General Requirements for Master Degree Study Programmes, No V-826 of 3 June 2010 issued by the Minister for Education and Science of the Republic of Lithuania. These requirements stated that the aim of the study programmes at the master level shall be to train students in independent research work or any other work which requires scientific knowledge. Furthermore, with the completion of master-level studies, graduates should be capable (e.g. have knowledge and skills) for independent work.

Of course, it should be emphasized here that the student's scientific training is already in place at the Faculty of Medicine and the preparation for the research and clinical practice start from the first year of the study, while the clinical and research activities consists the main body of the Study Programme starting from the fourth year of studies.

The scope of the programme is 360 ECTS with 30 ECTS distributed evenly through the each semester of the studies.

The learning outcomes of the table 3 of SER were well defined and comprise all cognitive categories, and also include categories of the psychomotor and affective domains of the Bloom's taxonomy that are relevant for the area of medicine, such as being sympathetic to the patient or internalising the scientific principles in the medical practice and research, for example. Learning outcomes in the table are related to the competencies and both competences and outcomes are related to the requirements of the European Qualification Framework, respectively. They also match the LTQF level 6 and 7 descriptors as stated in Referencing the Lithuanian Qualifications Framework to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area - NATIONAL REPORT 2012.

The learning outcome No 3 and 15 in the table 3 of the SER specifically addresses the carrying out the scientific research and application of the scientific principles in the medical practice and research, while the learning outcome No 2 tackles the capability of acting independently; these two outcomes partially addresses the mission/aim issues that were discussed above. The learning outcome No2 also addresses team work which is very important both in medicine and in research. The importance of the team work should be further stressed in future definitions of the Study Programme, and a separate learning outcome with its own learning methodology and assessment methods should be designed.

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

The curriculum design of the Faculty of Medicine of Vilnius University meets the general requirements of integrated studies and first cycle degree study programmes, signed by the Minister of Education and Sciences; based on the description of general requirements for Master studies, Regulations for Study programmes of Vilnius University (approved by 21-06-2012 by the decision No SK-04-12-2012 of the Vilnius University Senate committee, Parliament and Council directive 2005/36/EB on the recognition of qualifications. The Study Programme meets, and in many aspects exceeds the legal requirements.

The scope of the Study Programme is the maximum of 360 credits enacted for the integrated study programmes. The credits are distributed evenly among the semesters, with 30 ECTS workload distributed to every semester. The ECTS points are distributed according to the total workload and are not based only on time spent on lectures/practices. The subjects (SER p 14-18) are distributed evenly and in accordance with the legislation. The workload of the student

comprises 9600 hours with 64,5% contact hours and 35,5% individual work. (SER,p13). During the site-visit on 06.11.2013, students approved the individual work load and appreciated it as necessary for the successful completion of the studies.

The ratio between the fundamental: clinical/practical subjects is 2:1. The volume of general study subjects exceed the legal minimum of 15 credits (SER, p10) and there is a relatively high number of general subjects classes, for example Latin language. Optional courses take up 12 credits. The credits can be collected with the first four semesters of the studies. During practical activities, lecturers work with 12-14 students within a group and these groups size may be smaller in order to improve practical skills reliably. According to the recommendations of 2005 and to MEDINE 2 the study programme has been adjusted to provide more scientific work to students.

There is a wide list of optional courses students can choose; the list is publicly available at the University web-site and it includes optional courses from other study programmes, not only provided at the Medical faculty but also these from other faculties. Therefore, the students can choose the optional courses according to their own interests and according to their future career plans. As stated in SER, p20 that the optional courses were organized in blocks/modules each amounting to 5 credits.

Learning outcomes of the courses are very well defined, according to the Study Programme outcomes and the LTQF recommendations. Although the general competencies could be merged with the course-specific learning outcomes, in general, learning outcomes are defined well and in accordance with the legislation. In the majority of courses, every outcome has its learning methodology and assessment methods so the outcomes fulfilment can be measured on the basis of the assessment (examination) results and the outcomes and learning methodology can be improved in order to achieve best results (constructive alignment of the learning outcomes). The university helps teachers to develop learning outcomes and they had pedagogical courses with the topics considering the defining of the learning outcomes and developing assessment criteria (Site - visit, 06.11.2013).

