SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
**STUDIJŲ PROGRAMOS *SLAUGA*
VERTINIMO IŠVADOS**

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**EVALUATION REPORT
OF *NURSING*
NEW STUDY PROGRAMME**
at Vilnius University

Experts' team:

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I. INTRODUCTION

The evaluation of new study programmes is based on the Methodology for drafting the descriptions of proposed study programmes and for conducting external evaluation and accreditation thereof, approved by Order No 1-01-157 of 28 November 2011 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) description of new study programme 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 for 5 years. If the programme evaluation is negative such a programme is not accredited.

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

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the description of new study programme and annexes, the following additional documents have been provided by the HEI during and/or after the site-visit:

No.	Name of the document
1	Mapping how the programme meets the European directives (In particular demonstrating the where the clinical practice hours will be achieved). All this should appear in a format of table (1 page approximately).
2	A plan of human resources development which indicates a) the additional human resource required to deliver the programmes (including any new positions which will be created) b) The qualifications and experience required in any new positions c) A plan for the development of suitably qualified nurses to deliver the programme in the longer term.
3	A plan of material resource development, with timescales demonstration the development of sufficient material resources to deliver the programme.
4	Notes and links of evaluation report of Nursing new study programme at Vilnius University; The Description of the intended study programme. Annex 1: Course unit (module) and practice descriptions; Annex 2: Compatibility of the intended programme study outcomes; Annex 3: A plan of material resource development; Annex 4: The list of scientific work; Annex 5: Programme teacher CVs; Annex 6: The data provided in the registration procedure description of…; Annex 7: Clinical placement diary; Annex 8: A list of Teachers; Annex 9: A resource plan for nursing staff; Annex 10: A list of books.

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *25-26 March, 2019.*

1. **Andy Gibbs (team leader),**
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Evaluation coordinator –Eglė Ozolinčiūtė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

There is no mention in the description of the intended study programme of the mission of the school nor explicit linkage to operational objectives of the school. During the site visit, managers explained that the programme was introduced to fill a gap in the local market, to take on extended nursing roles and to complete the multi disciplinary team. The aims of the programme are not yet publicly announced as the programme is not accredited. The aim is "to prepare competent nursing professionals who would have the knowledge and skills of nursing science and practice, and who would be able to expand and develop their professional, leadership, and team-work competencies in order to achieve personal, family, community, and public health". During the meeting with senior management and faculty administration the vision and underpinning philosophy of the nursing programme could not be explained. Whilst team-work is mentioned in the programme aim, there is no further mention in the documents presented.

It was explained that the background to restarting nursing studies at Vilnius University is to address a shortage of nurses in Lithuania. There was no precise market research to estimate the demands for nurses, however a general statement is that there is lack of nurses in Lithuania, as there is worldwide. There was no evidence to suggest that the introduction of a new programme would, in itself, increase the overall numbers of applicants nor graduates in Lithuania. In a limited way, the programme objectives and intended learning outcomes correspond to the mission, operational objectives and/or strategy of the higher education school and this would be illuminated by an underpinning philosophy and approach to nursing, endorsed at faculty level, which would underpin educational approaches and provide a clear nursing focus. Additionally, developing an underpinning philosophy and approach to nursing, endorsed at faculty level, would underpin educational approaches and provide a clear nursing focus.

The teaching staff during the meeting indicated that they have full support from the senior management and faculty administration, although it could not be specified what the nature of this support is.

The programme team and the interviewed staff also could not give consistent answers or explanations to the questions concerning the programme aims and learning outcomes. As the administration officers and programme managers, also the teaching staff did not convincingly indicate that they follow and are aware of latest changes of national nursing legislation and adopt programme in accordance to the newest requirements and guidelines.

