



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

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**EVALUATION REPORT**  
**STUDY FIELD of MEDICAL TECHNOLOGY**  
at Klaipėda University

**Expert panel:**

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## Study Field Data

Title of the study programme	<b>Radiology</b>
State code	6121GX016
Type of studies	University studies
Cycle of studies	First cycle
Mode of study and duration (in years)	Full time (3,5 years)
Credit volume	210
Qualification degree and (or) professional qualification	Bachelor of Health Sciences
Language of instruction	Lithuanian
Minimum education required	Secondary education
Registration date of the study programme	31/05/2013

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## I. INTRODUCTION

### 1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluation of study fields is based on the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) 31 December 2019 Order [No. V-149](#).

The evaluation is intended to help higher education institutions to constantly improve their study process and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report (SER) prepared by Higher Education Institution (HEI)*; 2) *site visit of the expert panel to the HEI*; 3) *production of the external evaluation report (EER) by the expert panel and its publication*; 4) *follow-up activities*.

On the basis of this external evaluation report of the study field SKVC takes a decision to accredit study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas is evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of evaluation areas is evaluated as unsatisfactory (1 point).

### 1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure as approved by the Director of Centre for Quality Assessment in Higher Education on 31 December 2019 [Order No. V-149](#). The site visit to the HEI was conducted by the panel on *20 December, 2021*. Due to the coronavirus pandemic, the site visit was conducted online using video conferencing tools (Zoom).

**Prof. Dr. Dalia Giedrimienė (panel chairperson)**, *Professor of Biology and Pharmaceutical Sciences, School of Arts, Sciences, Business and Education, University of Saint Joseph (West Hartford), USA;*

**Assoc. Prof. Dr. Peeter Ross**, *Associate Professor at the Department of Health Technologies, School of Information Technologies, Tallinn University of Technology, Estonia;*

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**Dr. George Kolostoumpis**, *Researcher at “Stelar Security Technology Law Research UG”, Hamburg, Germany;*

**Ms. Giedrė Kvedaravičienė**, *Innovation Development Manager at the Center for Innovative Medicine and a Co-Founder of “Biostartas” LTD, Lithuania;*

**Ms. Eivilė Šopagaitė**, *3rd year student of General Practice Nursing at Klaipėda State University of Applied Sciences, Lithuania.*

### 1.3. GENERAL INFORMATION

The documentation submitted by the HEI follows the outline recommended by SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before the site visit:

No.	Name of the document
1.	Examples of final theses of study programme Radiology graduates 2018-2021
2.	Description of the Procedure for Organizing Feedback on Studies at Klaipėda University approved by Rector's Order No. 1-041 of November 20, 2019 (only Lithuanian)
3.	Visual presentation of learning facilities and equipment (16 December, 2021)

### 1.4. BACKGROUND OF THE STUDY FIELD/STUDY FIELD POSITION/STATUS AND SIGNIFICANCE IN THE HEI

The Radiology study programme in the field of Medical Technology is offered at Klaipėda University as a first cycle study programme. The programme was launched in 2013.

The Radiology study programme is implemented at the Faculty of Health Sciences, which has 6 departments: Department of Holistic Medicine and Rehabilitation, Department of Sport, Recreation and Tourism, Department of Medical Technologies (MTK), Department of Nursing, Department of Social Work, Department of Public Health and Centre for Health Research and Innovation Science.

The Department of Medical Technologies (MTK) of the KU Faculty of Health Sciences (SvMF) is directly responsible for the implementation of the Radiology study programme with the human and material support from other departments of the Faculty of Health Sciences (departments of Nursing, Public Health, Holistic Medicine and Rehabilitation).

The specialists with a university degree of Radiology Technologist in Lithuania are trained only at the Department of Medical Technologies of Klaipėda University. The requirement for choosing the study programme is secondary education of the applicant. After graduation, bachelors of the programme can work in Klaipėda, Lithuanian or foreign companies. They can also continue their studies in Master's degree study programmes and can pursue pedagogical / scientific work at Klaipėda University.

## II. GENERAL ASSESSMENT

*Medical Technology* study field and *first cycle* at Klaipėda University is given **positive** evaluation.

*Study field and cycle assessment in points by evaluation areas*

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	2
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	2
5.	Teaching staff	3
6.	Learning facilities and resources	3
7.	Study quality management and public information	2
	<b>Total:</b>	<b>18</b>

\*1 (unsatisfactory) - the area does not meet the minimum requirements, there are fundamental shortcomings that prevent the implementation of the field studies.

2 (satisfactory) - the area meets the minimum requirements, and there are fundamental shortcomings that need to be eliminated.

3 (good) - the area is being developed systematically, without any fundamental shortcomings.

4 (very good) - the area is evaluated very well in the national context and internationally, without any shortcomings;

5 (excellent) - the area is evaluated exceptionally well in the national context and internationally.

### III. STUDY FIELD ANALYSIS

#### 3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

*Study aims, outcomes and content shall be assessed in accordance with the following indicators:*

*3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market*

*Factual situation.* In the Medical Technology study field, Klaipėda University provides a first cycle university bachelor study programme Radiology, which aims to train radiology technologists - medical specialists, providing them with education in medical technology to be able to work with medical sources of ionising and non-ionising radiation and auxiliary equipment related to medical exposure of persons: <...>, ensuring the quality of medical radiological procedures performed and ensuring the radiation safety of patients and other persons (SER, Annex 2).

According to SER (p. 7), there is a large number of health care service providers in Klaipėda region (more than 40 inpatient treatment institutions and 21 major hospitals), where Radiology technologists are in high demand. Moreover, employers also expressed the constant need for such specialists during the site visit. The aims and learning outcomes of the study program Radiology conforms to the needs of society and the labour market.

The aims and learning outcomes are defined in terms of both the academic content and scientific and professional requirements for a university bachelor in health sciences.

*Expert judgement.* In general, the aims and learning outcomes of the Radiology study programme conform with the needs of society and the labour market.