The scope of study is appropriate to achieve outcomes and meet the Lithuanian and European legislation requirements. The content of studies meets the aims of the programme of integrated studies contents of the subjects is consistent with the type of the study both in the first part of the studies (first three years of the programme) and in the second part of the Study Programme (fourth, fifth and sixth year respondent to master level).

In the list in the table 4 of SER there is a rather sharp demarcation between the mainly theoretical subjects learned in the first three years of studies and the clinical and practical courses in the second part of the Study programme. There is a high number of teaching hours dedicated to general subjects, like Latin language and Philosophy during the first three years of study. Even some of the clinical subjects, like Pharmacology and Pediatrics are sharply divided in two (a general and a clinical) subjects e.g. Pediatrics and Children's disease and surgery and Pharmacology and Clinical Pharmacology. Moreover, the research activities also begin with the last three years of the Study Programme (Site-visit on 06.11.2013). The Programme can be further modernized in order to provide more practical skills and experiences on account on very general subjects.

During the site-visit meeting with the students on 06.11.2013, the students would opt for the research activities from the first days of studies and the team teaching linking pre-clinical theoretical facts with the clinical applications.

While the views of the teachers and the students on the practical part of the studies differ slightly (the teachers claim there is a lot of clinical practice, the students would opt for some more clinical and practical trainings), it is very encouraging that the Study Programme is introducing OSCE (Organized Structured Clinical Examination System), which will be obligatory in EU countries starting from 2014 (Site visit on 06.11.2013). OSCE is used within a lot of courses, for example Anesthesiology, Internal Medicine, Surgery, and the teachers and students appreciated the system.

Additionally, the obligatory internships take place in the 12th semester of studies and they are performed in the 10 hospitals, with which the University has signed bilateral agreements. Internship last one semester and amounts 27 credits. (SER, p19). Students also have the opportunity for the clinical practice during the summer vacations. The only objections students (Site-visit on 06.11.2013) had to the practical clinical exercises concerned the more than optimal number of students within the groups; sometimes more than 20 students examine one patient and that means that most of them have only the opportunity to observe. Moreover, the same minority of students do the examination again and again, while the majority observe. On the other hand, in some courses students have the opportunity to perform one to one examination of the patient.

The students research is given a high priority during the studies, (SER, p19), with the high level of students achievements and publishing. All students of the Faculty of Medicine have an opportunity to take part in scientific activities from the first year of their studies: perform experimental research and make presentations, as well as organize conferences. The topics of the final theses (Annex: List of the final theses) appropriate for the level of studies. The procedure for choosing the topics of the theses, performing of the research itself and reporting and the defense of the theses is well-founded. The topics and supervisors for the final theses are suggested by departments and clinics. Students can choose a topic from the list, or they can suggest their own topics. The completed work is presented at a certain department or clinic. The final theses are based on the student's research work and demonstrate the student's competencies in line with the learning objectives of the programme. Nevertheless the final theses should be written according to international publication procedures and include the exhaustive chapter of the Discussion of the Results what is not always the case now.

The learning methodology includes the modern pedagogical approaches such as student centred learning and problem – based learning approach. Also the modern pedagogical tendencies, like e-learning and blended learning and the use of the simulation rooms are developing at the medical Study Programme. Virtual Learning Environment is used on some courses, and the Abdominal Surgery Moodle Course containing both asynchronously provided learning materials and video contents and synchronous broadcasting of the ongoing surgical interventions is impressive.

### *1. Staff*

This programme engages academic staff of 356 with the average weekly workload ranging from 1.25 to 75.50. The workload does not exceed the legal limit. Professors and associate professor make up 59.24% of the teaching staff, which is above the legal requirements for integrated studies (40%). Table 6 of SER shows over 70 percent of the teachers has a scientific degree which exceeds the legal requirement for the bachelor and master studies.

Teacher turn-over is adequate for the provision of the Study Programme. The total number of teachers was increased from 282 to 356 in the last five years (SER, table 6), despite the fact that 49 teachers left the job in the period. (SER, table 8). The turnover of teaching staff and the number of the staff is adequate to ensure the fulfilment of the learning outcomes. Teachers are

recruited via an open call for applications and the call is approved by the Senate. The recruiting procedure for the teaching positions at the faculty is enacted by the Law of Higher Education. The number of newly employed teachers range from 17 in 2008/09 to 31 in 2011/12. On the other hand, 6 to 13 teachers per year left their jobs at period.

