

LITHUANIAN UNIVERSITY OF HEALTH SCIENCES



STUDY AREA: BIOMEDICAL SCIENCES
STUDY FIELD: PUBLIC HEALTH
STUDY PROGRAMME: VETERINARY FOOD SAFETY

(State code – 612A64001)

SELF – EVALUATION REPORT

Vice-Rector of Lithuanian University of Health Sciences Prof. Daiva Rastenytė
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Head of the Self-Evaluation Team Prof. Mindaugas Malakauskas
(signature)

Kaunas
December, 2013

Profile of the Study Programme of Veterinary Food Safety

Title of the study programme	<i>Veterinary Food Safety</i>
State code	612A64001
Study type	University studies
Study cycle	First cycle
Study mode (duration in years)	Full-time (4), Part-time (6)
The volume of the study programme in credits	240 ECTS
Degree and professional qualification	Bachelor in Public Health
Date of registration of the study programme	2004-02-17
Programme language	Lithuanian

Table 1. Members of Self-Evaluation Group

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ABBREVIATIONS

- CQAHE – Centre for Quality Assessment in Higher Education
- ECTS – European Credit Transfer and Accumulation system
- KMA – Kaunas Medical Academy
- LR – Republic of Lithuania
- LUHS – Lithuanian University of Health Sciences
- LVA – Lithuanian Veterinary Academy
- MA – Medical Academy
- SFVS – State Food and Veterinary Service
- SPC – Study Programme Committee
- VA – Veterinary Academy
- VFS – Veterinary Food Safety

1. Introduction

1. Lithuanian University of Health Sciences (hereinafter referred to as LUHS) is a state university – the subject of legal rights - acting as a public institution, which is established on the 30th of June in 2010 by the resolution of Seimas of the Republic of Lithuania, according to which Kaunas University of Medicine and Lithuanian Veterinary Academy were merged. LUHS is the largest institution of health specialists' education and training in Lithuania.

2. LUHS has collegial management bodies – University Council (11 members, length of the term – 5 years), University Senate (academic affairs management body formed of 49 scientists, members of administration and students for the period of 5 years), as well as a one-man management body – University Rector elected by the University Council.

3. LUHS strategy is formed by the University Council and the governing body – the Senate, while the executive functions are attributed to the University Rectorate. Rector manages the University, organizes its activity ensuring implementation of the University's strategic plan. Rector is assisted by chancellors and pro-rectors. Rector's orders are mandatory to all LUHS employees, students and associated students.

4. The two main academic units of the LUHS structure are – the Medical Academy and the Veterinary Academy. The Medical Academy has 5 faculties: Faculty of Medicine, Faculty of Odontology, Faculty of Pharmacy, Faculty of Nursing, and Faculty of Public Health; the Veterinary Academy has 2 faculties: Faculty of Veterinary Medicine and Faculty of Animal Husbandry. The activities of the faculties of LUHS are managed by the Faculty Council and the Dean. The decisions of the Faculty Council are mandatory for the employees and the students of the Faculty. Following the requirements of the LUHS Statute and the decisions of the Faculty Council, the Dean is heading the Faculty and presents accounts on the Faculty's activity to the Faculty Council. The Dean is a member of the Faculty Council and the Rectorate.

5. The current LUHS management structure covers all stages of studies and research. There is a very straight forward decision making structure enabling to follow the quality of the studies.

6. On April 17, 2013, the Self-Evaluation Working Group (further SEWG) was formed by the Rector Order's No.SC-350 (Table 1). The assigned tasks and the responsibilities of SEWG members are listed in table No.2.

Table 2. The Composition of the Self-Evaluation Group and Distribution of Responsibilities

No.	Name, Surname	Functions in the group	Field of Responsibility
1	Prof. dr. Mindaugas Malakauskas	Coordinator of the self-evaluation working group	The preparation of the final self-evaluation report; coordination of self-evaluation activities; presentation to the Faculty Board
2	Prof., dr. Albina Aniulienė	Member	Aims and learning outcomes of the programme
3	Prof. dr. Loreta Šernienė	Member	The staff of the study programme
4	Prof. dr. Vaidas Oberauskas	Member	Curriculum design
5	Lecturer, dr. Aistė Kabašinskienė	Member	Study process and its assessment
6	Assoc. Prof. dr. Alvydas Malakauskas	Member	Facilities and learning resources
7	Dr. Alvidas Šarlauskas	Member	Programme management
8	Erikas Mackevičius	Member	Facilities and learning resources
9	Zenonas Stanevičius	Member	Programme management; Aims and learning outcomes of the programme

7. The self-evaluation of the Study Programme of Veterinary Food Safety (VFS) was performed following the self-evaluation recommendations of the Center for Quality Assessment in Higher

Education (further CQAHE), and on the basis of the following legal acts of the Republic of Lithuania:

- The Law on Higher Education and Research (Official Gazette of the Republic of Lithuania, 2009, No. 54-2140).
- The Decree of the Minister of Education and Science of the Republic of Lithuania No. V-501 “On the Approval of the List of General Requirements for Degree-Granting First-Stage and Integrated Study Programs” (Official Gazette of the Republic of Lithuania, 2010, No. 44-2139; and 2010, No. 88-4676).
- The Decree of the Director of the Center for Quality Assessment in Higher Education No. 1-01-162 (2010-12-20) “On the Approval of Techniques for the Evaluation of the Study Programs”.
- The Decree of the Minister of Education and Science of the Republic of Lithuania V-1487 “On the Approval of the Order of External Evaluation and Accreditation of Study Programs” (Official Gazette of the Republic of Lithuania, 2009, No. 96–4083, 2009, No. 134-5862, 2009, No. 152-6860; 2010, No. 119-6084; 2011, No 16-782).

8. The self-evaluation was carried out according to the work plan approved by the self-evaluation group members: distribution of tasks and responsibilities, collection and analysis of the required data (preliminary), discussion on the initial results of the self-analysis, final collection of the required data, drafting of the appropriate parts of the report, preparation of the final self-evaluation report (Table 3).

Table 3. Timetable of the Self-Evaluation Group

No.	Activity	Delivery date
1	Setup and approval of the self-evaluation team;	April 17, 2013
2	First meeting of the self-evaluation group and distribution of tasks	April 23, 2013
3	Discussion on the preliminary results of data collection and analysis	May 28, 2013
4	Assessment of initial self-evaluation results	June 20, 2013
5	Drafting of the self-evaluation report	June 21-October 1, 2013
6	Evaluation of the draft of self-evaluation report	October 21, 2013
7	Presentation of the final self-evaluation report to the Faculty community	December, 6 2013
8	Presentation of the final self-evaluation report to the Council of Veterinary Faculty	December 11, 2013

9. External evaluation of the VFS Study Programme was carried in May 10, 2010 by a group of international experts appointed by the CQAHE and headed by Prof. Roza Adany (see Annex 1).

2. The aims and learning outcomes

10. The aim of the Veterinary Food Safety study program is to educate the bachelors of Public Health with exceptional expertise in food safety, who would be able to ensure public health through the enhanced safety of raw materials and food products of animal and plant origins; creatively apply theoretical and practical knowledge to ensure food safety along the food chain thus contributing to improved public health of society; work according to ethical requirements and cooperate with other specialists in the field of public health.

11. The aim of the VFS study program is implemented through the learning outcomes which students achieve during their studies. The learning outcomes are described in Table 4 on page 7.

12. The aim and learning outcomes of the VFS study program are published on the LUHS website as well as the description of the study program¹ and are displayed on the webpage of the Admission Board².

13. Dissemination of the learning outcomes was carried out through the European Union Structural Assistance funded project ‘Renewal of study programmes in nursing, veterinary food safety, public health and promotion of internationalization’ (further SVEVIT; project No. VP1-2.2-ŠMM-07-K-02-050). As example, the conference was organised by the Project Management Institute including the dissemination of VFS study program learning outcomes on 30.10.2013.

14. The learning outcomes of the particular subjects of VFS program are available for university teachers and students through the LUHS Studies information database (<https://ismusis.lsmuni.lt>; restricted access using password). Information about the learning outcomes of the study program is also disseminated by making presentations, dissemination of publications and leaflets during various informative events like the Fair of HEI or the Science Days organised each year. Information is not limited only to the learning outcomes of the programme but information about the format and duration of the studies, awarded degree is also presented. The information about the learning outcomes of the course units is available in the LUHS information database³.

15. Information about the programme can also be found on information system “AIKOS”⁴ administered by the Ministry of Education and Science of the Republic of Lithuania.

16. Every year dissemination events “Open Doors” are organized at LUHS for everyone interested in studies at the university. Basic information is presented about the rules of acceptance to LUHS, VFS program aims and learning outcomes, further studying possibilities and career opportunities.

17. The learning outcomes were revised by the Study Programme Committee (further SPC) (protocols No. 2,3,5 and 7, 2011-2013). In the revision suggestions and opinion of stakeholders as the study quality assurance part are considered as well.