*3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI*

*Factual situation.* The aim of the Radiology study programme is: “to train highly qualified radiology technologists in the field of first cycle medical technology - medical specialist, providing them with education in medical technology to be able to work with medical sources of ionising and non-ionising radiation and auxiliary equipment related to medical exposure of persons: X-ray diagnostic, computer and magnetic resonance imaging, angiography, nuclear diagnostics, radiation therapy and ultrasound equipment to be able to perform medical radiological procedures, ensuring the quality of medical radiological procedures performed and ensuring the radiation safety of patients and other persons. The acquired knowledge and skills of the Radiology Technologist would be able to combine with the basics of health and management, would be able to communicate with the environment of specialists and non-specialists; understand the impact and importance of radiological diagnostics on the development of society; have developed the ability to learn independently to maintain their professional competence through lifelong learning” (SER, p. 9 and Annex 2).

The aim of the study program is in line with the goals of Klaipėda University (SER, p. 8, section 22): "develop future specialists and creative personalities in agreement with advanced scientific research; develop scientific research of the international level, promote scientific progress and cultural education of the society; provide the highest level of research and scientific experimental development services, increase the University contribution to the sustainable development of the maritime sector, region and country" (SER, p. 8).

*Expert judgement.* In general, the aim of the study programme and the study field is in line with the goals of Klaipėda University.

### *3.1.3. Evaluation of the compliance of the field and cycle study programme with legal requirements*

*Factual situation.* The volume of the Radiology study programme is 210 credits, while the scope of the full time study is 30 credits per semester (total 7 semesters). 152 credits are used to accomplish the study field aims. 25 credits are allocated for practical activities, 15 credits for final thesis. The volume of individual work for each study unit is no less than 30%. 60% of teaching staff hold doctoral degrees.

*Expert judgement.* First cycle study programme Radiology is in compliance with the legal requirements.

### *3.1.4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes*

*Factual situation.* Learning outcomes of Radiology study programme are expressed in five categories following the descriptor of Medical Technology study field, i.e. Knowledge and its application, Ability to exercise research, Special abilities, Social abilities and Personal abilities. Intended study outcomes are described in 27 separate learning outcomes.

There is a balanced mixture of teaching and learning methods that are used to deliver the courses which are appropriate for achieving the desired learning outcomes such as lectures, practice, laboratory work and projects (applied and research oriented). Assessment is also based on a mixture of practice, individual or team projects, case studies, presentations and examinations which is appropriate.

*Expert judgement.* The teaching/learning and assessment methods are compatible with the aims and learning outcomes of the field and cycle of the study programmes.

The list of learning outcomes could also be shortened by defining 2-3 learning outcomes per competence group, and not from 4 to 7 per competence group as it is now, as some repetition is present. For example, "Ability to independently collect, analyse and interpret the necessary professional and research information in databases and other information sources" and "Ability to select and apply analytical methods in the chosen field of radiology studies" have the same meaning in essence. Or "Ability to select and apply necessary equipment in medical technology <...>" and "Ability to independently choose technological, organisational, and methodological tools <...>" have the same meaning also.



Moreover, the description of learning outcomes should be refined by expressing them in terms of what the students are able to do after graduation, i.e. avoiding formulations like “have knowledge”, “ability”, etc.

### *3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students*

*Factual situation.* In the Radiology study programme, the order of study subjects is logical, starting with the fundamentals of anatomy and physiology, general science subjects, medical physics and similar. 1st year of studies provides necessary knowledge for the student to develop basic knowledge and cognitive skills. In the 2nd and 3rd year of study, students are provided with courses intended to develop special skills needed for the profession. Three practices during 4th, 5th and 6th semesters are performed. Undergraduate thesis is carried out and defended during the 7th semester.

It should be noticed that the study programme is university level, but mainly focuses on providing technician radiologist level knowledge and comprehension only. Although students are introduced to techniques, technologies and innovations related to each study module, however, awareness and comprehension of major technologies in radiology and closer familiarisation with the advancement of relevant digital health trends and applications could be enhanced.

*Expert judgement.* The totality and sequence of the study subjects, including the internship and final thesis, enable the student to develop the competences required of a graduate of medical technology study field bachelor studies.

However, allocating 6 credits for professional foreign language seems a bit excessive, as some of these credits could be invested in providing more advanced courses covering modern trends in IT and radiology, and more practice (based on feedback from the alumni during the site visit).

### *3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes*

*Factual situation.* Radiology study programme students have the opportunities to personalise the structure of their programme by freely selecting up to two “elective general education subjects” (of 3 credits each; total 6 credits for freely elective courses in the programme). Students can choose one or two elective subjects from the list of 7 provided by the study programme.

Other opportunities for personalisation are: students can design their own individual study plan by choosing foreign language, possibility to include more or less subjects in semester, participation in mobility program, additional internships not provided in the study plan, personal choice of internship venue, choosing the topic for final thesis, complete studies in a shorted study period.

*Expert judgement.* Study programme provide students with different possibilities to individualise their studies. The ability for personalization of the study programme by free choice of up to two subjects, 3 credits per each subject, total 6 credits, is a good example.

### *3.1.7. Evaluation of compliance of final theses with the field and cycle requirements*

*Factual situation.* According to the list of final projects presented, the topics presented for the first cycle studies are all for the area of Medical Technology and most of them are related to the solution of particular problems in Radiology and application of different imaging modalities.

*Expert judgement.* Final works of the Radiology study programme are relevant topics in the Medical Technology field and closely linked to practical work. The final thesis contents (based on provided by few examples) comply with thesis requirements for the first study cycle.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Study programme conforms to the needs of society and the labour market. It is unique in terms that it is the only university-level radiology study programme in Lithuania, and it has potential to grow.
2. Study programme provides different possibilities to individualise studies for the students. Having allocated up to 6 credits for freely chosen courses is an example of good practice providing broader education and ensuring life-long learning.