All the teachers are active researchers regularly participating in the scientific conferences (SER, p20-24). List showing the descriptions of the teachers' achievements and their CVs in the annex 3.3 show that all of the teachers had publications in the leading national and/or international journals in last five years, and one fifth of the teachers go on internships every year. A significant number of them participated in national and international projects.

Relatively small number of professors enters the Erasmus mobility program. On the other hand, the sabbatical policy is quite developed and well implemented, 1/5 of the teaching staff takes up internship every year. Therefore, it is safe to say that professors' mobility and their research results ensure the implementation of recent scientific achievements into the Study Programme.

University offers various courses for the development of the pedagogical competences of the teaching staff. Significant number of the staff has attended the courses in the last 5 years. (SER p29).

In summary, the University and the faculty provide the adequate condition for the professional development for the study program. Generally, the teachers are up to date with the latest scientific achievements in the respective areas.

## *2. Facilities and learning resources*

The Medical Study Programme is mainly implemented in the Faculty of Medicine's Central Campus of the Vilnius University; part of the studies are implemented in the Faculty of Natural Sciences Faculty of Chemistry, Laboratory of the Faculty of Mathematics and Informatics, the hospitals of Vilnius University and all university hospitals in Vilnius. The list of the premises for the implementation of the study programme shows the impressive number of auditoria, rooms, laboratories, simulation rooms, and the learning spaces within the different clinics and hospitals. All these premises and the arrangements between the Faculty of Medicine and the institutions that take part in the implementation of the programme ensure the adequate provision of the Study Programme.

The majority of auditoria and rooms have multimedia equipment, computers, wireless internet accessibility, and some have teleconference equipment. There are also two fully equipped computer classes at the Faculty of Medicine. Laboratory equipment, (SER p 25) is adequate for the provision of the study programme. The faculty has also acquired various simulators with the necessary computer software for clinical studies. Computer software used for the studies is modern and legal. There are 2 computer classes in the Faculty of Medicine.

There are multiple libraries at the students' service, the main one is located in the Faculty of Medicine library with the capacities for almost 3000 users; additionally libraries of the Ministry of Health and the hospital libraries are also available. Also there is electronic remote access provided. The libraries are equipped with the electronic search systems, familiar to the students and academic staff. Library has over 60 000 publications with 2-6000 new publications acquired every year. The online access to scientific journals and databases is ensured. Dormitories have reading rooms, and every room has Internet access.



However, during the study visit it was noticed that the premises for some basic subjects like anatomy or biochemistry might need improvement since the premises and the space are not large enough for the number of students that usually attends the classes.

In summary, the equipment listed in the annex 7 and the SER is abundant, modern and covers all aspects of the study programme. The library room and the number of books is adequate. The Faculty owns adequate digital equipment and software in order to offer online access to most of the learning resources.

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

The adequate rules for the admission of the students are enacted by the Lithuanian Higher Education Institutions Association, and they are publicly announced on the VU site. Competitive grade to state funded places of applicants to the Medical Programme increases every year. The rate of the accepted to applied students is quite low, ranging from 1:6-8 for the state financed students to 1:12-20 for the non-financed ones. While this way the high quality of students and the strict response to the labour market needs is maintained, the programme itself could benefit from the higher acceptance rate.

Student scholarship and support granting is regulated by the university legislature. Students can be granted *state loans* (from state funds) and *state supported loans* (from credit institution funds). Generally, there are three types of additional scholarships available. Students may be granted social scholarships, scholarships for academic achievements or a one-time scholarship for academic achievements.

The Study Programme is funded both from the University and the Faculty level. The funding is mostly adequate. However, additional university and faculty level funding for the professional development of the teachers is recommended. (Site-visit, 06.11.2013).

Information of the studies at the Integrated Study Programme of Medicine are abundantly available, either in electronically derived version at <http://www.aikos.smm.lt/aikos/> or via publications and direct meetings.

The schedule of classes and exercises is publicly available, and the syllabi and assessment system are presented electronically and face-to-face at the beginning of every semester. The examinations are scheduled in advance and publicly announced via University web-site.

The summative assessment of the students is organised in the form of final tests and oral exams. The procedure of the examination is and their results are publicly available. The final exams are organized at the Examination Centre of Vilnius University and involve the application of electronic examination. Final theses are defended and evaluated with the same grade scale as the rest of the examinations. The examinations are usually organised in the individual teacher-to - student manner and no examination commissions are usually formed for that purposes (Site-visit, 06.11.2013).