18. Within the period 2010-2013, the major update of the aims and learning outcomes was carried out through the implementation of the above mentioned SVEVIT. As the results the updated aims and learning outcomes were approved by the Council of Veterinary Faculty on 15 November, 2012, Protocol No. 10).

19. The updated learning outcomes correspond to today’s scientific knowledge in the public health area, evolving animal and human diseases, international community calls to take into account interconnection between animal diseases and public health, e.g. OIE initiative “One Health”. As example, WHO supports domain of Veterinary Public Health and describes it as “an essential part of public health and includes various types of cooperation between the disciplines that link the health triad, people-animals-environment, and all of its interactions”⁵.

20. Social partners are involved in the structuring of learning outcomes through the assessment of students during their practice after 2nd, 3rd, and 4th study year.

21. The learning outcomes of VFS program conform to the requirements described by:

- Order of the Minister of Education and Science No ISAK–276 „Regulation of the public health studies“ (hereinafter Regulation); 27/02/2007
- Order of the Minister of Education and Science of the Republic of Lithuania No. V-2212 of 21 November, 2011 „Descriptor of Study Cycles”.

22. Conformity of the learning outcomes of VFS study program to the Regulation and the Descriptor of Study Cycles described in the table No. 4. Links of the subjects learning outcomes with the study program learning outcomes described in the Annex 2.

¹ <http://lsmuni.lt/lt/veikla/studijos/studiju-programos/i-pakopos-studijos/>

² <http://lsmuni.lt/lt/stojantiesiems/lsmu-studiju-programos/bakalauro-studijos/>

³ https://sis.lsmuni.lt/visiems/Visiems/dalyku_paieska.aspx

⁴ <http://aikos.smm.lt>

⁵ <http://www.who.int/zooses/vph/en/>

Table 4. Learning Outcomes of Veterinary Food Safety study program (the first study cycle)

	Learning outcomes of the first study cycle (bachelor studies described by the order No.V-2212; 2011.11.21 of Ministry of Education and Science of LR)	Learning outcomes of Veterinary Food Safety study program (the first study cycle)
1. Knowledge and its application	Integrated knowledge in professional activity and study field providing versatile theoretical knowledge of study field and professional activity based on the new fundamental and applied scientific research results which can be used in extensive interdisciplinary fields of studies or professional activity.	1.1. To cognize and use properly the terminology of sociology and political sciences, general anthropology; terminology of foreign languages and public health 1.2. To know and utilize the knowledge of information technologies in order to solve problems of public health and food safety 1.3. In public health practice apply principles of biomedical sciences, methods and knowledge (chemistry of food raw materials, biochemistry, human biology, structure of human organism, functioning of organs and systems, pathology of individual systems and organs of the body. 1.4. Understand and apply conceptions of bioethics, fundamentals of health law, information management and application of the law on market restriction measures and contemporary public health 1.5. Master and apply basics of management and health economics; methods of research of natural and anthropogenic factors of the environment, their regulation and reduction of hazardous impact risk 1.6. Obtain knowledge and apply methods of contemporary epidemiology (infectious and non-infectious diseases) and population research 1.7. Comprehend importance of methods in food safety and technology on safety; human safety; technological methods of laboratory analysis; to know groups of pharmaceutical materials, their mode of action, compatibility and interaction, and toxicology.
2 Research skills	Graduate has the ability to gather and analyze data necessary for solving substantial scientific and professional activity issues, and for cultural and artistic creation using scientific evidence and methods of fundamental and applied scientific researches.	2.1. To assess the needs of different populations, or their groups in food safety area, to assess environmental health 2.2. To analyse documents of health policy, law, bioethics, and food safety; to formulate hypothesis, aim and tasks of investigation, 2.3. Comprehend expediency and needs of investigation of populations and health systems, and its relevance to food safety, use various methods of data collection and analysis; to assess and present obtained results; to interpret obtained data using various theoretical paradigms. 2.4. To assess and apply new production of food raw materials and products, processing and storage technologies, analyse its connections with public health 2.5. To assess health and need of individuals, individual public groups and environmental health
3. Special abilities	Graduate has the ability to plan, organize, implement and assess activities within the context of professions and studies by choosing complex technological, organizational and methodical means in an autonomous manner.	3.1. Analyze the impact of raw materials of animal origin and plant and its products on human health; apply statistical methods for proper data analysis 3.2. Take samples, perform sensory, physical, chemical and microbiological laboratory examinations of food raw materials and products, perform its evaluation 3.3. To plan health preservation and improvement, detect human and animal diseases transmissible through food raw materials and production waste, and assess its risk

	Learning outcomes of the first study cycle (bachelor studies described by the order No.V-2212; 2011.11.21 of Ministry of Education and Science of LR)	Learning outcomes of Veterinary Food Safety study program (the first study cycle)
		3.4. Apply requirements of HACCP and other quality control systems in production of raw materials and food enterprises, trade and public catering 3.5. Formulate hypothesis, aim and tasks of investigation in public health area, analyse data using qualitative and quantitative methods, use statistical results of health measurement, present obtained data to the public
4. Social abilities	Graduate has the ability to communicate with specialists and society when solving tasks related to professional activity or study field introducing accomplished work and its results. He/she assumes responsibility for the quality and assessment of his/her and subordinate employees' activity following the principles of professional ethics and citizenship. He/she has the ability to communicate the knowledge and comprehension of study and activity field to specialists and other learners.	4.1. Communicate and spread information, work in a team. Spread professional experience and teach the public 4.2. Understand and use various data, analyze and convey knowledge and understanding to specialists and other persons in learning; use law documents 4.3. To use various information technologies, search, find and use information 4.4. Solve problems and use scientific thinking, represent and protect the interests of public health policy
5. Personal abilities	Graduate has the ability to study in an autonomous manner in his/her professional activity and study field and plan the process of learning. He/she perceives moral responsibility for the impact of his/her activity and its results on public, economical and cultural development, wellbeing and environment.	5.1. Competent to plan study process and professional carier, to perform self-study and teach others, be able to use own experience and acquired competence; be able to sense and take responsibility for its impact on public health, economic, social and cultural development and consequences. 5.2. Capable to summarize and view critically scientific information, its significance on public health with emphasis on the importance on food safety. 5.3. Capable to take her/his and subordinates responsibility for performed activities and to assess these activities according to professional and public ethics

23. Bachelors of VFS study program work in various areas to ensure Public Health, e.g. governmental institutions like ministries and SFVS, national Public Health Centres, any entity dealing with food processing. The food production chain in Lithuania is under control of the SFVS which is currently monitoring more than 24000 food establishments: 12350 wholesale and retail sale entities, 1990 drinking water suppliers, 880 food processing entities, 7600 public catering companies and some others. It should be stressed that every entity dealing with food issues must ensure safety of food as its own responsibility. Also SFVS is responsible for the control of trade and production of food supplements and this amounts to more than 1700 control entities. All these areas are in tight connections with the learning outcomes described in the Table No. 4. The demand of bachelors of the VFS study program is documented by the study of Lithuanian Ministry of Education and Science, which concluded that the biggest potential growth and demand of specialist is in the sector of Food and Veterinary Control (42% of respondents) (Analysis of the demand for specialists and qualified workers in Agricultural sector; Lithuanian Regional Research Institute, <http://www.lrti.lt/english/index.html>).

24. There are two study programs offering bachelor degree in Public Health at LUHS: Veterinary Food Safety study program implemented at the Veterinary Faculty of VA and Public Health study program implemented at the Faculty of Public Health of MA. Because of unique features these two study programmes have found its own niches fulfilling needs of public health.

25. The VFS program is focused on preparing public health specialists with exceptional food safety competence capable to ensure the public health through the improved safety of food (animal and plant origin) along production chain. VFS specialists form a link between public health, production of food and raw materials, plant production, animal husbandry, food and public health sciences. As it was mentioned in the section 23, job opportunities make the VFS study program important and exceptional. The specialized focus of VFS program makes it different from the Public Health study program of MA of LUHS, as the latter covers all fields of public health (environmental health, occupational health etc.), but food safety issues in this program are directly covered by only subject “Food Safety” of 3 ECTS credits throughout all studies.

26. It should be mentioned that LUHS is the only higher education establishment in Lithuania educating specialists in food safety.

3. The Curriculum Design

27. Veterinary Food Safety study program is designed to meet the requirements laid down in the Regulation of Public Health Studies⁶ and the General Requirements for Study Programs⁷.

27.1. Compliance with the General Requirements for Study Programs. VFS program consists of 240 ECTS credits (Table 5 and 6). Of these 207 ECTS credits are allocated for the subjects of the study direction (various subjects, practice, preparation and defending of final thesis); 18 ECTS credits are allocated for optional (elective) subjects (students should choose one subject from the list in each semester). General subjects, practice and elective subjects form the part of 56 ECTS credits. 23 ECTS credits are allocated for students practice. And 17 ECTS credits are designated for the preparation and defending of the final written thesis. All subjects are not less than 3 ECTS credits. Each subject ends with examination or evaluation of students’ independent work (project). Full-time students study up to 7 subjects in a semester. Part-time students study up to 45 ECTS per study year, and during one semester take up to 5 subjects with exams (Table 6).