#### ***(2) Weaknesses:***

1. Description of learning outcomes should be refined by expressing them in terms of what the students are able to do after graduation, i.e. avoiding formulations like “have knowledge”, “ability”, etc.
2. The list of learning outcomes could also be shortened by defining 2-3 learning outcomes per competence group, and not from 4 to 7 per competence group as it is now, as some repetition is present. For example, “Ability to independently collect, analyse and interpret the necessary professional and research information in databases and other information sources” and “Ability to select and apply analytical methods in the chosen field of radiology studies” have the same meaning in essence. Or “Ability to select and apply necessary equipment in medical technology <...>” and “Ability to independently choose technological, organisational, and methodological tools <...>” have the same meaning also.
3. The curriculum design could be improved also, as some of the credits for Professional Foreign Language courses could be invested in providing more advanced courses covering modern trends in IT and radiology, and more practice.

### 3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

*Links between science (art) and study activities shall be assessed in accordance with the following indicators:*

#### *3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study*

*Factual situation.* The research is conducted in the area of Medicine and Health Sciences (M 000) in the study field of Medical Technology (G09). The latest research directions were approved by the University Senate resolution No. 11-70 of June 18, 2020 “On the approval of strategic research directions of Klaipeda University”. The field of radiology corresponds to the university’s strategy scientific direction “Towards Sustainable Health and Welfare”. In this direction, the university researchers focus on advanced imaging methods, efficiency, and optimality of the use of medical technology, patient assessment and decision-making methods, product sustainability, functionality, safety, compliance with the circular economy and standards. In the period of 2016-2020, scientists and pedagogical staff were working on the implementation of 6 research and 2 research and development projects. However, most of the projects include several specialties which made those projects only partly relevant to the study field. The research mostly involves the development and application of medical technologies, and process analysis in the development of modern smart medical technologies.

The self-evaluation review explains that study programme teachers participate in the implementation of scientific projects, development of innovative devices, evaluation of the quality of radio-diagnostic imaging and evaluation of the influence, impact and use of electromagnetic fields in biomedical research and designed devices. As a result of this scientific work, more than 20 scientific articles (Scopus indexed) were published, out of which more than 30% were published in international scientific journals. As an area of improvement, the number of international articles needs improvement. In 2016-2020, researchers teaching in the study programme Radiology participated in eight international conferences and virtual trainings. Also, this number needs improvement.

*Expert judgement.* The number of scientific articles published in international peer-reviewed journals is relatively low. Also, the participation in international scientific meetings needs improvement. There is a need for greater international involvement in the development of joint research projects and the production of publications.

#### *3.2.2. Evaluation of the link between the content of studies and the latest developments in science, art and technology*

*Factual situation.* As the scientific activities in the study field are in several aspects not very well established, the access to international scientific materials has great importance. Students have free access to the databases of scientific journals available at the university which gives them the opportunity to study the latest research conducted in the world.

Klaipeda University is organising a conference "Virtual Instruments in Biomedicine", where students together with their teachers can present joint scientific or applied research.

*Expert judgement.* The link between the content of studies and the latest developments in science and technology is established, but not in all subjects and needs significant improvement. One of the missing study fields is research management and leadership. It is difficult to find incentives for students and also for lecturers to conduct scientific work. Even more, the impression of the evaluator is that the quality of the research needs improvement as well.

### *3.2.3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle*

*Factual situation.* Students are involved in research activities primarily during the study process. They perform the given subject tasks, work on course papers and a final thesis. Students are encouraged to participate in research activities in different ways: submitting applications together with a lecturer and participating in projects; getting involved in ERASMUS projects for internship in research institutions; delivering reports in scientific, scientific-practical and young scientists conferences both in Lithuania and abroad; conducting experiments to prepare their final thesis and / or scientific publications together with lecturers; going for internship in university research laboratories; making reviews of scientific articles on the relevant topic; delivering project reports; conducting analysis of data from scientific experiments and presenting conclusions on it.

Also, students of the study programme Radiology can participate in scientific, and scientific-practical conferences, and conferences for young researchers, both in Lithuania and abroad. Radiology students actively participate in the annual national scientific conference "Towards a Healthy Lifestyle and a Transparent Being on the Vydūnas Road". Two students received recognition by the conference organising committee for their reports presented at the 6th Baltic Radiology Congress (BCR) in 2016 (Liepaja, Latvia).

Since September 2021, ERASMUS+ project European University for the Sustainable Development of Smart Coastal Cities, with a duration of 3 years, has been implemented. This project will develop EU CONEXUS CAMPUS with joint bachelor's, master's and doctoral studies, joint research programs, modern learning technologies, sports and cultural events. EU CONEXUS will attempt to attract outstanding students and researchers from around the world and become a centre for innovative research. Students will be able to design their specialisation from the various subjects offered at EU CONEXUS Alliance Universities (30 ECTS), and researchers will be able to join the activities of four joint research institutes.

During the virtual site meeting with the students it has been noted that students need to be proactive in asking teachers about the possibilities to be involved in research activities.

*Expert judgement.* Teaching practitioners combine the subject materials that they teach with research and provide opportunities to monitor the diagnostic and experimental work performed. This is especially notable in the angiography and interventional radiology.

However, there is limited support and incentives for the students to participate in the research. This might be due to the limited access to practical training during the study period.

It is recommended to establish better information exchanges between teaching staff and students in the study programme about the research activities.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Lecturers with practical skills and experience are very good sources to conduct applied research.
2. Participation in international cooperation: CONEXUS alliance, where Klaipėda university has quite a lot of collaborations, and also Erasmus+ where teachers can benefit a lot from international cooperation.

#### ***(2) Weaknesses:***

1. The number of scientific articles published in international peer-reviewed journals is relatively low. Also, the participation in international scientific meetings needs improvement.
2. The link between the content of studies and the latest developments in science and technology is not established in all subjects and needs improvement.
3. Better exchange of information between teaching staff and students in the study programme about the research activities would be beneficial.
4. The study field is missing research management and leadership. It is difficult to find incentives for students and also for lecturers to conduct scientific work. Even more, the impression of the evaluator is that the quality of the research needs improvement.

## **3.3. STUDENT ADMISSION AND SUPPORT**

***Student admission and support shall be evaluated according to the following indicators:***

### ***3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process***

*Factual situation.* Admission rules are discussed annually by the Faculty Council and approved by the University Senate and published on the Klaipėda University website and the LAMA BPO (Association of Lithuanian Higher Education Institutions for General Admission) website.