In the meeting with social partners they indicated full support for the programme and demonstrated that there was good partnership. The programme objectives are reasonable and

intended learning outcomes are linked to the Vilnius city and region, societal and labour market needs. The health care system in Lithuania suffers from a shortage of nurses already. This demand, according to various forecasts, tends to increase very intensively. Vilnius University has received approval for the nursing program from the Ministry of Health of the Republic of Lithuania No. 30 (01.36-423) 10-667, which being prepared in 30th of January 2019. In the meeting with employers, social partners, head nurses of the institutions, and a delegate from Ministry of Health of the Republic of Lithuania were confirmed about high demand for nurses and nursing studies.

The programme seeks to ensure eligibility for graduated nurses to work in broad practice area and evaluate the nursing needs of different social groups at their working places, schools, homes, health care centres, hospitals, and other health care institutions. There are four main competences in the program: Social skills, Personal skills, Knowledge and its application, Ability to conduct research and Special skills. Each of these have designated specific learning outcomes. The study subject description is clearly described an annotation, purpose of the course unit, course content (names of the subjects, contact work hours and planned learning activities, independent work hours and tasks) related to each module.

The Nursing programme learning outcomes are compatible with each other, however, do not adequately correspond to the content of the entire program and the Lithuanian Medical Norm (MN 28:2011) "Nurse of General Practice. Rights, Duties, Competence and Responsibilities" approved by the Minister of Health of the Republic of Lithuania on 8 June 2011 (Order V-591). Hence students are unnecessarily overloaded by additional modules. The program's modules are orientated towards knowledge which are required for physicians (doctors). For example, Organic chemistry and Biochemistry (5 ECTS); Basics of biomedical physics and radiology (5 ECTS); Microbiology, immunology, and virology (5 ECTS); Pathology (5 ECTS). Consideration of whether modules such as microbiology, immunology, virology and pathology (5 ECTS) are really at the level required by nurses. Furthermore, consideration should be given to whether organic chemistry and biochemistry (5 ECTS) and Basics of biomedical physics and radiology (5 ECTS) contribute anything of utility to the practice of nursing.

The qualification exam at the end of studies is orientated to show students theoretical knowledge is seems unnecessary as the students demonstrate theoretical knowledge through assessment as they progress through the programme. Asking staff in the meeting who responsible for the preparation of Description of New Study Programme Nursing (BA) about the qualification exam theoretical part, they explained that is it a way to show full students competences, the answer was given that it is obligatory by EU guidelines, although such guidelines could not be found. Monitor the number and frequency of summative assessment in the programme to ensure students are not over assessed and that students who have demonstrated competence throughout the programme should not be lost to the profession by failure in a theoretical terminal examination as this would conflict with the aim of the programme.

In summary, advantages:

- the aims and learning outcomes of the Nursing programme have been correctly presented

- The learning outcomes are for suitable for first cycle studies

- of course, it is a national requirement that the programme has more than 6000 hours of student workload in the program whilst it is necessity only to have 4600 according to the EU Directives

Disadvantages:

- the additional 1400 hours' study has no demonstrable added value to the profession.

- there is a lack of vision and underpinning philosophy for nursing at faculty level to more clearly demonstrate linkages to the mission of the school and contemporary developments in the profession
- the stated aim is to produce more nursing graduates for the region, the structure of the programme with superfluous non discipline related knowledge and over assessment, introduces obstacles which are not related to the needs of the discipline.

2.2. Curriculum design

The curriculum design of The Bachelor of Nursing Degree programme fails to meet requirements for first level study programs. According to Directive 2103/55/EU of the European Parliament and of the council of 20th November 2013 amending Directive 2005/36/EC on the Recognition of Professional Qualifications and Regulation (EU) "Clinical training is that part of nurse training in which trainee nurses learn, as part of a team and in direct contact with a healthy or sick individual and/or community, to organize, dispense and evaluate the required comprehensive nursing care….". The programme team were asked on three occasions to provide information on students direct practical training, each time the information provided failed to satisfy the review team. Practical training takes place in simulation rooms in addition to the statutory hours required in health care settings at patient's bedside.