Formative assessment system is developing and includes multiple testing trials during the semester, evaluation of the presentations and individual student portfolios (SER p31). The students are assessed during the clinical practical classes, seminars and stimulations. (Site-visit on 06.11.2013). There are no specific regulations concerning formative assessment, but its implementation is strongly recommended by the University and the Faculty managements and bodies.

However, during the site-visit meetings both with the teachers and with the students, it was shown that the most of the research and practical work was directed towards individual training and examination, while the group work and its evaluations were paid far less attention in the study process. Therefore, group work and evaluations should be further encouraged.

The dropout rates ranged from 4-5.6% in the last five years (SER, table 11), with the highest dropouts in the first two years of studies. The students have another chance by passing the exams and getting back to studies in the same year.

Outgoing and incoming student mobility via Erasmus Programme is developing and is supported by the VU International Relations Office. The EMSA mobility is high. The mobility is directed mainly toward the EU Universities, while the incoming students came from both non-EU and EU countries. According to the students' statements, there are still sporadic problems regarding the recognition of the ECTS, examinations and achievements during the mobility period, and the International Relations Office should actively prevent and/or solve these problems in order to increase Erasmus mobility. With the workload of more than 14000 individual work and contact hours, most of the students rather opt for local international courses and seminars than going abroad, since their regular studies require permanent learning efforts to be completed in regular time.

There is the significant interest for the Medical studies in Lithuania among the foreign students and the incoming mobility is significant. The courses for the international studies are organised in English, but they also have enough classes in Lithuanian in order to be capable to communicate with patients. There are no significant differences between the courses provided in Lithuanian and English (Site-visit on 06.11.2013). International students are satisfied with the study literature and learning materials. The international students are mostly capable to switch to Lithuanian courses in the second part of the studies, but the interest is not very high since most of them plan to search for the job in the countries they came from. At the same time, during the site-visit, the evaluation team noticed that English level differs among the teachers. The level of English should be standardised and the designed English courses for teachers should be provided in order to reach this aim.

The student support is well organized. Students organizations are active, well-established and organized (SER, p33) and their activities include peer mentoring for the younger students, social and academic issues involvement, applications for social scholarships, academic honesty etc. The information of the studies are provided to the newly accepted students very efficiently, by the Student Representative bodies, Administrative Office of the Faculty and the Medicine Programme Committee and also on the University and Faculty and Students Representations web-sites. The students can contact teachers directly for the information on specific subjects. Moreover, there is Study Communication and Information Centre of the University which constantly provides both individual and group consultations, organizes seminars, presentations, provide information via telephone, e-mails, informational publications, the Internet.

The University offers the possibility for the individually planned studies although the interest for this type of studies is low. There is also an opportunity to repeat certain courses, semester or a whole year, under the procedure enacted by the University. University organizes a Center for psychological support (Psychological innovations and Experimental research teaching centre), for students with psychological problems.

The Career Office works closely in cooperation with the Dean's office and the Departments to provide the information about the employment possibilities and the future career. Vilnius

University Career Centre helps students solve career problems, independently make career-related decisions and successfully realise themselves in a chosen career field.

Career Centre helps students with information about the internship and residency opportunities, however in practice, students choose the institutions and places for internships by themselves, according to their own preferences. The Career Centre should be more active in regards of internships and residencies, since a significant proportion of the students continue to work in these institutions, and the procedure for their selection should be more elaborated, structured and based on the labour market needs and less informal.

There is a special attention and policy directed towards the disabled students (average, there is 5-7 students with disabilities enrolled every school year). The students with disabilities have the opportunity to gain the specific financial support. The teachers think they can improve the accessibility of the courses for the students with disabilities, using modern pedagogical approaches (Site-visit on 06.11.2013).

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

The overall responsibilities for the study programme administration and the quality assurance is well placed, and the procedures are precise. The main stakeholders in management and quality assessment are the Senate of Vilnius University, the Faculty Council the Programme Committee and the Centre for Quality Assurance of the University.

The main part (SER, p35) of the executive functions over the study subjects and the study programme changes lay with the Faculty Senate while the Committee of the Study Programme provide recommendations and write the reports to the Senate. However, the teachers of the Departments also have the opportunity and right to adapt up to 30% of the courses content, based on the insights in the needs for improvement, examination results and formative assessment, making them more efficient in achieving the intended learning outcomes.