Over the last three years there have been from 22 to 30 students of the programme of which 4-6 students studied in state-funded places.

*Expert judgement.* The number of students who have applied and signed contracts remains more or less stable year by year. During the last three years, 6 to 9 people applied for the Radiology study programme as a first priority. The admission to the first cycle study available places is based on a competitive score. Also, students are competitive, as a small proportion of them occupy state-funded study places.

### *3.3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application*

*Factual situation.* As stated in the SER (section 66), a person wishing to have his / her previously achieved learning outcomes credited must submit proving documents. The head of the department, based on the diploma supplement (appendix), academic certificate and subject descriptions, evaluates the compliance of the prior learning outcomes and the subject requirements of the programme to be studied and makes a decision. Inclusion of learning outcomes is based on various descriptions of the procedure. Two commissions are formed for the organization and implementation of the assessment and recognition of non-formal and informal learning achievements: the Candidate Admission Commission, and the Commission for the Assessment and Recognition of Non-formal and Informal Learning Achievements.

*Expert judgement.* The main procedures for the recognition of foreign qualifications, part-time studies and prior non-formal and informal learning are in place and seem to be appropriate.

### *3.3.3. Evaluation of conditions for ensuring academic mobility of students*

*Factual situation.* The Erasmus+ program is being implemented at Klaipeda University. Erasmus+ selection competitions for studies and traineeships take place twice a year: in September and February. The announcement of the competition selection is first placed on the website of Klaipeda University and on social networks. The Erasmus Coordinator attends lectures for students at all levels and courses and regularly presents the possibilities of the Erasmus+ program. So the students are provided with opportunities and information about academic mobility.

In 2015, two undergraduate students went to Estonia for Erasmus+. For the whole of the spring term one of them studied at the radiology department of Tartu College, the other was at medical institution Pärnu, Tallinn. In 2015, two other undergraduate students went for Erasmus+ studies at the Slovak Medical University in Bratislava.

*Expert judgement.* It is gratifying that students go through the Erasmus+ program not only as practitioners, but also for studies. However, it is unfortunate that there are very old data on student attendance at Erasmus+, as there is an impression that student mobility has been low or non-existent recently, but this may have been affected by the Covid-19 pandemic. It is gratifying that some students volunteered in Klaipeda hospitals during the pandemic activity phase.



### *3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field*

*Factual situation.* Students have access to the library, including virtual library resources. They have the opportunity to participate in seminars and training based on their needs. Students have the opportunity to get involved in the activities offered by the Student Union of Klaipėda University. Also, the students have the opportunity to receive an incentive, social, or one-time scholarship. The infrastructure of the building is also adapted for students with special needs. They can be consulted remotely as well. Individual consultations of a psychologist are provided by a KU psychologist.

*Expert judgement.* Academic, financial, psychological, and social support is available to students. Students have group tutors who communicate with them and help solve various problems. On the other hand, in the expert panel's opinion and based on the feedback received during the site visit, students should be more informed about possible activities after the lectures, such as sports or other activities taking place at the university or throughout the city, and be encouraged to get involved in them. Expert panel got the impression that the students of the programme are very supportive in their own circle but rather closed with regard to the outer academic and civic life.

### *3.3.5 Evaluation of the sufficiency of study information and student counselling*

*Factual situation.* Based on information given in the SER (p. 19), students are provided with individual career counselling. The Faculty Administration acquaints the admitted students with the study programme and other relevant information. The head of the department presents the course of study, the process of organising student internships, the participation of students in mobility programs and other information. Also, information about the study subject's program, content, tasks and everything else is presented by the lecturers.

*Expert judgement.* Students are provided with important and relevant information about their studies. The student counselling system is appropriate.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Students are provided with needed academic, financial, social and psychological support during the process of studies.
2. Based on available sites there are opportunities for students to explore academic mobility and two students have used the mobility program in 2014 and 2015.

#### ***(2) Weaknesses:***

1. Students should receive more information about the leisure and other non-academic activities that take place after the daily lectures.

2. More information about the mobility opportunities should be provided to students and they should be more actively encouraged to take advantage of them.

### 3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

*Studying, student performance and graduate employment shall be evaluated according to the following indicators:*

*3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes*

*Factual situation.* According to the information given in the SER (pp. 19-20), each study unit description includes teaching methods and assessment requirements, depending on the characteristics of the study unit. The skill to work in a team is developed by tasks designed for a group of students, by seminars, case studies, discussion of various life cases. Students are given the opportunity to choose the topics for presentations, course projects or final thesis with reference to the content of the study subject.

During the virtual site meeting with the students it has been noted that library books recommended for a study module are not actually utilised at the maximum capacity during the process of studies.

*Expert judgement.* As it was already mentioned under 3.1.5., the study programme is university level, but mainly focuses on providing technician radiologist level knowledge and comprehension, so the teaching and learning process in the Radiology study programme needs significant improvements on major technologies. In addition, it needs to adapt to the changes in technology in order for the profession to deliver the service that patients expect and medical progress requires.

In addition to this, during the virtual site visit, it has been noted that students feel that some lecturers do not care about truly passing their knowledge to students. Students also did not know about the research done at the university. All of these factors suggest that the teaching and learning process in the study programme is not future oriented and hardly meets the expectations for the full university level bachelor degree.

*3.4.2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs*

*Factual situation.* Based on information provided in the SER (p. 18, section 74) and obtained during virtual site visit, the adaptation process to socially vulnerable groups is in place. The students with special needs, when relevant, are consulted remotely using modern video tools, the teaching material is placed in a virtual environment. The new buildings of Klaipėda University campus (Business Incubator, Marine Research Institute, new dormitory, and Studland) are adapted for people with mobility and visual impairments, they are equipped with elevators and toilets for people with special mobility needs.



*Expert judgement.* The information obtained from SER and supplemented during conversations of site visit has shown that there is a support system in place for students with special needs and for socially vulnerable groups in order to ensure an access to study (including flexible study plans).

Also, the new buildings of Klaipėda University campus have necessary updates, which are adapted for people with mobility and visual impairments.