27.2. Compliance with the requirements of Public Health Studies Regulation. 18 ECTS credits or 8% (12 ECTS credits of compulsory subjects and 6 ECTS credits of optional subjects in the first study year) of study programme are allocated for the subjects of general education (Table 5 and 6). The total volume of study area subjects in the program is 93 credits.

⁶ [Minister of Education and Science Order No ISAK-276 „On the approval of the Regulation on the Study Field of Public Health“ \(Official Gazette, 2007, No 28-1044](#)

⁷ [Minister of Education and Science Order No V-501 “On the approval of the Description of the Common Requirements for the First Cycle Study Programmes and Integral Study Programmes Awarding Degree”; Official Gazette, 2010, No 44–2139; and 2010, No 88–4](#)

Table 5. The Curriculum design of Veterinary Food Safety study program (full-time)

Name of subject	Workload per semester																								Total		Pedagogical title and (or) scientific degree and full name of the subject teacher								
	I				II				III				IV				V				VI							VII				VIII			
	L*	PC*	I*	ECTS	L	PC	I	ECTS	L	PC	I	ECTS	L	PC	I	ECTS	L	PC	I	ECTS	L	PC	I	ECTS				L	PC	I	ECTS	L	PC	I	ECTS
I. General education																																			
Compulsory Subjects																																			
Introduction to Public Health Studies and the Speciality Language	18	39	23	3																													80	3	L. Šarkauskienė, lecturer
Ecology and Conservation of Nature	34	18	28	3																													80	3	Dr. J. Kučinskienė, lecturer
Philosophy					22	20	38	3																									80	3	Dr. V. Suveizdis, assoc. prof.
Foreign Language for Specific Purposes									0	51	29	3																					80	3	V. Janušaitienė, lecturer
Total for subjects of this part	52	57	51	6	22	20	38	3	0	51	29	3																	320	12					
Optional Subjects																																			
History of Civilizations	30	30	20	3																													80	3	Dr. V. Suveizdis, assoc. prof.
Physical Training	4	56	20	3																													80	3	E. Vyskupaitis, lecturer
General Chemistry	24	36	20	3																													80	3	Dr. I. Sinkevičienė, lecturer
Agriculture and Crop Farming	30	30	20	3																													80	3	Dr. Rolandas Stankevičius, lecturer
Nutrient and Energy Value Determination of Forages					24	36	20	3																									80	3	Dr. A. Januškevičius, professor
Using Information Technologies in Biomedical Studies					20	40	20	3																									80	3	Dr. E. Šlyžius, lecturer
Competition Organization and Referees					4	56	20	3																									80	3	E. Vyskupaitis, lecturer
Institutions and policies of European Union					30	30	20	3																									80	3	Dr. L. Ašmenskaitė, lecturer
The Course for Improvement of the Knowledge of a Foreign Language (English)					0	60	20	3																									80	3	S. Adomaitienė, assistant
The Course for Improvement of the Knowledge of a Foreign Language (German)					0	60	20	3																									80	3	V. Janušaitienė, lecturer
A Healthy Lifestyle									20	40	20	3																					80	3	E. Vyskupaitis, lecturer
Second Foreign Language (English, Danish, Italian, French, Russian, German)									0	60	20	3																					80	3	V. Janušaitienė, lecturer
Latin Language									0	60	20	3																					80	3	Dr. S. Rakutienė, lecturer
Civil Defense													20	40	20	3																	80	3	Dr. A. Stepaniukas, assoc. prof.
The Course for the Official Foreign Language Style (English)													0	60	20	3																	80	3	S. Adomaitienė, assistant
The Course for the Official Foreign Language Style (German)													0	60	20	3																	80	3	V. Janušaitienė, lecturer
Visualization of Information																	0	60	20	3													80	3	L. Matulienė, assistant
Career Planning																					10				18	42	20	3					80	3	Dr. K. Mažeika
Basics of Marketing																									27	33	20	3					80	3	Dr. L. Ašmenskaitė, lecturer
Total for subjects of this part	58	122	60	9	78	282	120	18	20	100	40	6	0	60	20	3	20	160	60	9	0	60	20	3	45	75	40	6	1520	57					

II. Special education

Compulsory Subjects																																	
Analytical and Physico-colloids Chemistry	34	68	31	5																								133	5	Dr. I. Sinkevičienė, lecturer			
Biochemistry	48	68	71	7																								187	7	Dr. A. Baltušnikienė, assoc. prof.			
Morphology	34	68	58	6																								160	6	J.I. Alionienė, assistant			
Sociology	10	30	40	3																								80	3	Dr. R. Kaminskas, assoc. prof.			
Physiology					66	70	51	7																				187	7	Dr. V. Oberauskas, assoc. prof.			
Chemistry of Raw Materials and Foodstuffs					68	68	78	8																				214	8	Dr. A. Baltušnikienė, assoc. prof.			
Bioinformatics and Biostatistics					24	78	31	5																				133	5	Dr. V. Juozaitienė, professor			
Applied Biology					30	45	32	4																				107	4	Dr. A. Daukšienė, lecturer			
Professional Ethics								24	26	56	4																	106	4	Dr. V. Suveizdis, assoc. prof.			
Genetics								40	45	102	7																	187	7	Dr. I.T. Miceikienė, professor			
Processes of the Main Food Products Technology								34	34	119	7																	187	7	Dr. E. Bartkienė, assoc. prof.			
Physical Environment and Health								40	62	58	6																	160	6	Dr. R. Ustinavičienė, assoc. prof.			
Microbiology and Immunology										68	102	97	10															267	10	Dr. J. Šiugždaitė, professor			
Epidemiology										46	61	107	8															214	8	Dr. A. Malakauskas, assoc. prof.			
Pathophysiology										20	36	24	3															80	3	Dr. V. Riškevičienė, professor			
Safety and Quality Control of Drinking Water										16	31	33	3															80	3	Dr. G. Gerulis, lecturer			
Control of Food Safety and Quality													68	68	78	8													214	8	Dr. A. Šarlauskas, lecturer		
Milk Hygiene and Technology													20	48	66	5													134	5	Dr. L. Šernienė, assoc. prof.		
Functional Food													22	32	26	3													80	3	Dr. D. Sekmokienė, assoc. prof.		
Hygiene and Technology of Aquatic Animal Products													34	65	35	5													134	5	Dr. A. Stimbirys, assoc. prof.		
Health Policy and Strategy													12	48	20	3													80	3	Dr. L. Šumskas, assoc. prof.		
Occupational Health Care													20	32	28	3													80	3	Dr. V. Januškevičius, assoc. prof.		
Basics of Law and Food Law																	42	50	42	5									134	5	Dr. M. Stankevičienė, assoc. prof.		
Meat and Egg Hygiene																	34	66	114	8									214	8	Dr. G. Zaborskienė, assoc. prof.		
Food Toxicology																	51	34	75	6									160	6	Dr. G. Januškevičienė, professor		
Basics of Research																	30	13	37	3									80	3	Dr. A. Kabašinskienė, lecturer		
Public Catering																										34	51	75	6	160	6	Dr. G. Zaborskienė, assoc. prof.	
Fundamentals of Economic and Management																											28	24	28	3	80	3	L. Matulienė, assistant
Plant Food Making and Hygiene																											36	72	106	8	214	8	Dr. E. Bartkienė, assoc. prof.
Food Microbiology and Risk Analysis																													214	8	Dr. M. Malakauskas, assoc. prof.		
Total for subjects of this part	126	234	200	21	188	261	192	24	138	167	335	24	150	230	261	24	176	293	253	27	157	163	268	22	142	211	315	25	4460	167			

Table 6. The Curriculum design of Veterinary Food Safety study program (part-time)