The students have the right to suggest changes and developments in the study programme via their Programme Committee and Council and the University Senate representatives. Generally, the students feel respected and supported by their teachers and faculty management. Students' evaluation (surveys) of the Study Programme is done twice a year. Questionnaires are published in electronic system of each student. The results of the surveys may serve for the improvement of the study programme and resolving actual problems in its functioning. However, the students usually do not see the results of their evaluation, and once the results are published it is only at the general, University level. Also, students do not see the immediate effects of their evaluation and suggestions (Site-visit on 06.11.2013). Moreover, the students are not very active in participating in evaluations and in filling in the online questionnaires during their studies. The students have the opportunity to discuss with the teachers directly and also with the vice-deans and make the suggestions, however it is questionable how this non-anonymous system functions with the unfavourable remarks and views students may have about the teachers and/or managements. The introduction of the short term questionnaires after each lecture and practical exercises which could help teachers to further and in short term improve their courses is advisable.

The University implements additional procedures for determination of the inner study quality: student result assessment programme, teacher pedagogical qualification development system, and the quite elaborate system of the quality promotion. The existing inner quality assurance

procedures are effective. However, the intended learning outcomes are neither assessed nor discussed.

The Faculty management established very good cooperation with a number of health, research and educational institutions in Lithuania and abroad, thus improving the quality of the studies, especially in regards of optional courses, clinical practice and research activities.

The programme is also improved by the attestation of academic staff and their meetings with the dean and the students. Social partners are engaged and involved into the quality assurance procedures.

## II. RECOMMENDATIONS

1. Aim of the Study Programme should include scientific research and independent work.
2. It is recommendable that the faculty considers implementation of the good practice of the research universities in Europe and provides more research and practical activities early in the beginning of the studies.
3. The faculty should take more responsibility for promoting both clinical and laboratory based research. The final theses should be written according to international publication procedures and include the Discussion of the Results chapter.
4. More structured practical activities in hospitals should take place, independently of students and teachers individual pro-activity. The size of the groups for the practical training should be reduced to less than 10.
5. There should be more emphasis on the problem based teaching. There should be various means of promoting self-critical learning procedures.
6. The importance of the team work should be further stressed in future definitions of the Study Programme.
7. The feedback from the students and employers should be diversified.

## III. SUMMARY

The programme is based on well-grounded mature academic tradition and the outcomes reflect the scale of knowledge, skills and social activities that are required. Meanwhile, the aim of the study programme should be broadened to include research and independent work.

The aim of the Study Programme should be widened in order to match „independent research or any other work which requires scientific knowledge, analytical abilities to analyse and use it or creative artistic abilities as stated in the General Provisions No IV of the General Requirements of the Master study Programmes. With the completion of master-level studies, graduates should be capable for independent work in medicine and research.

The scope of study is appropriate to achieve outcomes and meet the Lithuanian and European legislation requirements. The learning methodology includes the modern pedagogical approaches.

The learning outcomes of the Study Programme are well defined and comprise all cognitive categories, and also include categories of the psychomotor and affective domains of the Bloom's

taxonomy that are relevant for the area of medicine. Learning outcomes are related to the requirements of the European Qualification Framework, respectively and match the LTQF level 6 and 7 descriptors. Learning outcomes of the courses are defined according to the Study Programme outcomes and the LTQF recommendations. In the majority of courses, the outcomes are measurable.

The contents of the subjects are consistent with the type of the study. Curriculum design of the Faculty of Medicine of Vilnius University is based on the description of the general requirements of integrated studies. The scope of the study programme is 360 credits. The subjects are distributed evenly and in accordance with the legislation. It seems that the theoretical burden in this programme is still high and that it can be modernized. The faculty should consider implementation of the good practice of the research universities in Europe and provide more research and practical activities early in the beginning of the studies.

Hours dedicated to individual work of the study are mostly implemented for learning books and research publications. More structured practical activities in hospitals should take place, independently of students and teachers individual pro-activity. There should be more emphasis on the problem based teaching.

There should be various means of promoting self-critical learning procedures.

Also the modern pedagogical tendencies, like e-learning and blended learning and the use of the simulation rooms are developing at the medical study programme.

Practical classes are organised very well. The students' research is given a high priority during the studies. The topics of the final theses are appropriate for the level of studies. However, research is primarily taking place at the research societies, and the faculty should take more responsibility for promoting both clinical and laboratory based research. Also, the study programmes should improve the student's skills in communication with the scientific community by adopting standards according to the international publication procedures.