### *3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress*

*Factual situation.* The SER provides some information on how students' feedback is collected and used for the content and structure of the program. However, there is no information provided how the feedback is provided to the students on their academic progress and what strategies are used to achieve individual goals of the student, as well as to promote the positive spirit of academic challenge and interest to pursue both scientific research and clinical skills' development among students.

*Expert judgement.* Given the lack of information in the SER, it is only possible to indirectly judge that the study programme does not have an integrated students' development strategy. It seems that proactive management of student's development, including responsibility allocation for the student and partnership development between the lecturers and students, is missing or happens on an ad hoc basis.

### *3.4.4. Evaluation of employability of graduates and graduate career tracking in the study field*

*Factual situation.* According to information given in the SER (p. 20, section 87), the Department of Medical Technologies has conducted a survey of employment of graduates who studied at the University in 2017-2020 (the survey was conducted on the phone, e-mail and using *the Messenger* by the Head of the Department, and also by the administrator of the department). The answers received have shown that 97% of graduates find employment immediately after their studies. Quite a few of them start work already in their last year of studies.

Graduate career tracking (based on the graduates survey) shows that the majority of the programme graduates find employment according to the competencies and skills gained in the study programme and the majority of graduates are employed in practically all Lithuanian medical institutions, both in large cities and small towns. Four graduates are working in hospitals abroad. The University prepared radiology technologists are highly requested by employers of large and regional hospitals (SER p. 21, section 88).

*Expert judgement.* Surveys of graduates at Klaipėda University are organised at least once every three years. Despite the fact that these surveys are showing a high level of employability (97% of graduates who find employment immediately after their studies), this may also prove that the employability level is high due to high local demand for specialists with professional bachelor degree.

### *3.4.5. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination*

*Factual situation.* The principles and measures for the academic integrity, tolerance and nondiscrimination assurance are defined by the Code of Academic Ethics of Klaipėda University (2015; new recast 2019). It states that the relationship between a teacher and a student shall be built on the principles of academic cooperation, tolerance and avoidance of conflicts of interest. The assessment of students' knowledge should be fair, honest, impartial and consistent with the objectives of the study (SER p. 21, section 89).

*Expert judgement.* Overall, the internal documentation, policies, procedures are present as an integral part of the Department. The Code of Academic Ethics is posted on KU website.

### *3.4.6. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies*

*Factual situation.* The student can apply to the KU Academic Ethics Committee asking to investigate possible ethical violations. The Code of Academic Ethics includes the provision of study quality and socially responsible behaviour and is fostering academic integrity. Students may submit written requests to the KU Academic Ethics Committee that specific potential violations should be investigated. Considered cases should be no more than one year old (SER, p. 21, section 90).

*Expert judgement.* Even if some information is available regarding the appeal process and the link to the Code of Academic Ethics is provided (<https://www.ku.lt/apie-universiteta/akademine-etika/>), the SER does not provide clear information about the process related to the submission and examination of appeals or complaints regarding the study process within the field of studies. Following the examination of available information on the university's website, in particular the information in Study Regulations of Klaipėda University (2018 edition), experts have concerns that appeal procedure lacks clearly demonstrated dedication to transparency and objectivity, bias risk management rules, which would provide guarantees for students that their appeal will be reviewed in compliance with highest standards of academic ethics, objectivity and clear criteria.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. There is collaboration between the study programme teachers and medical institutions of Klaipėda and the region, which brings added-value to the teaching and learning process.
2. The interest and support of stakeholders for the quality of study programme is shown.

#### ***(2) Weaknesses:***

1. The programme lacks an integrated students' development strategy and a proactive management of student's development, including responsibility allocation for the student, feedback to students aimed at promoting their study progress and further study planning, and partnership development between the lecturers and students, that would foster a proactive inclusion of students into the study process.
2. The programme lacks competitive and up to date technological training and research competencies' development at university (not a College of Higher Education) level, as well as ambition to build a base for second cycle studies.
3. The University should significantly improve its internal documentation and processes on policies how it ensures academic integrity, tolerance and non-discrimination, as well as update procedures for the submission and examination of appeals and complaints, ensuring students' right to quality education and fair and fully transparent processes of appeals.

### **3.5. TEACHING STAFF**

***Study field teaching staff shall be evaluated in accordance with the following indicators:***

*3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes*

*Factual situation.* The list of lecturers in the study programme Radiology of the study field of Medical Technology consists of 28 persons. The age distribution of the staff teaching basic radiology subjects is as follows: the age group 25-39 - 48%; the age group 40-55 - 30%; the age group 56-70 - 22%. The gender balance is exactly equal. Almost 60% of teachers who teach the key subjects in radiology have a doctoral degree and carry out research.

*Expert judgement.* Lecturers of the Medical Technology field have appropriate knowledge and skills to teach diagnostic imaging professionals on the bachelor level. The asset is that faculty consists of lecturers that have both strong theoretical and practical experience. The number of lecturers in the study field is appropriate.

*3.5.2. Evaluation of conditions for ensuring teaching staffs' academic mobility*

*Factual situation.* The academic staff mobility is regulated by the University Senate Resolution no. 11-60 "On the approval of Klaipeda University pedagogical and research development regulations", which describes both pedagogical and research development opportunities, including research trip (long-term or short-term), professional development event, specialized courses, research without pedagogical activities, sabbatical. As stated in the SER (section 96), teachers should improve their qualifications and may take one of the above professional development forms at least once every five years. Academic staff are encouraged to undertake short-term internship trips to foreign universities and companies under the

Erasmus+ programme. Priority is given to teachers who have not participated in the mobility program yet.

Pedagogical staff participate in international academic exchange programs and give lectures to students at foreign universities. In the evaluation period of 2017-2020, six faculty members had the opportunity to participate in exchange programs through academic staff internship. In 2020, the scheduled exchange visits did not take place because of Covid-19 pandemic.

*Expert judgement.* Academic mobility in Klaipėda University is supported. However, the number of academic staff that had used this opportunity is low.