The final document provided figures as indicated below:

	ECTC	The student's full workload	Practice hours	Contacts work hours	Independent work hours
Introduction to professional practice	5	144	90	96	48
General nursing and practice	10	288	176	188	100
The practice of therapeutic nursing	10	288	180	188	100
The practice of surgical nursing	10	288	180	188	100
Midwifery, gynaecological nursing practice	5	142	84	94	48
The practice of community, home, and palliative nursing	5	142	84	94	48
The practice of child nursing	10	288	180	188	100
The practice of mental health nursing	5	142	86	94	48

The practice of geriatric nursing and nursing of the disabled	5	142	86	94	48
The practice of anaesthesia and intensive nursing	5	142	86	94	48
Professional clinical practice I	30	728	592	648	80
Professional clinical practice II	20	494	436	446	48
TOTAL:		**3228**	**2260**	2412	816

The student's full practice workload is 3228 hours which included 2412 contact hours and 816 independent work hours (Student completes the practice diary (report) where they should describe the activities of each week according to the form provided, indicates the number of performed and monitored nursing procedures in the different practice section, provides comments and suggestions). These 3228 hours consist of 2260 practice hours (excluding students independent work) in training which will take place in hospitals and other health institutions and in the community plus. The minimum number of clinical training hours designated by EU Directives are 2300. The evidence provided fails to demonstrate that this is achieved. The programme team should provide evidence which confirms that the programme meets the requirements of Directive 2103/55/EU of the European Parliament and of the council of 20th November 2013 amending Directive 2005/36/EC on the Recognition of Professional Qualifications and Regulation (EU)

Additionally, there are some errors in special legislation:

1). At point 8 (page 16) is written error –MN 28:2018. Valid legislation is: Lithuanian Medical Norm MN 28:2011 "Nurse of General Practice. Rights, Duties, Competence and Responsibilities" approved by the Minister of Health of the Republic of Lithuania on 8 June 2011 (Order V-591).

2). At point 14 (page 16) invalid legislation MN 93:2001. Valid legislation is: Lithuanian Medical Norm MN 93:2018 "Operation Nurse. Practice. Rights, Duties, Competence and Responsibilities" approved by the Minister of Health of the Republic of Lithuania on 3 September 2018 (Order V-973).

The volume of the program has 240 credits appropriately distributed in 4-year period of studies. Topics are not repeated, the modules are arranged consistently, following the principle that the modules of basic biomedical sciences are mastered from the modules of the study field, and then gradually moved to the nursing modules. In parallel, the generic competences necessary for the nurse are acquired.

The first year of the studies are mainly other than nursing studies which does not support the development of students nursing identity or growing to the nursing profession. In general, the curriculum is quite medically focused: Organic chemistry and Biochemistry (5 ECTS); Basics of biomedical physics and radiology (5 ECTS); Microbiology, immunology, and virology (5 ECTS); Pathology (5 ECTS). The program module "Basics of biomedical physics and radiology" (5 ECTS) is given for students' broader opportunities to acquire knowledge and skills than

defined in the Lithuanian Medical Norm MN 28:2011 "Nurse of General Practice. Rights, Duties, Competence and Responsibilities" approved by the Minister of Health of the Republic of Lithuania on 8 June 2011 (Order V-591), but that knowledge is required for radiology technologist, not nurses. At the meeting with teaching staff they confirmed that this module seeks to develop a better understanding of the radiology process, patient preparation and safety in radiology theatre, however these competences are for radiology technologist and for nursing first year student and also in nursing practice the knowledge is largely redundant.

At the curriculum design the Laboratory and / or clinical skill formation sessions will take place in small groups or subgroups during exercise and laboratory work. Nursing special classes analyse clinical nursing situations, discuss patient health assessment issues, individual nursing needs, nursing plans. During the practical work students work in small groups (up to 12 students). The experts visited the skills laboratories which have been established at the Department of Nursing at the Institute of Health Sciences of the Faculty of Medicine and saw a laboratory equipped only with the one woman and man dummy for bladder catheterization which is not enough to practice and develop the clinical skills and competencies in 12 students group in advance. Other equipment which needed to learn nursing procedures and techniques need to renew and to gain for a better access of the clinical skills. Also, in the prospective plan about learning resources plan which presented in Appendix 3, Vilnius University is planned to update the dummies and supplement the number of mulches, as well as to acquire new simulators for organizing educational scenarios and development of pact-clinical competences.