The number of teachers and their scientific degrees are in accordance with legal requirements. The workload does not exceed the legal limit. Professors and associate professor make up 59.24% of the teaching staff. Teacher turn-over is adequate for the provision of the Study Programme. All the teachers are active researches, having publications in the leading national and/or international journals. Teachers' mobility and their research results ensure the implementation of recent scientific achievements into the study programme. Significant number of the staff has attended additional pedagogical courses in the last 5 years.

The facilities are modern, large and well equipped and sufficient for the provision of the learning outcomes and scope of the programme with exception of the premises for some basic subjects like anatomy or biochemistry that need improvement.

The learning equipment, libraries, online access to the textbooks, journals and databases are modern and covers all aspects of the study programme. The number of books is adequate. Students are very enthusiastic and keen to studies. The mutual respect between the teachers and students is visible. However, students should be more involved in decision making procedures.

The rules for the admission of the students are enacted by the Lithuanian Higher Education Institutions Association. Student scholarship and support granting is regulated by the university legislature. Information of the studies are abundantly available. The schedule of classes and exercises, syllabi and assessment system are publicly available. The summative assessment of the students is well organized. Formative assessment system is well developing.

Students are not fully familiar with the idea of OSCE examination, however the similar type of examination is provided in some clinics. The team work of students should be further promoted.

Outgoing and incoming student mobility via Erasmus Programme is developing and is supported by the VU International Relations Office. The Study Programme should put the effort to standardize teachers' English level. It is recommended that the faculty and the university dedicate particular funds, for students participation in courses, conferences and workshops abroad, either related to research or clinical training. The International Relations Office should actively prevent and/or solve problems related to the recognition of the studies abroad in order to increase Erasmus mobility. The student support is well organized. The Career Office works closely in cooperation with the Dean's office and the Departments to provide the information about the employment possibilities and the future career. There is a special attention and policy directed towards the disabled.

The overall responsibilities for the study programme administration and the quality assurance are well placed, and the procedures are precise. The teachers have the competencies to improve their courses by adopting their contents and assessment methods in order to improve achievement of the intended learning outcomes. The students have the right to suggest changes and developments in the study programme. The follow up on the management and professors receive from the students should be diversified and encouraged. The introduction of the short term questionnaires after each lecture and practical exercises which could help teachers to further and in short term improve their courses, is advisable

Program is using established methods of management and quality assurance system although the feedback from the students and employers should be diversified. The cooperation with other departments and faculties of the university is well established. Therefore the huge number of optional courses is provided. The programme management should consider the future better integration of international students.

## V. GENERAL ASSESSMENT

The study programme *Medicine* (state code – 601A30001) 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	4
2.	Curriculum design	4
3.	Staff	4
4.	Material resources	4
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>22</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:

Prof. dr. Aleksandar Jovanovic

Grupės nariai:  
Team members:

Prof. dr. Brigitte A. Volk-Zeiher

Prof. dr. Indrikis Muiznieks

Prof. dr. Józef Kobos

Prof. dr. Maris Laan

Dr. Jonas Bartlingas

Delia Gologan

<...>

## V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Medicina* (valstybinis kodas – 601A30001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>22</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)

## IV. SANTRAUKA

Ši programa remiasi gerai pagrįsta ir subrandinta akademinė tradicija; jos rezultatuose atsispindi būtinos žinios, įgūdžiai ir socialinė veikla. O studijų programos tikslą reikėtų išplėsti, įtraukiant į jį mokslinius tyrimus ir savarankišką darbą.

Šios programos tikslas turėtų būti išplėstas, kad atitiktų Magistrantūros studijų programų bendrųjų reikalavimų aprašo 4 nuostatą – pasirengti „savarankiškam mokslo (meno) darbui arba kitam darbui, kuriam atlikti reikia mokslo žinių ir gebėjimo jas analizuoti bei taikyti arba meno kūrimo gebėjimų“. Baigus magistrantūros studijas, absolventai turėtų mokėti savarankiškai dirbti medicinos srityje ir atlikti mokslinius tyrimus.

Studijų apimtis yra pakankama rezultatams pasiekti ir atitinka Lietuvos ir Europos teisės aktų reikalavimus. Studijų metodai apima šiuolaikinius pedagoginius metodus.