### *3.5.3. Evaluation of the conditions to improve the competences of the teaching staff*

*Factual situation.* Sources of funding for professional development include the University's science, studies and international relations funds, Faculty funds, support, subsidies from the Ministry of Education, Science and Sports, subsidies from the State Commission for International Studies, other Lithuanian or a foreign country and international funds, and their funded programs and projects. As stated in the SER (section 98), during the period of the scientific trip, in the absence of other sources of funding, a staff member shall be paid his/her average monthly salary and all or part of his travel and accommodation expenses shall be covered in accordance with the supporting documents provided.

*Expert judgement.* The University supports continuous development of competencies of the teaching staff. However, there is very little evidence that lecturers are using this opportunity systematically. Also, because of the decreasing number of students, the positions of the academic staff are difficult to fill.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Effective collaboration between the study programme teachers and medical institutions of Klaipėda and the region.
2. High level of teaching digital health and information technology.

#### ***(2) Weaknesses:***

1. Because of the decreasing number of students, the positions of the academic staff are difficult to maintain.
2. Relatively low motivation and lack of incentives for the teaching staff to use academic mobility and improve specific competences.
3. Limited opportunities for hands-on and workplace training.

### 3.6. LEARNING FACILITIES AND RESOURCES

*Study field learning facilities and resources should be evaluated according to the following criteria:*

#### *3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process*

*Factual situation.* The Faculty of Health Sciences has seven auditoriums that can accommodate over 300 students at a time. There are 3 laboratories at the Department of Medical Technologies, equipped with radiology training equipment. The department has an agreement with the Faculty of Marine Engineering and Natural Sciences to use 2 of their laboratories for the implementation of the Radiology programme.

MedspaceVR Radiography Suite and the virtual radiography TM, encompassing four separate computer simulations (TomoVRTM, ProjectionVRTM, LectureVRTM and TechnicVRTM) allow simulation training for students. 12 external partners are available for internships.

In the period of 2015-2020, 138 copies of radiology publications were purchased. 42% of the purchased publications are publications in Lithuanian (57 copies).

The licensed databases provide the University community with the access to 45 thousand publications (e-journals, e-books, e-conference materials, etc.), 50 thousand LST standards Electronic scientific information resources for this study programme are subscribed.

*Expert judgement.* The University meets minimal physical, informational and financial resources of the field studies to ensure practical learning. However, it lacks equipment and laboratories for up-to-date technological training using the newest radiology and digital technologies, such as, for example, computerized radiation therapy dose planning system. Dosimetry equipment and phantoms for quality control and dose measurement in X-ray diagnostics, radiation therapy and brachytherapy or equipment for research, such as optical spectrometers, X-ray diffractometer, ellipsometer, Raman spectrometer, dark field and optical microscopes, scanning electron microscope are not mentioned in the SER or provided supplements as part of radiology programme equipment, which potentially limits the graduates preparedness and interest to proceed into further academic training and research.

#### *3.6.2. Evaluation of the planning and upgrading of resources needed to carry out the field studies*

*Factual situation.* No plans for infrastructure and equipment enhancement other than regular library resources update were provided in the SER. This implies both heavy dependency on external social partners, limits flexibility of the University in both training and scientific research opportunities. Also, it indicates a passive attitude towards future developments of the study programme, limiting the University's capacity to lead scientific developments in the region of Klaipėda and even more so on international level.

*Expert judgement.* Current focus of the programme management and lecturers matches the goals of College of Higher Education level study programme, but not of a full university degree. The lack of strategy for developing the current bachelor programme, enhancing

research arena, strengthening training equipment base, as well as the lack of steps for developing second cycle and third cycle study programmes raises concerns about the prospects of the study programme of the Medical Technology study field.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Connections and partnerships with local clinical players, both in public and private sectors.

#### ***(2) Weaknesses:***

1. Limited technological and training equipment base limits the academic institution's independence to envision technological development of the study field, lead research activities in the field and promote need for higher level studies both within the university and the clinical stakeholders.
2. Motivation and commitment to deliver full university degree training should be a priority for the programme management to differentiate the programme from similar programmes of professional bachelor degree and prove the dedication of Klaipėda University to contribute to the society by not only providing College level training but also creating conditions for full scale, international level academic research output at the university. At the moment, there is too much focus on limited practical capacities of the students' development without sufficient focus for developing students' competencies for academic research as well as strengthening training equipment base for that purpose.

## **3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION**

***Study quality management and publicity shall be evaluated according to the following indicators:***

### ***3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies***

*Factual situation.* Since 2014, the University has implemented a study quality assurance system, and the development and regular improvement is based on the provisions of higher education quality assurance recommendations. The design and the update are initiated by both internal and external stakeholders and modifications are done regularly based on the changes in the study programme.

The process of administration and quality assurance of the study programme is reflected in the Academic Information System used by the University. The structure and content are reviewed and updated annually according to the University schedule and submitted to the Faculty Council for approval.



Twice a semester, the current issues of the study programme quality are discussed at the meetings of the Department of Medical technologies. At the end of the semester and examination session, the quality of study programme, final theses and their defence is analysed at the meeting of the Department, Dean's office and the Faculty Council (SER, p. 32, section 127).

Expert panel would like to pay attention to the fact that Study Regulations of Klaipeda University (*Klaipėdos Universiteto studijų nuostatai*) indicates that the study programme is renewed every three years, so annual surveys are meaningless as the feedback collected is not used for programme updates before the next round of programme update is due. Clause 49 explicitly comments that updates are linked with external evaluations, which means that in practice the internal quality management is absent.

*Expert judgement*, Inconsistency in the processes of study content and its quality management, which emerge from the SER, together with the lack of strategy for resources development, raise concerns that the study programme has no solid grounds to sustain and improve its competitiveness and attract both students and academics to develop the subject in the future.

### *3.7.2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance*

*Factual situation and expert judgement.* According to the information given in the SER (section 132), students, the faculty, and social partners are involved in the development, evaluation, and upgrade of the study programme. Cooperation with external stakeholders and the study program students as well as the graduates is in place to promote the increase of the efficiency and competence of the study programme. The Department of Medical Technologies maintains close relations with almost all medical treatment and rehabilitation institutions of Klaipėda and the region, and therefore changes in the improvement of the quality and upgrade of studies are encouraged by external stakeholders (SER, section 135).