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

Must do actions

The programme has failed to provide evidence that it meets the requirements of EU Directives, in terms of the number of hours of clinical practice.

Ensure the programme meets the requirements of Directive 2103/55/EU of the European Parliament and of the council of 20th November 2013 amending Directive 2005/36/EC on the Recognition of Professional Qualifications and Regulation (EU)

This can be evidenced by production of a revised plan demonstrating the possibility for students to achieve the correct number of clinical training hours. A plan demonstrating the availability and flow of students in clinical practice and indicating where and when the clinical training hours will be achieved should be provided.

Response to must do actions

The university provided a revised schedule indicating where clinical experience would be gained, how many hours practice would be undertaken and how the requirements of Directive 2103/55/EU of the European Parliament and of the council of 20th November 2013 amending Directive 2005/36/EC on the Recognition of Professional Qualifications and Regulation (EU) would be met.

The figures provided by VU reflect that the requirements of EU Directives are met. These are the third set of figures provided and the first to demonstrate that the requirements are met. Whilst the panel accepts these figures at face value, subsequent reviews should examine student records to

ensure that the hours indicated are actually achieved. To this extent the university has responded effectively to the must do actions.

In summary, advantages:

- the volume of the programme has 240 credits which are appropriately distributed in 4-year period of studies.
- topics are not repeated, the modules are arranged consistently
- the generic competences necessary for the nurse are acquired
- the subjects are organised in a consistent sequence and are not duplicated

Disadvantages:

- the curriculum design of The Bachelor of Nursing Degree programme fails to meet requirements for first level study programs
- there are errors in the annotation of legal requirements
- many studies are focussed on non-discipline related issues
- facilities do not facilitate group work

2.3. Teaching staff

Staff meets legal requirements as proved in the report, p.36, Table 7 - 50% of teachers must have a scientific degree, at least 50 percent of the volume of study field subjects in first-cycle university nursing, midwifery curricula must be taught by researchers holding a PhD, the teachers of Nursing and Midwifery subjects must have at least an MA degree etc. There are adequate qualifications of the staff in general and the number of staff is overall adequate. Teachers produce a lot of publications (Annex 4). There is teaching staff involvement in the research at the field of nursing. They do have nursing research projects and they also do research on other fields, relevant for nursing profession (page 38, Table 9).

However the outcomes of the study are based on nursing profession and in the list of teachers, there are few staff with nursing education (13 out of 43 in Annex 5). Currently just one employed professor of nursing. Because of the lack of the nursing staff, there is a danger not to have people if some of the teachers leaves and teaching staff turnover should be addressed.

In terms of enabling teaching staff professional development, they have university rules for renewing the teacher 's title and criteria for academic advancement, however just having standards is not enough. Faculty does not do enough to promote professional development. At the visit it was told that faculty enables visits at the conferences abroad and financial stimulates publishing in journals with high impact factor, however this was not confirmed to be the rule when discussing professional development strategies with teachers.

The staff meets legal requirements, but we would suggest implementing the structure during the next four study years in favour of the profession that this study program is developed for. There should be more nurses educating nursing students. With current structure of staff it would be difficult to meet the outcomes of the program as set in the proposal. It is also not sufficient to address the issue of staff turnover. The existing staff is currently involved in teaching at other

programs, their workload will be even higher when the nursing programs start, therefore, the management needs to consider employment of nursing teachers before the realisation of the study activity. They encourage the nurses to study PhD at the University of Turku. We suggest stimulating the PhD students with the scholarships in order to finish the PhD study and stay/return to work at the faculty. The review team asked for the development plan for nursing personnel, with dates and budget. A paper with these headings was provided but indicated neither budget nor timescales. We would like to see a developed resource plan for nursing staff that will be realised in the next four years.