Name of subject	Workload per semester																								Pedagogical title and (or) scientific degree and full name of the subject teacher							
	I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII			Total						
	L*	PC*	I*	L	PC	I	L	PC	I	L	PC	I	L	PC	I	L	PC	I	L	PC	I	L	PC	I		hrs.	ECTS					
I. General education																																
Privalomieji dalykai																																
Introduction to Public Health Studies and the Speciality Language	4	11	65	3																								80	3	L. Šarkauskienė, lecturer		
Ecology and Conservation of Nature	6	12	62	3																								80	3	Dr. J. Kučinskienė, lecturer		
Philosophy	8	4	68	3																								80	3	Dr. V. Suveizdis, assoc. prof.		
Foreign Language for Specific Purposes								0	6	21	1	0	6	47	2													80	3	V. Janušaitienė, lecturer		
Total for subjects of this part	18	27	195	9				0	6	21	1	0	6	47	2													320	12			
Optional Subjects																																
History of Civilizations	14	2	64	3																								80	3	Dr. V. Suveizdis, assoc. prof.		
General Chemistry	4	0	22	1	0	12	42	2																				80	3	Dr. I. Sinkevičienė, lecturer		
Agriculture and Crop Farming	8	8	64	3																								80	3	Dr. Rolandas Stankevičius, lecturer		
Nutrient and Energy Value Determination of Forages	8	0	18	1	0	8	46	2																				80	3	Dr. A. Januškevičius, professor		
Using Information Technologies in Biomedical Studies	6	0	20	1	0	10	44	2																				80	3	Dr. E. Šlyžius, lecturer		
Institutions and policies of European Union	8	0	18	1	0	8	46	2																				80	3	Dr. L. Ašmenskaitė, lecturer		
The Course for Improvement of the Knowledge of a Foreign Language (English)	0	4	22	1	0	12	42	2																				80	3	S. Adomaitienė, assistant		
The Course for Improvement of the Knowledge of a Foreign Language (German)	0	4	22	1	0	12	42	2																				80	3	V. Janušaitienė, lecturer		
A Healthy Lifestyle	8	8	64	3																								80	3	E. Vyskupaitis, lecturer		
Latin Language						0	4	22	1	0	12	42	2															80	3	Dr. S. Rakutienė, lecturer		
Civil Defense											4	0	22	1	0	12	42	2											80	3	Dr. A. Stepaniukas, assoc. prof.	
The Course for the Official Foreign Language Style (English)						0	4	22	1	0	12	42	2															80	3	S. Adomaitienė, assistant		
The Course for the Official Foreign Language Style (German)						0	4	22	1	0	12	42	2															80	3	V. Janušaitienė, lecturer		
Visualization of Information											0	8	18	1	0	8	46	2											80	3	L. Matulienė, assistant	
Career Planning												10	0	16	1	0	6	48	2										80	3	Dr. K. Mažeika	
Basics of Marketing												8	0	18	1	0	8	46	2										80	3	Dr. L. Ašmenskaitė, lecturer	
Total for subjects of this part	56	26	314	15	0	70	306	14	0	28	106	5	4	12	64	3	0	20	60	3	18	8	80	4	0	14	94	4		1280	48	
II. Special education																																
Compulsory Subjects																																
Chemistry	10	0	43	2	0	24	57	3																					134	5	Dr. I. Sinkevičienė, lecturer	
Biochemistry					12	0	41	2	0	18	116	5																	187	7	Dr. A. Baltušnikienė, assoc. prof.	
Morphology	10	0	70	3	0	12	68	3																				160	6	J.I. Alionienė, assistant		
Sociology					4	4	19	1	0	2	51	2																80	3	Dr. R. Kaminskas, assoc. prof.		
Physiology	14	0	39	2	4	12	64	3	0	4	50	2																187	7	Dr. V. Oberauskas, assoc. prof.		
Chemistry of Raw Materials and Foodstuffs									12	0	15	1	12	16	106	5	0	16	37	2									214	8	Dr. A. Baltušnikienė, assoc. prof.	
Bioinformatics and Biostatistics	4	12	37	2	0	10	70	3																				133	5	Dr. V. Juozaitienė, professor		
Applied Biology	10	14	83	4																								107	4	Dr. A. Daukšienė, lecturer		
Professional Ethics					10	0	17	1	0	6	74	3																107	4	Dr. V. Suveizdis, assoc. prof.		
Genetics						14	0	66	3	0	16	91	4															187	7	Dr. I.T. Miceikienė, professor		
Processes of the Main Food Products Technology										6	0	47	2	0	16	118	5											187	7	Dr. E. Bartkienė, assoc. prof.		
Physical Environment and Health						8	0	45	2	0	14	93	4															160	6	Dr. R. Ustinavičienė, assoc. prof.		
Microbiology and Immunology									18	0	35	2	10	16	81	4	0	8	99	4								267	10	Dr. J. Šiugždaitė, professor		
Epidemiology														17	0	117	5	6	6	68	3							214	8	Dr. A. Malakauskas, assoc. prof.		
Pathophysiology										8	0	19	1	0	12	41	2											80	3	Dr. V. Riškevičienė, professor		
Safety and Quality Control of Drinking Water											8	0	19	1	0	12	41	2										80	3	Dr. G. Gerulis, lecturer		

Subjects indicated in the section 16.1 of the Regulation make up 26 (Physical Environment and Health, Biochemistry, etc.), 30 (Physiology, Microbiology and Immunology, etc.) and 37 (Professional Ethics, Genetic, Bioinformatic, etc.) ECTS credits. For special education part, including practices and preparation of thesis, of the study program there are allocated 114 ECTS credits what makes 48% of study program. Elective subjects makes 9% of all credits or 21 ECTS. Practice and preparation of the final thesis is subject of student's independent work supervised by practice supervisor and thesis supervisor, respectively. Study programmes of both full-time and part-time forms are the same according to the aims, learning outcomes, number of credits and given subjects.

28. Subjects in the same semester are structured according to succession, complexity and their interrelations to ensure horizontal and vertical integration (Tables 5 and 6; Annex 3). VFS studies begins with subjects that provide basic knowledge such as analytical and physcoloid chemistry, morphology, sociology, physiology, biochemistry, applied biology, food raw materials, food chemistry and other subjects. In the second study year - professional ethics, genetics, food production technology processes, physical environment and health, microbiology and immunology, epidemiology and other relevant subjects. During the III and IV study years students take speciality subjects such as functional food, dairy products technology, hygiene and technology of aquatic products, meat and egg hygiene, health policy and strategy, occupational health care, food microbiology, risk analysis and others. This succession of subjects allows students to obtain knowledge and skills starting from universally applied and specific which are necessary for public health specialists. Similar succession is also the feature for studies related to students' knowledge and skills of law. This study design allows gradually acquiring knowledge necessary for public health specialist taking care of food safety also the knowledge covering the entire food chain from the raw materials to manufactured food products and their role in the context of public health.

29. Horizontal and vertical integration among subjects is implemented in the programme: in the first semester of the first study year students take subjects of analytical and physcoloid chemistry, biochemistry, and morphology, in the second semester – chemistry of raw materials and food products, physiology, biology and other relevant subjects. Subjects of the second study year are related to genetics, food production technology process, microbiology and immunology, epidemiology, etc. Subjects thought during the second-fourth study years require knowledge obtained during the previous semesters, and also subjects of the same semester are strongly related to each other: food production technologies, milk hygiene and technology, meat and egg hygiene, hygiene and technology of aquatic animals, plant production and hygiene, food toxicology, food microbiology and risk analysis, food safety and quality management, and etc.

30. Before starting practice students already have taken the necessary subjects. Before practice in laboratories, during which they are trained in microbiological testing of raw materials and food products, they have been taking subjects of microbiology and immunology, food production technological processes, quality control and safety of water. In this way students better understand practical implementation of microbiological studies and their implications for microorganisms detection and identification methods applied to identify the food raw materials and products of microbiological safety and quality.

31. The horizontal and vertical integration of the subjects allows avoiding duplications of topics among the subjects within the study year and among different study years.

32. Topics in each subject are selected to ensure achievement of the study aim and learning outcomes of the VFS programme (Annex 2 and 3). Appropriate teaching forms and methods are indicated in the description of each subject.

33. Procedure for the preparation, defence and assessment of the final thesis of the VFS studies has been approved by the Board of Veterinary Faculty (protocol No 03(37) of 20.10.2011 and amendment protocol No 4 of 05.04.2012). This recommendation is presented on LUHS intranet and available for students at any time. The list of the final theses is shown in Annex 4

34. Students start to prepare the final thesis from the beginning of the 7-th semester. The topics for the final thesis are proposed by the teachers of the VFS program subjects and by students themselves. The topics are given to students through the faculty dean office.

35. Final thesis are assessed by the reviewers and final thesis' defence commission. Reviewers receive coded final thesis. Reviewers are selected in such way, that the topic of final work would be from the area of reviewer's research work and his/her competence. Assessment is based on the originality, scope and quality of the accomplished work, author's ability to analyse and evaluate the results, to present and defend the thesis during oral presentation. The final thesis' assessment commission is formed on the basis of the order issued by the Veterinary Faculty board. Defence commission is drawn from at least 5 members, from specialists competent in their study direction – scholars, practitioners, professionals, representatives of social partners. The chairman of the commission is appointed from the social partners. For the last year, the commission consisted of 7 members.

36. Each member of the commission assesses the work individually and signs on the minutes of the meeting. The commission is introduced with the comments and assessment of the reviewer. If the commission assesses the final work negatively, the student repeatedly submits a corrected or amended final work not sooner than after 1 year as indicated in the Regulations of LUHS Studies⁸.