Šios programos studijų rezultatai gerai apibrėžti ir apima visas kategorijas pagal Blumo taksonomiją- tiek pažintinę, tiek, psichomotorinę bei emocinę sritis, kurios svarbios medicinos sričiai. Numatomi studijų rezultatai susieti su Europos kvalifikacijų sąrangos reikalavimais ir atitinka Lietuvos kvalifikacijų sandaros (LTKS) 6 ir 7 lygių aprašus. Dalykų studijų rezultatai apibrėžti remiantis šios studijų programos rezultatais ir LTKS rekomendacijomis. Daugelio dalykų studijų rezultatai yra pakankamai išmatuojami.

Dalykų turinys atitinka studijų rūšį.

Šios Vilniaus universiteto Medicinos fakulteto programos sandara yra pagrįsta integruotų studijų bendrųjų reikalavimų aprašu. Studijų programos apimtis – 360 kreditų. Dalykai paskirstyti tolygiai, laikantis teisės aktų reikalavimų. Panašu, kad teorinės šios programos dalies krūvis vis dar didelis; teorinę dalį būtų galima atnaujinti. Fakultetas galėtų apsvarstyti galimybę taikyti Europos mokslinių tyrimų universitetų gerą patirtį ir užtikrinti aktyvesnę mokslo tiriamąją bei praktinę veiklą pačioje studijų pradžioje.

Individualiam darbui skirtas studijų laikas dažniausiai panaudojamas knygoms ir paskelbtiems moksliniams straipsniams skaityti. Ligoninėse atliekama praktika turėtų būti labiau struktūruota, nepriklausomai nuo atskirų studentų ir dėstytojų iniciatyvumo. Daugiau dėmesio turėtų būti skiriama probleminiam mokymui.

Reikėtų taikyti įvairius savikritiško mokymosi metodus.

Įgyvendinant šią medicinos programą taikomos šiuolaikinės pedagogikos priemonės, pavyzdžiui, elektroninis ir mišrus mokymasis, kuriama simuliuojama realybė.

Praktiniai užsiėmimai gerai organizuoti. Daugiausia dėmesio studijų eigoje skiriama studentų moksliniam darbui. Baigiamųjų darbų temos atitinka studijų pakopą. Tačiau moksliniai tyrimai dažniausiai atliekami mokslinėse draugijose; fakultetas turėtų priimti daugiau atsakomybės už klinikinių ir laboratorinių mokslinių tyrimų skatinimą. Be to, studijų programos turėtų didinti studentų bendradarbiavimo su mokslo bendruomene įgūdžius, patvirtinant reikalavimus, atitinkančius tarptautinę publikavimo tvarką.

Dėstytojų skaičius ir jų mokslo laipsniai atitinka teisės aktų reikalavimus. Darbo krūvis neviršija leistinos ribos. Profesoriai ir docentai sudaro 59,24 proc. dėstytojų. Dėstytojų kaita yra tinkama šiai studijų programai įgyvendinti. Visi dėstytojai aktyviai vykdo mokslinius tyrimus, yra paskelbę straipsnių pripažintuose šalies ir (arba) tarptautiniuose žurnaluose. Dėstytojų judumas ir

jų atliktų mokslinių tyrimų rezultatai užtikrina, kad į studijų programą bus įtraukti naujausi mokslo pasiekimai. Per pastaruosius penkerius metus daug darbuotojų lankė papildomus pedagogikos kursus.

Patalpos modernios, didelės, gerai įrengtos ir pakankamos programos turiniui (*apimčiai*) išdėstyti ir numatomiems studijų rezultatams pasiekti, išskyrus skirtas kai kuriems pagrindiniams dalykams, pavyzdžiui, anatomijai ir biochemijai, dėstyti; jas reiktų patobulinti.

Studijoms skirta įranga, bibliotekos, internetinė prieiga prie vadovėlių, žurnalų ir duomenų bazių yra šiuolaikiška ir apima visus studijų programos aspektus. Knygų pakanka.

Studentai entuziastingi ir labai nori studijuoti. Matyti, kad dėstytojai ir studentai gerbia vieni kitus. Tačiau reiktų labiau įtraukti studentus į sprendimų priėmimo procesą.