The second issue is professional development of the staff. They do have at university level criteria for renewal of the teachers' titles and necessary preconditions to achieve academic titles, however just having standards does not predispose help from the management. We suggest the management to build more precise individual plans for professional development of nurses who will be teaching at the proposed study program, with exact strategies to promote their professional development (bursaries for publications in IF journals, possibilities for supporting active participation on international scientific conferences, scholarships etc.).

In summary, advantages:

- adequate qualifications of the staff in general and the number of staff is overall adequate

- there is teaching staff involvement in the research at the field of nursing

- university rules for renewing the teacher 's title and criteria for academic advancement

Disadvantages:

- outcomes of the study are based on nursing profession and in the list of teachers, there are few staff with nursing education

- faculty does not promote nursing professional development

- staff workload is unclear and specific provision to free up time for contribution to the programme was not evident

2.4. Facilities and learning resources

There are adequate premises for studies both quality and quantity. They have enough lecture rooms different sizes (Annex 3). Simulation rooms are currently in different locations, some in the school, some at the hospitals. In 2022 there will be a new simulation lab. The review team considered whether there were adequate arrangements for clinical practice. The SER reported that they have guaranteed clinical placements (p. 40) Also social partners confirmed their will to be involved in the education of the future students.

Central library is modern and students have the opportunity to use computers. At the moment of visit of the central library, the nursing books were transferred from centre of the city, therefore we were not able to see them, but we were provided with a list of them. Those which are ordered were on the separate list, however they have ordered just one of each, presumably for teachers only, in any case an inadequate number for the student body.

Central library is very far. We were told at the visit that students can use databases from home to assess periodicals. They have mainly medical databases but do report using also CINAHL and ERIC. Computers were only offered in central library, no computer room at the faculty, suggesting that it is a necessity for students to have own computers.

The faculty library is poorly stocked with nursing books. Some books at the faculty labs are 40 years old. In the library at the school there is only few books from the field of nursing. Some of them in the labs are old and should be moved away – otherwise students might think that they are suggested by the teachers.

In terms of adequate teaching and learning equipment (computers, laboratories), laboratories at the faculty are poorly equipped. Manikins are old and tired. The simulators at the clinics are better, especially for the field of neonatology and midwifery, other fields averagely.

The review team asked for the development plan for learning facilities, with dates and budget. A paper with these headings was provided but indicated neither budget nor timescales.

Clinical settings are far from school. Any adjustment to either the numbers of students or hours of clinical placements for students would require a review of the adequacy of placements.

There should be more copies of relevant new books available for students at site (in laboratories). Students would also benefit of a place where they could study, equipped with computers. The collection of simulators at the faculty be renewed and hopefully with the simulation centre in the 2022 the possibilities for simulations will be improved.

In summary, advantages:
- there are adequate premises for studies both quality and quantity
- central library is modern and students have the opportunity to use computers
- social partners confirmed their will to be involved in the education of the future students.
- students can use databases from home

Disadvantages:
- the faculty library is poorly stocked with nursing books.
- laboratories at the faculty are poorly equipped
- copies of relevant new books available for students at site
- the collection of simulators at the faculty be renewed

2.5. Study process and students' performance assessment

The admission of students to the first cycle of Nursing studies is organised by LAMA BPO – Association for General Admission organisation. A website http://bakalauras.lamabpo.lt/ is provided. The admission to Lithuanian HEI is determined by the entrance score which is obtained by the weighting factor of the school leaving exams and / or A level yearly mark evaluation as well as additional points. The entrance score to the first cycle Nursing study programme is also obtained by the result of the primary subject (biology, weighting factor 0.4) of the comprehensive school, leaving examination, also by the result of the secondary subject (chemistry or mathematics, weighting factor 0.2) of the comprehensive school leaving

examination or an A-level yearly score. The result of the tertiary subject (any subject not matching the others, weighting factor 0.2) of the comprehensive school leaving examination or an A-level yearly score and the result of the Lithuanian language and literature of the comprehensive school leaving examination (weighting factor 0.2).