4. Staff of the Veterinary Food Safety study programme

37. In the VFS study programme there are 90 teachers (Annex 5). Of them - 13 are professors (14.4%), 33 - associated professors (36.7%) and 44 - assistants and lectors (48.9%). In total 71 (78.9%) teacher hold scientific degree in the fields of public health (10B), biology (01B), veterinary medicine (12B); chemistry (03P), chemical engineering (05T); philosophy (01H), and few others. Teachers are upgrading their qualification and skills through Lifelong Learning activities, e.g. training course, conferences, research. Teachers without scientific degree (21.1%) or pedagogical title (48.9%) teach subjects of the general university education e.g. foreign languages and philosophy.

38. The academic staff is recruited according to the needs of the departments and requirements laid down in legislation: LUHS Senate resolution No 19-09 “Principles of LUHS staff acceptance and performance evaluation to the positions”, 29 March 2012; Republic of Lithuania. Law on higher education and research 20-Apr-2009, No XI-242 (Official Gazette, 2009, No 54-2140); LUHS Statute (Official Gazette, 2010, No 81-4231; Approved 30-06-2010); Minister of Education and Science of the Republic of Lithuania. Order No V-501, 9-Apr-2010 „Regarding the approval of Description of general requirements for the awarding a degree of the first cycle and integrated study programs“; LUHS Senate resolution No 4-3, “LUHS teaching staff and research staff acceptance to the positions procedure”, 23 December 2010;

39. List of teachers is provided in Annex 5. Qualification of teachers' is reflected in their scientific and methodological activity which can be seen in their CVs in Annex 6.

40. Teachers of the programme (78.9%) are active researchers, publishing their research results in national and international scientific journals, and participate in scientific conferences (Annex 6).

41. Teachers in the programme have various length of pedagogical experience (Table 7). In study year 2012.09-2013.06, 85.6% of teachers had experience of pedagogical work which was not less than 3 years. The average of teachers' experience of pedagogical work in the subjects of special education is 14 years.

Table 7. Teachers' experience of pedagogical work

	Experience of pedagogical work in years				
	Up to 3 years	4-10 years	11-20 years	21-30 years	31-41 years
Number of teachers	8	37	21	11	13

⁸ http://ismuni.lt/media/dynamic/files/1583/studentu_pasiekimu_vertinimo_reglamentas.pdf

42. Teachers are regularly creating and updating teaching materials. Over the period of 2008.09.-2013.06, teachers of the programme issued 55 textbooks and 54 methodological materials. Of them 14 publications are devoted to the subjects of the programme's general education, 16 – to the basics studies and 79 – to the subjects of special education.

43. Considerable part of teachers (41%) have close ties with the sector of production providing consultations, perform investigations, and etc, (G Januškevičienė advises food enterprises on the systems of Risk Factors Analysis and Critical Control Points, E. Bartkienė - enterprises producing products of plant origin, G. Zaborskienė – meat processing enterprises, etc.).

44. 45 % of teachers are active participants of the administrative work - they are members of the boards, commissions, committees and representatives of administration. 10 teachers are involved in expert activity. Half of teachers (46.7%) are members of social professional organizations.

45. Practice of students is guided by the teachers of special education. Practice in food microbiology laboratories is managed by the head of the laboratory and responsible persons from departments assisting practical training. Student practice at food enterprises, trade centres, markets and other enterprises is managed by the persons responsible for food safety issues. They perform inspection, write inspection reports jointly with SFVS inspectors who coach the students.

46. In order to promote professional development, LUHS approved the requirements for job descriptions of teachers, research workers and other investigators and the procedure for arranging their certification and participation in competitions and conferring pedagogical titles. Equal conditions for professional development are created to all teachers, they can participate in the conferences, internships and study visits under exchange programmes. At the end of the year most outstanding teachers and active scientists are selected and awarded.

47. During 2008.09-2013.06, 37 teachers improved their qualification at foreign universities. Participation in scientific conferences and other activities are provided in Annex 5.

48. During 2012.10-2013.06 average age of teachers in the programme was 46.9 years (27 - 68 years) (table 8). A group of teachers up to 55 years of age makes 76.7 % of all the teachers. Professors over 55 made 23.3%. Age average of the assoc. prof. was 48.7 years.

Table 8. Distribution of teachers by age groups

	Number of teachers	Scientific degrees		Distribution of teachers by age				
		Doctors	Habil. doctors	Up to 35	From 36 to 45	From 46 to 55	From 56 to 65	Over 65
Professor	13	10	3	-	-	5	8	-
Assoc. Prof.	33	33	-	1	13	10	8	1
Lecturers, assistants	44	25	-	13	16	11	4	-
In total	90	68	3	14	29	26	20	1

49. Change of teachers in the programme is under normal range. The change is natural retirement or end of the work contract and is compensated with new employers. Retired teachers are replaced by young scientists bringing to the programme a new approach towards the implementation of scientific achievements. Over past 5 years, 3 doctor's dissertations have been defended on food safety issues and two young scientists were employed as teachers in the VFS programme.

50. Attestations and competitions for various positions during 2008.10-2013.06 were attended by more than 20 teachers and researchers involved in the VFS programme. Quite many have started working in higher positions after their successful appearance in the competitions (table 9).

Table 9. Change in the job positions of teachers

Change of job positions	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
From assistant to lecturer	1	1	1	1	-
From lecturer to Assoc. prof.	1	3	4	2	6
From Assoc. prof. to professor	2	3	7	1	1

51. During period of 2008.10 - 2013.06 there were 74 (82.2%) full-time teachers, 16 (17.8%) – part-time teachers and 3 external teachers. In each part of the programme no less than half of the teachers are full-time employees: the proportion (5:1) between full-time and other teachers is rational.

52. Altogether 174 full-time and part-time students are taught by 90 teachers. Students are divided into groups, there are up to 24 students in a group. Students have an opportunity to select a supervisor of the final thesis from teachers who teach any subjects within 4 years of studies.

53. 21 laboratory technicians, one senior laboratory technician, 2 senior engineers for precise installations, 2 training foremen, 1 physician, 1 technician of pathology sciences, 2 computer maintenance specialists participate in the implementation of the programme. Additionally teachers and students can make use of assistance of the technical staff. One employee of the support staff provides services to 3 teachers, and during laboratory classes 20 students have 2 support staff.

54. The average of pedagogical work load of the teachers during 2008.10-2013.06 study years is provided in table No.10. Most of the teachers are working in this and other study programmes as well, therefore the load of the majority of the teachers in the analysed study programme makes only part (22.7%) of their total pedagogical load. Contact hours comprises in average 38% of the teacher's total work load.

Table 10. Average of annual pedagogical load of the teachers in the VFS full-time and other study programmes

Teachers	Average number of direct contact hours			Number of contact hours in other study programmes (h)
	Lectures (h)	Laboratory works/ exercises (h)	Number of direct contact hours (h)	
Professors:				
General subjects	-	-	-	-
Special subjects	27	48	75	465
Docents:				
General subjects	30,2	88,8	119	444,0
Special subjects	45,6	106,4	152	365,2
Other teachers:				
General subjects	11,8	70,7	82,5	634,3
Special subjects	27,0	51,0	78	348,5
In average	28,32	72,98	101,3	451,4

55. During 2008 and 2012 study years 37 teachers have been abroad under the frame of ERASMUS programme or scientific projects.

56. Six teachers have been invited from foreign universities in the framework of the project under ERASMUS programme. Lectures have been read by prof. M. Grashorn (University of Hohenheim, Germany), prof. dr. T. Alter (German Federal Risk Assessment Institute, Germany), assoc. prof. R. Stabler (London school of tropical medicine); R. Krieg (World association of rabbit science); prof. N. Deniz (Kirikale university, Turkey). The academic staff exchange rate in the programme is 6:1.

57. During the last 5 years, 895 research articles in international and national journals were published by staff of the VFS programme. Out of it, 437 publications are in journals included in the

list of Scientific Information Institute database (hereinafter SII); it makes 48.8% of all publications. Publications are related to the objectives and goals of the VFS programme. Scientists of the programme take part in the EU funded research, technological development and demonstration activity programme (FP7), are actively involved in the implementation of the European programme for co-operation in the fields of scientific and technical investigations (COST) and take part in various scientific activities financed by Research council of Lithuania. Some examples: participation in FP6 project: „Bio traceability of undesired micro organisms and their metabolites in the food and feed chain“ (2007-2010, Contract No 036272). Teachers of the programme are also taking part in the projects supported by the Research Council of Lithuania (RCL): research project „Prevention of Campylobacteriosis by improving quality and safety of food raw materials and food products“ (2011-13, No. SVE-05/2011), „Application of solid-state fermentation for development of higher value and safety food products“ (2011-13 m., No. SVE-11019).

5. Facilities and Study Resources

58. There are 7 main auditoriums for lectures at the Veterinary Academy with numbers of seats ranging from 50 to 280 (only one with 50, others from 100). If necessary 5 additional auditoriums at the Medical Academy could be used.