In general (based on SER, p. 20, section 85), the students of Klaipėda University can express their opinion directly or anonymously on study programmes, teaching of study subjects, organisation of the study process, quality of student competence assessment, organisation of data analysis, accessibility, and publicity. The procedure is established by the Description of the Procedure for Organising Feedback on Studies at Klaipeda University approved by Rector's Order No. 1-041 of November 20, 2019.

The analysis of feedback results is regularly performed by the department and the Study Programme Committee at least once a year (but according to the Study Regulations of Klaipeda University - once in 3 years). The results of feedback are used not only for teacher attestation but also used for study quality improvement, marketing, strategic planning and other purposes. However, the discussion with students and their feedback during the virtual site visit has shown that students have some recommendations but they are not receiving the response from the administration. One example is extensive usage of Latin classes where students feel it is not useful for application of this subject. That might mean that either the

involvement is inefficient or the feedback outcomes are not included into the study programme's adjustments.

### *3.7.3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes*

*Factual situation.* The general information about the study process is available on KU website. However, there is no information about Radiology as a branch of Medical Technology study field presented in the English language. Overall, it is not even mentioned that the University offers such a degree.

Information in Lithuanian is available, yet the presentation is old fashioned. The only mentioned advantage of the programme is that it is the only first cycle full university degree in radiology offered in Lithuania. However, this is not sufficient to confirm the quality of the knowledge the university can provide, further studies' opportunities or employment prospects.

University's social media channels are used for general communication and not for targeted promotion of the Radiology programme. However, there is no information (or at least not linked, or it is difficult to find it) on scientific research in the field of study at the University. The same can be said about information regarding international cooperation in the field of radiology.

*Expert judgement.* The implementation of the radiology study programme at KU can be supported and advocated by medical institutions of Klaipėda and the region. But the university has no strategy for external communication and promotion of the programme, and no clear steps in the development of international academic and scientific cooperation.

### *3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI*

*Factual situation and expert judgement.* While some formal structures for students' inclusion, motivation and feedback are present, the meeting with the students revealed the University's actual weakness to attract the students who would have specific interests to study this particular programme specifically at Klaipėda University. This is not surprising given the lack of the University's dedication for developing academic excellence and focus on competing with college-level institutions instead of developing full scale education and expanding into both masters and later on PhD studies in the field. From the students' perspective, this results in low motivation to pursue academic excellence and proactively participate in their own development (besides, in the expert panel's opinion, none of the stakeholders provided convincing evidence that scientific and clinical excellence is one of the key priorities for selecting the programme). This creates risks for future employers in terms of student's capacity to self-motivate and sustain learning capacities as their clinical careers progress.



### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Long-term relationships with medical institutions have been maintained.
2. The study programme stakeholders are actively involved in the development, upgrade, and implementation of the study programme.
3. The interest and support of stakeholders regarding the quality of studies.

#### ***(2) Weaknesses:***

1. The processes of study content and quality management should be reviewed, applying best practices used by leading higher education institutions implementing medical technology study programmes in Lithuania and abroad. This would enable the programme's management team to better follow technological trends, needs of students and clinical stakeholders, as well as identify potential resources for input to improve the programme's output, differentiate it from similar professional bachelor level programmes and develop genuine university level programme.
2. Lack of the University's dedication for developing academic excellence and full scale university education, expanding into both masters and later on PhD studies in the field.
3. The programme has no communication strategy, no goals or KPIs to track its performance and prospects to attract even local students, and no international ambition.

## IV. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<p>Description of learning outcomes should be refined by expressing them in terms of what the students are able to do after graduation, i.e., avoiding formulations like “have knowledge”, “ability”, etc.</p> <p>The list of learning outcomes could also be shortened by defining 2-3 learning outcomes per competence group, and not from 4 to 7 per competence group as it is now, as some repetition is present. For example, “Ability to independently collect, analyse and interpret the necessary professional and research information in databases and other information sources” and “Ability to select and apply analytical methods in the chosen field of radiology studies” have the same meaning in essence. Or “Ability to select and apply necessary equipment in medical technology &lt;...&gt;” and “Ability to independently choose technological, organisational, and methodological tools &lt;...&gt;” have the same meaning also.</p> <p>The curriculum design could be improved also, as some of the credits for Professional Foreign Language courses could be invested in providing more advanced courses covering modern trends in IT and radiology, and more practice.</p> <p>The extensive usage of Latin classes should be reduced as there is no useful application of this subject.</p>
Links between science (art) and studies	<p>The link between the content of studies and the latest developments in science needs significant improvement. One of the missing study fields is research management and leadership.</p> <p>It is important to find incentives for students and also for lecturers to conduct scientific and qualified work. Better exchange of information between teaching staff and students in the study programme about the research activities would be beneficial.</p>
Student admission and support	<p>Students should receive more information about the leisure activities that take place after the daily lectures and be encouraged to get involved in them.</p> <p>More information about the mobility opportunities should be provided to students and they should be more actively encouraged</p>

	to take advantage of them.
Teaching and learning, student performance and graduate employment	<p>Develop an integrated students' development strategy that would foster a proactive inclusion of students into the study process. It should include responsibility allocation for the student, feedback to students aimed at promoting their study progress and further study planning, and partnership development between the lecturers and students.</p> <p>Aim for competitive and up to date technological training and research competencies' development at university (not college) level, as well as create ambition to build a base for second cycle studies.</p> <p>The University should significantly improve its internal documentation and processes on policies how it ensures academic integrity, tolerance and non-discrimination, as well as update procedures for the submission and examination of appeals and complaints, ensuring students' right to quality education and fair and fully transparent processes of appeals.</p> <p>Keep and improve the effective collaboration between the study programme teachers and medical institutions of Klaipeda and the region, initiate more interest and receive more support from stakeholders for the quality of studies.</p>
Teaching staff	<p>The university supports continuous development of competencies of the teaching staff, however, there is little evidence that lecturers are using this opportunity systematically. The academic mobility should also be improved.</p> <p>Due to the decreasing number of students, the positions of academic staff have to be reorganized accordingly.</p> <p>The opportunities for hands-on and workplace training should be implemented.</p>
Learning facilities and resources	<p>Significant improvements in physical (both devices and laboratories) and software resources are needed.</p> <p>Currently, the management of the programme matches the goals of the college of higher education level study programme, but does not meet requirements for full university degree. Lack of strategy for the growth and development of the current bachelor programme (by enhancing research arena, strengthening training equipment base), no plans for infrastructure and equipment enhancement, as</p>