According to the documents during the first class, each SP academic staff member shall introduce the syllabus of the course (module) by focusing on its aim, learning outcomes, content, study and assessment methods as well as assessment strategy. Even though explanation of the particular module is given, the explanation given in meetings was more detailed, for example assessment methods. Care should be taken to ensure that assessment methods are consistently communicated to students both orally and in writing.

At the end of the semester, during the examination session, the students are assessed. As discussed, teaching staff gave variety of assessment methods, even though the system of assessing students is clear and public, the amount of the assessments should be reviewed and possibly decreased considering the students workload during semester. According to the program, a variety of teaching / learning methods will be used depending on the module taught and the needs of the students. Applied classical methods: lectures, seminars, exercises, laboratory works. However, within the modules, teachers plan to apply innovative collaborative methods: transformation, interpretation, and simulation. Innovative interactive engaging methods are also applied, using information technologies, creating scenarios where students perform roles in simulation environments with mannequins and mulches, learn to work with team-nurses and other health care professionals (doctors, nursing assistants, etc.).

Although many learning and teaching methods were proposed during discussion, the system of those methods should be re-organised according to study program hours. In order to ensure the students' active work and objective academic progress assessment during the studies, the majority of subjects apply cumulative assessment (when at the end of a semester the summative assessment is presented according to the predetermined weight for specific tasks). The summative assessment method (oral questioning, written tests, presentations, case analyses, projects (individual or in group), papers, discussions, critical review of a scientific publication, etc.) helps evaluate the tasks the students performed during the semester as well as the knowledge and skills they acquired.

The studies of all subject's end with an examination or final test, and the exams can be both oral or written. During the examination, student knowledge is evaluated in marks from 1 (very bad) to10 (excellent). It is important that the assessment is objective, professional, and relies on the acquired knowledge on the assessment and examination. During meetings, staff indicated that a variety of assessment methods would be used. Even though staff responsible for the preparation of description of new study programme mentioned that students will be provided conditions to take part in mobility programmes, no information about that was found. This should be added into the description of study programme and be visible as student's mobility is very important for their development in general.

All in all to maintain satisfactory levels fair learning environment should be provided. The employer and employment expectations are met by this programme, and even though the demand of nursing is getting bigger due to the demographic situation, increasing number of senior people, and decreasing number of young people pursuing a career in nursing.

In summary, advantages:

- admission requirements are clear

- study requirements will be explained clearly to students
- a variety of teaching and learning approaches are envisioned

Disadvantages:

- over assessment of students
- no provision for mobility or internationalisation experience

2.6. Programme management

The responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

The description of programme management in the SER is substantially the generic Vilnius University regulations, implemented as part of the internal quality assurance system with two additional paragraphs expressing a desire to involve stakeholders. This is understandable to a large extent as the programme is not yet operational. In discussion, during various meetings it is evident that the VU IQA system is robust enough to collect appropriate, relevant data and information. A programme committee is appointed and the responsibilities within that are clear. There is a plan to involve stakeholders in delivery, assessment and membership of relevant programme committees. There is also a plan to involve students in international projects. For each of these topics a formal plan does not exist and these should be created. In terms of international projects, this would be welcomed as the level of internationalisation in the programme is negligible, which given the need to develop the discipline, is essential for both staff and students, possibly benchmarking against other EU nursing programmes.

There is no mention in the description of the study programme , and no elaboration could be given in meetings, as to how the programme will monitor and ensure that students will meet the requirements of EU regulations in terms of both the numbers of hours a student will achieve in theory and practice and also in which specific sub sets of practice.

The university has robust systems for managing internal quality assurance however there needs to be development of programme specific measures and systems to ensure that nurses actually achieve the requirements of legislation such as the EU Directives. Additionally, the aspirations to include stakeholders will become more realistic by developing, rather than mentioning, a plan. Information is not, as yet, publicly available.