59. There are 7 departments (Anatomy and Physiology, Food Safety and Quality; Non-infectious Diseases; Infectious Diseases; Animal Husbandry; Animal Nutrition; Animal Breeding) and 2 institutes (Institute of Biological Systems and Genetic Research; Institute of Microbiology and Virology) in the VA campus with 48 classes/laboratories (937 individual work palces) and 32 seminar rooms (751 individual work palces). The vast majority of them are adjusted to work with groups of 15-25 students. 4 computer classes have been installed with 132 individual work places. Distant Learning Studies Centre is equipped with a teaching classroom of 24 seats. Social subjects, the humanities and other disciplines are taught at the departments of the Medical Academy, LUHS. Students for purposes of studies can also use open access Centre of Animal Health and Animal Food which is part of the Nemunas Valley Project “Science of animal health, nutrition and animal raw materials, development of studies infrastructure and consolidation of scientific potential“ (investment of around 8,78 millions €).

60. All facilities used for training of students meet regulatory requirements for work safety and hygiene. All classrooms, rooms and laboratories are equipped with fire protection and safety measures (water taps for eye wash, first aid and fire-extinguishers). All auditoriums and classrooms where necessary are equipped with computers and multimedia projectors. Three classrooms have audio equipment in addition. Training laboratories are provided with laboratory equipment and instruments which are required for the subjects instructed. Distance Studies Centre has software to execute distance studies. The library of VA of LUHS has 68 computerized work places of which 20 have stationary computers, 48 have internet access for laptops, and a wireless internet area is operating. There have been significant investment into infrastructure and research equipment in recent years under the science and innovation valley “Nemunas“ project „Development of infrastructure of the science of animal health, nutrition, animal raw materials and studies, consolidation of scientific potential“. In total around 600000 euros were invested to upgrade the equipment and facilities related to food safety field. Also during the period between 2011 and 2015, classrooms, training facilities and equipment will be upgraded in the framework of the project „Upgrading of studies infrastructure and basic equipment while creating LUHS“ (7246376 euros).

61. Students of the VFS Programme can develop their practical skills during 3 practices after 2nd, 3rd and at the end of the 4th study years (see Annex 3).

62. Students’ practice is supervised and tasks are given by the teachers of the Food Safety and Quality department. Enterprises and establishments must satisfy requirements for students’ practise, i.e. appropriate conditions must be created for the students in order to achieve aims of the practice. This is ensured by the manager of the enterprise accepting a student for practise by signing a trilateral practice agreement and appointing a competent mentor in the enterprise or establishment. The agreement is compulsory for each student and signed by the student, university and by the

enterprise accepting a student for practise. Since 2012-2013 study year, practice supervisor (or enterprise) is paid by the LUHS for giving service to perform practice. At the time of their practise, students directly participate in all processes of production, control and evaluation; also they have an opportunity to collect information for their final thesis. According to the study programme, students of the second year perform their practise in food microbiology laboratories (5 ECTS); usually students perform it in the National Food and Veterinary Risk Evaluation Centre located in Vilnius or its units in Kaunas, Šiauliai, and Panevėžys, and in the laboratories of the enterprises where microbiological analysis of the products is done (for example „Pieno žvaigždės“, „Kraft Foods Lietuva“, „Kauno grūdai“). Students of the third year perform their practise in food enterprises (160 hours), students of the fourth year perform an Industrial practise (480 hours) in food enterprises, trade centres, markets, SFVS and in other institutions. Since there is over 20 thousand food handling entities in the country, there are various opportunities for students to find a place for practice with a help of practice coordinator. List of the some biggest food producers in Lithuania having signed agreement with LUHS regarding practice performance is given below (Table 11).

Table 11. The list of major food companies in Lithuania which have agreements for VFS students practice

Companies/producers	Agreement No.
ŽŪKB “Krekenavos mėsa”	Nr. VKC3-1
JSC “Aconitum”	Nr. VKC3-102
JSC “Plungės kooperatinė prekyba”	Nr. 12/09/18/01
AB “Kaft foods Lietuva”	Nr. 4/1-09
JSC “Rokiškio pienas”	Nr. 4/1-11
JSC “Rūta”	Nr. 4/1-12
SC “Vilniaus paukštynas”	Nr. 4/1-14
JSC “Maxima”	Nr. 4/1-15
JSC “Biovela”	Nr. 4/1-16
JSC “Fazer kepyklos”	Nr. 4/2-06
SC “Pieno žvaigždės”	Nr. 4/3-03
JSC “Norfos mažmena”	Nr. 4/3-05
SC “Stumbras”	Nr. 4/3-12
JSC “Arvi kalakutai”	Nr. 4/4-11
JSC “Kauno grūdai”	Nr. 4/4-13
SE „Pieno tyrimai“	Nr. VKC3-26

63. The ratio of the number of the practise places with the number of students is usually 3 to 1. Students always have the opportunity of selecting the place of practise from the list of enterprises provided by the manager of the Career Centre (before 2013.10.01) or the Practice Administrator from the Dep. of Food Safety and Quality (since 2013.10.01) Students may themselves propose enterprises not included in the list to perform practise. Under request of students, they are appointed to the place of practise taking into account the place of their residence.

64. The LUHS Library and the Information Center of Health Sciences (address: Eivenių str. 6) in 2007 moved to the new building, which meets the highest requirements for libraries. The library facilities are available from 7.30 am to 10.30 pm on Monday-Friday, from 10 am to 8 pm on Saturdays, and from 10 am to 5 pm on Sundays. The library visitors may use four reading-rooms, which have 332 places; 56 of them are computerized, three reading rooms for group learning, an eight-place-room with multimedia equipment, a twelve-place-teaching computer class, and the halls for seminars and conferences. Students and academic staff are trained to use computer search engines. In 2012-2013 the library subscribed to more than 47 databases like Annual Reviews, BMj journals, BMj ClinicalEvidence, Cochrane Library, EBSCO Publishing (10 dB), Emerald Management ejournals Collection, Cambridge journals Online, Henry Stewart Talks, LWW/Ovid SP, Md Consult, Natural Medicines Comprehensive database, Nature Publishing Group, OUP: Oxford journals, Oxford Reference Online, PsycARTICLES, SAGE Publications Online, Sciencedirect, Science Online, SpringerLink, Taylor&Francis, Up To date, Wiley Online Library,

and etc. Access to databases is mostly free if log-in done from the University computers. This way numerous journals and books online are available for our university's students (e.g. <http://www.accessmedicine.com>). Log-in from university's computers (library etc.) is direct; access from home computer is possible using the University's Virtual Network. The Virtual Private Network (VPN) is network services, which allow Lithuanian Health Sciences University students to safely connect to the university computer network.

There are more than 1930 various books, articles and other reading material related to public health at the Library Central Stock. Also the Central Library branch at the Veterinary Academy Campus offer for students books, journals and etc. As example, only in 2012-2013 years more than 80 new books were purchased for students. Books and other material for studies are purchased according the recommendations of teachers of the study program.

65. Methodological resources are updated each year. In the middle of the school year the need for methodological publications is discussed in the departments, considered at the meeting of the Veterinary Faculty Council resulting in respective publications or additional editions by the publishing division of LUHS. One of the SVEVIT project activities was updating of methodological resources: 50 new books in English were obtained; 29 textbooks were prepared in English covering 141 ECTS credits of the study program.

66. Lecture handouts, reading material, course timetable, assessment rules, and etc. have to be placed on the LUHS Intranet server since 2012. All students have access to this intranet database (login via user name and password).

6. Study Process and Its Assessment

67. Admission of students is done following official rules for admission to Lithuanian higher education schools¹⁰. There are threshold grades for students willing to get State funded position at universities (Ministry of Education and Science „Due to establishment of minimal study results indexes for persons, pretending to study in State funded position of first level or integral studies“ No. ISAK-2082, 2009.10.29, No.129 -5621, Officiale Gazete).

68. Admission of students is also regulated according to the rules that are annually approved by the Senate of LUHS. Information regarding the admission to Veterinary Food Safety study program and structure of accumulative scores are available on the website of University under section of “Annual rules of Students admission to LUHS”¹¹.

69. High school graduates are admitted to VFS program according to the admission rules and competitive score. The competitive score is calculated summing scores of competitive educational subjects multiplied with respective weigh coefficients and additional points. The competitive disciplines are: biology, chemistry or mathematics and Lithuanian language. Only those students are invited to study, whose competitive score is not less than 35 % of the highest possible competitive score, without additional points¹². Additionally to competitive score are added scores according order, confirmed by Ministry of Education and Science, for I-III place winners of international and national Olympiads and contests. Since 2012, additional scores are added by order of minister of Ministry of Education and Science of LR 2012-08-31, No V-1291, confirmed „Schedule of the best evaluated graduates row forming rules in 2013“.