Priėmimo į studijas taisyklės yra priimtos Lietuvos aukštųjų mokyklų asociacijos. Stipendijų ir paramos studentams teikimo tvarka reglamentuojama universiteto teisės aktais. Informacijos apie studijas gausu, ir ji prieinama. Paskaitų ir pratybų tvarkaraščiai, dalykai ir vertinimo sistema skelbiami viešai. Studentų suminio vertinimo tvarka gera. Formuojamojo vertinimo tvarka sėkmingai tobulinama.

Studentai ne visiškai susipažinę su OSCE egzaminų tipu, nors kai kuriose klinikose panašaus tipo egzaminai jau taikomi.. Turėtų būti toliau skatinamas studentų darbas grupėmis.

Įgyvendinant *Erasmus* programą plėtojamas išvykstamasis ir atvykstamasis studentų judumas, kurį remia VU Tarptautinių ryšių skyrius. Įgyvendinant šią studijų programą turi būti stengiamasi, kad dėstytojai pasiektų reikalaujamą anglų kalbos lygį. Rekomenduojama, kad fakultetas ir universitetas skirtų konkrečių lėšų studentų dalyvavimui užsienyje organizuojamuose kursuose, konferencijose ir seminaruose, susijusiuose su moksliniais tyrimais arba klinikiniu mokymu. Tarptautinių ryšių skyrius turėtų aktyviai vengti problemų, susijusių su studijų užsienyje pripažinimu, arba jas šalinti, kad padidintų tarptautinį judumą. Studentų rėmimo sistema gera. Karjeros centras glaudžiai bendradarbiauja su dekanatu ir katedromis teikdamas informaciją apie įsidarbinimo ir būsimos karjeros galimybes. Neįgaliesiems skiriamas ypatingas dėmesys ir taikoma atskira politika.

Bendra atsakomybė už šios studijų programos administravimą ir jos kokybės užtikrinimą gerai paskirstyta, procedūros tikslios. Dėstytojų kompetencija užtikrina jiems galimybę tobulinti dalykus, pasirinkti jų turinį ir vertinimo metodus, kad būtų lengviau pasiekti numatomus studijų rezultatus. Studentams suteikta teisė siūlyti studijų programos pakeitimus ir patobulinimus. Grįžtamasis ryšys, kurį vadovybė ir dėstytojai gauna iš studentų, turėtų būti skatinamas ir

įvairinamas. Patartina po kiekvienos paskaitos ir pratybų taikyti trumpalaikius klausimynus, kurie galėtų padėti dėstytojams per trumpą laiką patobulinti jų dėstomus dalykus (kursą).

Programoje taikomi pripažinti valdymo metodai ir kokybės užtikrinimo sistema, nors studentų ir darbdavių teikiamą grįžtamąjį ryšį reikėtų įvairinti. Glaudžiai bendradarbiaujama su kitomis universiteto katedromis ir fakultetais. Todėl siūloma daugybė pasirenkamųjų dalykų. Programos vadovybė turėtų apsvarstyti, kaip ateityje į studijas geriau integruoti tarptautinius studentus.

### **III. REKOMENDACIJOS**

1. Į šios studijų programos tikslą reikėtų įtraukti mokslinius tyrimus ir savarankišką darbą.
2. Rekomenduojama, kad fakultetas apsvarstytų galimybę taikyti Europos mokslinių tyrimų universitetų gerą patirtį ir užtikrintų aktyvesnę mokslo tiriamąją bei praktinę veiklą pačioje studijų pradžioje.
3. Fakultetas turėtų prisiimti daugiau atsakomybės už klinikinių ir laboratorinių mokslinių tyrimų skatinimą. Baigiamieji darbai turėtų būti rašomi laikantis tarptautinės publikavimo tvarkos; į juos turėtų būti įtrauktas skyrius „Rezultatų aptarimas“.
4. Ligoninėse atliekama praktika turėtų būti labiau struktūruota, nepriklausomai nuo atskirų studentų ir dėstytojų iniciatyvumo. Kiekvienoje praktinio mokymo grupėje turėtų būti ne daugiau kaip dešimt žmonių.
5. Daugiau dėmesio turėtų būti skiriama probleminiam mokymui. Reikėtų taikyti įvairius savikritiško mokymosi būdus.
6. Būsimoje šios studijos programos apibrėžimuose reikėtų labiau akcentuoti grupinio darbo svarbą.
7. Reikėtų įvairinti studentų ir darbdavių teikiamą grįžtamąjį ryšį.

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