The programme document contained numerous easily correctable errors and the programme team responded to every recommendation at the factual check stage of this report. This indicates a weak internal quality assurance system, which fails to detect errors and omissions and addresses issues without deliberation or due process.

Must Do Actions

It should be demonstrated how the programme team will develop systems to ensure that nurses actually achieve the requirements of legislation such as the EU Directives.

This can be evidenced by policies, procedures or protocols on the recording of clinical practice hours and how to manage deficits.

Response to must do actions

The university provided a diary for completion by students, demonstrating that they had met the required number of hours. The diary provides "checks and balances" in that it is signed by the student and countersigned by university and clinical placement staff. The diary would be improved by the addition of a protocol which explains the definition of clinical placement hours and how to record them accurately. Overall the information provided by VU offers reassurance that programme hours will be monitored and recorded in line with EU Directives.

In summary, advantages:
- robust university IQA system

Disadvantages:
- no system to monitor and ensure achievement of legal requirements
- no clear plan to involve stakeholders
- weak programme IQA

III. RECOMMENDATIONS

Programme aims and learning outcomes

- Develop a vision for the development of a nursing discipline within the faculty, endorsed by faculty
- Develop an underpinning philosophy and approach to nursing, endorsed at faculty level, which would underpin educational approaches and provide a clear nursing focus
- Consider whether modules such as microbiology, immunology, virology and pathology (5 ECTS) are really at the level required by nurses. Consider whether organic chemistry and biochemistry (5 ECTS) and Basics of biomedical physics and radiology (5 ECTS) contribute anything of utility to the practice of nursing
- Ensure all learning outcomes are compatible with each other and correspond adequately to the content of the entire program and Lithuanian Medical Norm MN 28:2011 "Nurse of General Practice. Rights, Duties, Competence and Responsibilities" approved by the Minister of Health of the Republic of Lithuania on 8 June 2011 (Order V-591)
- Monitor the number and frequency of summative assessment in the programme to ensure students are not over assessed
- Consider how to manage students who pass all summative assessments but fail the final examination and reflect on whether the current approach is compatible with the stated aim of introducing more competent nurses into the health care system

Curriculum design

- Ensure the programme meets the requirements of Directive 2103/55/EU of the European Parliament and of the council of 20th November 2013 amending Directive 2005/36/EC on the Recognition of Professional Qualifications and Regulation (EU)
- Correct errors in the annotation of nursing legislation
- To focus study curriculum design only at General Nursing theoretical knowledge, learning methods, oriented towards developing students' creativity, general and specific competences are defined in the Lithuanian Medical Norm MN 28:2011 "Nurse of

General Practice. Rights, Duties, Competence and Responsibilities" approved by the Minister of Health of the Republic of Lithuania on 8 June 2011 (Order V-591)
- Ensure the curriculum is not padded out with superfluous courses and has a nursing focus

Teaching staff

- Develop more precise individual plans for professional development of nurses who will be teaching at the proposed study program, with exact strategies to promote their professional development
- Stimulating the PhD students with the scholarships in order to finish the PhD study and stay/return to work at the faculty

Facilities and learning resources

- Provide more nursing books for students in the faculty library. There should be more copies of relevant new books available for students at site (in laboratories).
- Students would also benefit of a place where they could study, equipped with computers
- The collection of simulators at the faculty be renewed and expanded within a three-year period. Currently the are just about adequate.

Study process and students' performance assessment

- Provide mobility experience for students
- Generally, internationalise the programme
- Ensure that assessment performance is related to student performance rather than the inadequacy of equipment

Programme management

- Develop systems which monitor programme issues which are specific to nursing
- Develop systems to ensure that nurses actually achieve the requirements of legislation such as the EU Directives
- Ensure that the aspirations to include stakeholders are realised by developing, rather than mentioning, a plan

IV. GENERAL ASSESSMENT

The study programme *Nursing* at Vilnius University 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	2
2.	Curriculum design	3
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**16**

*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: Andy Gibbs

Team leader:

Grupės nariai: Polona Mivšek

Team members: Andželika Zavackienė

Ringailė Mikutytė