70. During 2008-2012 the average of the highest competitive score was 18.8 and the lowest – 8.0. The average of the highest competitive score of part-time study form was 13.8, and the lowest – 6.2 (Table 13). Competitive grades range widely, though competitive grades of the persons' admitted to study not always testify insufficient preparation for studies, because well-studying entrant who has not selected competitive disciplines will receive a low competitive score. With the highest score of 20.02 entered 0.4 % of students and with the lowest score of 2.8 entered 0.7 %.

⁹ http://www.lvb.lt/primo_library/libweb/action/search.do?mode=Basic&vid=LSMU&vl%28freeText%29=public%20health&fn=search&tab=local&

¹⁰ LAMA BPO; <http://www.lamabpo.lt/>

¹¹ <http://ismuni.lt/en/study-at-lsmu/-admission/-admission-requirements/>

¹² [Students' admission rules, Confirmed by LUHS Senate decision No 27-04, February 15, 2013; http://ismuni.lt/media/dynamic/files/2017/123456.pdf](http://ismuni.lt/media/dynamic/files/2017/123456.pdf)

Table 13. Competitive scores of admitted students

Year	Study form	Competitive scores	
		<i>The highest</i>	<i>The lowest</i>
2008	F	19,3	11,42
	P	9,96	5,82
2009	F	17,2	3,0
	P	16,48	2,80
2010	F	18,75	8,24
	P	14,5	7,27
2011	F	20,02	9,52
	P	14,58	8,02
2012	F	18,76	7,8
	P	13,66	7,3

F-full time, P-part time students

71. During 2008–2012, VFS study program was selected by 4196 school-graduates, in average 839.2 students each year. 445 school-graduates (10.60 %) indicated the VFS study program as the first choice and 446 (10.63 %) – as the second choice. These numbers indicate that the program is popular enough.

72. As in every study programme, there is a drop out of students in this program too, but rather low. The biggest part (~80%) of excluded students drop out during the first two years, whereas in the subsequent years this part is only 2-3 %. Of the excluded students 65 % leave studies themselves, while the rest due to under-achievement. Usually those with lower competitive scores are excluded but there are exceptions as well. Part of the students (in particular in 2008) due to economic crisis had to work and study at the same time. This led to the situation that students changed full-time studies to the part-time studies. Some students, due to illness, child care or difficult material situation, take an academic leave of one year and then returned. About 10-12 % of the part-time students are lost during the first year of studies. There is a tendency that number of part-time studies students dropping out is decreasing, what shows that motivation of students getting higher. In 2009 year 21 student was dropped out - in 2012 year only 3 part-time students were dropped out.

73. The main causes of the drop out are: lack of motivation (general admission to universities system promote this); difficult financial situation, therefore students are forced to find jobs and later fail to combine work and studies; poor knowledge of chemistry gained in secondary education schools (profiling could be of effect), and rather many subjects of chemistry are taught in this program. Students are not coming back for studies after academic holidays or they are excluded from the students list after their personal asking. Part-time students also break studies mostly voluntarily and not because of academic results. In order to fill gaps of chemistry first study year students can choose an elective discipline – general chemistry. In order to assist students in difficult situations there are number of tools to reduce the losses: students are motivated by consultations, in particular circumstances time table for clearing-off could be adjusted, disciplines can be repeated, there is a possibility to take an academic leave, changing the form and program of studies is provided, also subjects passed at another higher education school could be accredited. Dynamic of student number change is provided in table 14.

Table 14. Change of number of students in Veterinary food safety study programme

Academic year	Change of number of students through study years													
	I		II		III		IV		V		VI		Total	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P
2012	39	13	32	7	65	10	85	34	-	80	-	64	260	208
2011	33	11	54	33	77	39	46	83	-	59	-	-	210	225
2010	44	13	73	27	40	82	47	54	-	-	-	-	204	176
2009	71	34	43	86	47	55	35	-	-	-	-	-	196	175
2008	47	99	48	45	35	-	34	-	-	-	-	-	164	144

F – full-time studies, P – part-time studies.

74. Ratio between number of admitted students and graduated students is 1:0.98 and 1:0.8 in full-time and part-time respectively (Table 14). In 2008 graduated 78 %, in 2009 – 69%, in 2010 – 80 %, in 2011 – 83.6 %, and in 2012 – 97.8 % of students, which were admitted to the first course. These numbers show increased students motivation to study and declining numbers of drop out.

75. Student mobility through exchange programs to universities in other countries and for placements to business companies reached 2.5% from a total number of students studying at VFS study program (Table 15). This rate is typical for many Lithuanian and European universities. Students, depending on their academic results, have possibility to apply for Erasmus exchange programme (agreements are signed with 15 universities and faculties having similar study programs). There is a number of instruments for motivation of students to be involved in mobility activities: starting from active information spreading to practical support for students. All available financial resources for mobility are utilized and even there is a lack of them in order to satisfy the demand. During 2008.10-2013.06 period there were no visiting students from other universities.

Table 15. Mobility of outgoing students

Academic year	Number of outgoing students	Institution or country
2008	2	University of Copenhagen, Denmark
2009	1	Ege University, Turkey
	6	Latvia University of Agriculture
	1	University of Lisbon, Portugal
2010	1	University of Copenhagen, Denmark
	1	University of Helsinki, Finland
	1	"Kvin" - Pizza - Cafe, Greece
2011	2	Ege university, Turkey
	3	CAH Dronten University of Applied Sciences, Netherlands
	2	Estonian University of life sciences, Estonia
	1	Apay Gida San Tic Ltd Sti, Turkey
2012	2	Ege University, Turkey

76. Students can participate in research activities in various projects and present their work at the annual students' research society conference. At this conference there was one in 2010, five in 2011 and 2012 each oral presentations from VFS program students. Additionally students are involved in the applied research through the programs offered by the Lithuanian Council of Science. There are two programs for students: Scientific practice (in summer) and Scientific investigations (during Autumn semester). For example in 2010 VFS students Tomas Mėčius and Donatas Petkevičius carried out research under Scientific investigations program (agreements No. SMT-BFT-2010-00068 and SMT-BFT-2010-00194). Research topics were "Safety of poultry meat contaminated with *Campylobacter* spp." and "PCR based identification of pathogenic *Yersinia* isolated from food", respectively.

77. Students can participate in activities of VA dance club of national dances „Džigūnas“ (4 students), folk ensemble „Kupolė“ (1 student) and chorus „Juventus“ (6 students). Students make performances not only during special events at the LUHS, but also in Kaunas city festivals, art events and international festivals.

78. Information about scholarships, subventions and bank credits is available for students on the website of LUHS¹³. Scholarships are granted in accordance with the Regulation of bounty scholarships commitment for the first, the second level and integral studies students¹⁴. Since 2009, a scholarship amount of 1.5 basic social benefit (BSI) is allocated for the best students, studying in state funded and self-payd positions for the best attending and studying results. Onetime bounty scholarships (up to 2 BSI) are awarded once per semester for progressive students in order to stimulate them for active student, public, organizational, scientific, sports work and reached exceptional results representing University. These scholarships are distributed by students

¹³ <http://ismuni.lt/lt/studentams/parama-studentams/studiju-paskolos/>

¹⁴ LUHS Senate decision No. 2-09, October 29, 2010; http://ismuni.lt/media/dynamic/files/516/ismu_skatinamuju_stipendiju_skyrimo_nuostatai.pdf

themselves. In case of child birth, loss of parents or father or natural disaster, scholarship of 2 BSI can be awarded one time per semester. Onetime scholarships can be allocated for students group monitors (0.75 BSI) one time per semester. There are nominal scholarships as well. Disabled students may also receive financial support. Besides, students have possibility to get credits for living expense and for refunding of study fees. State Study Fund accepts applications for such credits.

79. The Academy has 4 student hostels which can accommodate 650 students. Every request to live in a hostel is evaluated in accordance with the prescribed procedure. For a number of years, 130 VFS students live in hostels. Students in part-time studies can also live in a hostel during the session. All hostels have a free access to internet.

80. The assessment of the students' achievements is directly linked with the study program learning outcomes. The principles of assessment of student achievements, the requirements for the assessment grade are described in the LUHS Study Regulation, confirmed by LUHS Senate decision No. 32-03, June 7, 2013¹⁵. Also assessment of student achievements is explained in the descriptions of every subject (Annex 3) and obligatory explanation of cumulative assessment formula is set up on the intranet (<https://fc.lsmuni.lt/login/>) in the specific folder of the subject and accessible for students.

81. In the beginning of studies, students find out what the objectives of the program are and what has to be known and mastered by a specialist. Students are informed how many and for what indicators (consistency of theoretical knowledge, activity, independence, practical skills and etc.) scores can be received and how many scores must be collected in order to get a desired assessment. If the aim of the given subject is sufficient levels of knowledge repetition and understanding, then general evaluation tests are applied. More complicated tests, usually oral (discussion) tests are applied when students must learn how to apply gained knowledge in certain situations, analyse and evaluate respective processes. Practical tasks are given when it is necessary to establish whether a student acquired practical skills. Students are assessed by the tasks which reflect those skills. Analytical and collation capacities are checked through writing the papers and executing independent investigative works. If the assessment of the accomplishments of the study subject consists of many versatile tasks, all of them have an impact on the general outcome of the studies. Therefore by scoring we are seeking for two aims: to evaluate students' progress and to evaluate final studying results, which in Study program are described as learning outcomes.