	<p>well as lack of steps for developing second cycle and third cycle study programmes raise the need for the reorganization of the programme.</p>
<p>Study quality management and public information</p>	<p>The processes of study content and quality management should be reviewed, applying best practices used by leading higher education institutions implementing medical technology study programmes in Lithuania and abroad. This would enable the programme's management team to better follow technological trends, needs of students and clinical stakeholders, as well as identify potential resources for input to improve the programme's output, differentiate it from similar professional bachelor level programmes and develop genuine university level programme.</p> <p>Improve the study programme publicity promotion system so that it is comprehensive, rational, and purposeful. The programme needs a better communication strategy in order to attract even local students.</p> <p>Given the level of competition from other HEIs in Lithuania in the same study field, the programme must develop international ambition and significantly improve its communication in order to increase the admission of students.</p>

## V. SUMMARY

*Intended and Achieved Learning Outcomes and Curriculum.* The Radiology study programme in the field of Medical Technology is aligned with the mission of the KU and was created to substantiate the need for the first cycle of studies. The major goal is to prepare medical technologists as a response to the ever-expanding proliferation and complexity of radiological diagnostic tools to develop skills and competencies to use modern medical technologies, perform different imaging tests, help physicians to perform patient's diagnosis more effectively and successfully overcome the modern challenges of the healthcare system. Study programme conforms with the needs of society and the labour market and provides different possibilities to individualise studies for the students. Having allocated up to 6 credits for freely chosen courses is an example of good practice providing broader education and ensuring life-long learning. However, the list of learning outcomes could be shortened by defining 2-3 learning outcomes per competence group. The curriculum design could be improved as some of the credits for Professional Foreign Language courses could be invested in providing more advanced courses covering modern trends in IT and radiology, and more practice.

*Links between Science (Art) and Studies.* The lecturers with practical skills and experience are very good sources to conduct applied research. There is an active participation in international cooperation: CONEXUS alliance, where the university has quite a lot of collaborations, and also Erasmus+ where teachers can benefit a lot from international cooperation. However, the link between the content of studies and the latest developments in science and technology is not established in all subjects and requires improvement. The number of scientific articles published in international peer-reviewed journals is relatively low and the participation in international scientific meetings needs to increase. Better exchange of information between teaching staff and students in the study programme about the research activities would be also very beneficial. Overall, the study field is missing research management and leadership. There is a need to find incentives for students and also for lecturers to conduct scientific work.

*Student Admission and Support.* Students are provided with important and relevant information about their studies and they receive academic, financial, social and psychological support. The counselling system is appropriate. Also, students have group tutors who communicate with them and help solve various problems. However, it seems that students could be provided with more information about the leisure and other non-academic activities after their daily lectures, as well as about the mobility opportunities, and they should be more actively encouraged to take advantage of these.

*Teaching and Learning, Student Performance and Graduate Employment.* There is collaboration between the study programme teachers and medical institutions of Klaipėda and the region and the interest and support of stakeholders for the quality of studies program is shown.

On the other hand, the study programme lacks an integrated students' development strategy that would foster a proactive inclusion of students into the study process. It should include responsibility allocation for the student, feedback to students aimed at promoting their study progress and further study planning, and partnership development between the lecturers and students. Besides that, the programme lacks competitiveness and up to date technological training, also research competencies' development at university (not College of Higher Education) level is missing, as well as ambition to build a base for second cycle studies.

Expert panel also recommends to significantly improve KU's internal documentation and processes on policies how to ensure academic integrity, tolerance and non-discrimination, as well as update procedures for the submission and examination of appeals and complaints, ensuring students' right to quality education and fair and fully transparent processes of appeals. Currently, using the available information, it is difficult to conclude that the university ensures effective procedures for the submission and examination of appeals and complaints.

*Teaching Staff.* Effective collaboration between the study programme teachers and medical institutions of Klaipėda and the region should be maintained and promoted by initiating more interest and support from the stakeholders. High level of teaching digital health and information technology is a good example regarding the quality of studies. There is a concern that the positions of academic staff are difficult to maintain due to the decreasing number of students. Relatively low motivation and lack of incentives for the teaching staff to use academic mobility requires more support from administration in order to improve specific competences. The opportunities for hands-on and workplace training should be also implemented.

*Learning Facilities and Resources.* The connections and partnerships with local clinical players, both in public and private sectors are offering expanded learning facilities and resources. However, the current focus of the programme management and lecturers matches the goals of a college-level study programme but not of a full university degree. Lack of strategy for developing the current bachelor programme, enhancing research arena, strengthening training equipment base, as well as lack of steps for developing second cycle and third cycle study programmes raises concerns about the prospects of the first cycle Radiology study programme. Significant improvements in physical (both devices and laboratories) and software resources are needed.

*Study Quality Management and Public Information.* There is internal regulation in the study programme for the quality of studies, and the university seems to have a formal structure for collecting feedback. However, the discussion with students has revealed that students have some recommendations but they are not always receiving the response from the administration, and that the feedback outcomes are not included into the study programme's adjustments. A weak point is that the study programme has no clear communication strategy, no goals to track the performance of graduates or to enhance the prospects to attract even local students. The content of SER, interviews held during the site-visit and public information

suggests that significant qualitative improvements on strategic management level are needed to develop a competitive and sustainable study programme at the university. Given the level of competition from other HEIs in Lithuania in the same field, the study programme must also develop an international ambition and significantly improve its communication in order to increase the admission of students.

**Expert panel chairperson signature:**

**Prof. Dr. Dalia Giedrimienė**