82. For students evaluation 10 marks grading is used, where the lowest positive mark is 5. All subjects and modules are assessed using cumulative grade system. Accumulative part of the grade must be not less than 50 % of final grade. Different evaluation forms are used – examination, colloquium, defence of practical work, test, course assignment, activity, etc. which form accumulative mark. Evaluation forms and their content are created by teachers, responsible for the subject or division (department) and inform students before starting teaching the subject. Teachers by starting their subject introduce students with the criteria for assessment of achievements, forms of intermediate clearings, examples of the examination tasks and assessment criteria.

83. Students which are not satisfied with the assessment of their study outcomes may appeal to the Appeals Commission which acts in accordance with the Senate approved procedure for handling student claims and reviewing assessment of the achievements of studies. The procedures have been placed on LUHS internet website and are always easily accessible to students (<http://lsmuni.lt/lt/naujienos/naujienos/naujas-lsmu-studiju-reglamentas.html>)

84. Teachers, while presenting for the students their achievements (evaluations of works, marks), provide their comments verbally or in writing. Results of the course or the group are not published publicly (can be published if students request), usually they are discussed individually with a student or with a group if the task was accomplished by the group of students. Seeking to ensure the quality of studies and to improve a self-analysis system, a systematic student questionnaire system is implemented¹⁶.

¹⁵ http://lsmuni.lt/media/dynamic/files/2356/2013-08-07_1.pdf

¹⁶ <https://sis.lsmuni.lt/darbuotojas/Anketos/RezultataiStudentu.aspx>

Data of the surveys disclosed that 90 % of the teachers deem to have a good feedback with their students, and 10 % of them would wish to have a better feedback. Example of the feedback questionnaire is shown as Annex 6. A new feedback system is launched since 2013 study year and the first results will be known at the end of January, 2014.

85. The surveys about graduates' employment possibilities are carried out annually in accordance to LUHS Rectors' order V-962, 2013 "The order of questioning organisation of LUHS graduates and social partners (employees)"; V-963, 2013 "The order of gathering LUHS graduates agreements for purposes of career evaluation" and LUHS Senate order, No. 37-11, 2013 "The order of LUHS students', lectors' and social partners' opinion analysis"¹⁷.

86. The first students from Veterinary Food Safety programme graduated in 2008. Majority of the graduates (88.6%) of the VFS study program (31 of 35) continued studies for the master's degree. 19 graduates (61.3%) selected full-time and 12 (38.7%) – part-time studies.

87. During a survey of graduates, carried out in November of 2009, 27 (77.1%) graduates were questioned. In one year after ending the studies, 59.3% of graduates found a full-time job. 29.6 % of respondents haven't found a job, but 62.5 % of them attended master studies. Only 3 respondents haven't found job but the beginning of their career coincided with economical crisis in our country. This certainly cloged employment possibilities.

88. During a survey of the graduates, organized by Career Center and carried out in July of 2013, 45 graduates were questioned. 60 % of graduates found a full-time job, while 7.2 % did not search for a job. Likely these were graduates, who attended master studies. 50.9 % of all graduates attended master studies. Percentage of employment during 4 year period almost haven't changed (increased only in 0.6 %) According data of questioning, a successful placement was influenced by speciality (32.7 %) and personal activity (30.9%). Almost one third (33.9 %) of graduates found a job in private sector. 18 % of graduates became jobholders. One of the main employers of the VFS graduates is State Food and Veterinary Service (SFVS), other indicated job institutions are: city (regional) municipalities, pharmacy and food (especially milk) processing enterprises and supermarkets.

89. Every year information about students' professional activity and competences is received from students practice supervisors. After the II-nd VFS full time program year (in part time studies – after IV-th year) students have practice in laboratories, and after the III-rd year (in part time studies – after V-th year) – in food enterprises (Table 16). About 85 % of practice supervisors students' practical knowledges, activity, initiation and diligence evaluate perfectly, about 10 % – very well and 5 % well. These numbers show that students have enough qualification knowledges. Graduates apply skills that have been acquired in their work activity and 65% of the respondents, questioned in 2013, evaluated their professional readiness well, 15% – very well, and 20% – moderately. Regarding the results of resettlement, the character of the professional activity of the graduates meets the purpose of the study program. All graduates working by their speciality indicated that they possessed sufficient theoretical professional knowledge needed for their job.

Table 16. Number of students practice supervisors responses during 2010-2011 and 2011-2012 academic year

Study program, year/Academic year	2010-2011	2011-2012
VFS full time, II year	60	24
VFS full time III year	70	60
VFS part time III year (since 2011 – IV)	52	72
VFS part time IV year (since 2011 m – V)	33	57

¹⁷ http://ismuni.lt/media/dynamic/files/2917/nuomones_tyrimas_studentai_destytojai_darbdaviai_tvarka.pdf

90. All students has to sign the engagement of *Academic Honesty* before each examination (intermediate or final, etc.) according the Rector order No. V-1027 (last dated by 2013.10.23) which is based on the decision of the Commission of Quality Ensurance and Study Monitoring (Protocol No.7, 2013.10.07). Also all students have to sign this engagement together with the contract of studies.

91. Students must choose one subject (so called “optional”) from the special list every semester. They can select subject depending on their demands, as they can make a selection from 3-4 different subjects each semester. In such way students study freely elective optional subjects amounting 21 ECTS credits or 8.8% of all study program credits. The examples of the optional subjects are showed in the tables 5 and 6.

7. Programme Management

92. The key bodies in management of Veterinary Food Safety study programme are: Study Programme Committee (SPC); Council of Veterinary Faculty; Dean of Veterinary Faculty and departments implementing the programme. Overall study process is supervised by the Centre of Studies of LUHS, Rector and University Senate.

93. SPC plays the major role in quality assurance and study programme management. SPC members are from teaching staff, students and social partners according to the decision of LUHS Senate¹⁸.

94. The composition of VFS study programme committee is approved by Rector (order No.SC-1-31 on 10.01.2013)

95. The sequence for making decisions regarding changes in the study programme is following:

- 1) Suggestions from teachers, students, administrative staff, stakeholders and other interested parties are submitted to SPC; there is also possibility to submit suggestions or comments directly to the dean, the Faculty Council, the Vice-rector for studies and etc.;
- 2) Submitted suggestions are discussed by SPC;
- 3) SPC provides recommendations to departments and other educational units as well to the Faculty Council.
- 4) According to the relevancy of the problem, recommendations are approved (or not) at the Faculty Council, further submitted to Vice-rector for Education and Rector for a final decision or alternatively to University Senate via the Study Commission. Decisions might be taken a various levels depending on the relevancy and obeying requirements of university documents on regulation of study process.

96. SPC sets the key requirement for the implementation of study programme and monitors implementation of the programme. As example, necessary changes of the study plan are proposed by the SPC, then discussed at the Faculty Council and if approved further discussed at the Rectorate meeting (all main administrative persons like rector, vice-rectors, deans etc.) and if approved should be confirmed at the LUHS Senate by voting.

97. SPC for Veterinary Food Safety study programme involves six members: Chairman of the Programme Committee; 4 members of the teaching staff involved to the teaching in programme; one student representative appointed by the Student Union; one representative from social partners (from Lithuanian State Food and Veterinary Service). Committee has been awarded the right to invite experts from the university departments or external institutions.

98. SPC analyses and approves descriptions of all new subjects and/or modules with specific attention to the contents and the strategy of student performance evaluation. During the academic year, SPC analyses implementation of the programme, collects and evaluates suggestions presented by students and staff for curricula improvement. Proposed measures for improvement of curricula structure, contents, ratio between contact and independent work hours, teaching methods is usually considered with regard to determine the best concept of student oriented curricula.

¹⁸ [LUHS Senate decision No25-08 “Regulation on Study Program Committees at the Lithuanian University of Health Sciences” approved in December 14, 2012](#)

99. SPC is in horizontal lines and collaborate with the Dean of the Faculty, Study Centre, Commission for Observation and Assurance of Quality of Studies, Student Union. Study plans, descriptions of subjects, schedules and timetables as well as discussions on the results of evaluation of teaching process of separate subjects and modules falls to the scope of collaboration. Study process is discussed with representatives of student union and students from programme at least once per semester. Faculty dean is informed about discovered problems and possible options for solving these problems. If necessary, appropriate problems are addressed to Council of Veterinary Faculty, Study Centre, university administration or other university bodies related to the execution of Veterinary Food Safety study programme.

100. In collaboration with Career Centre, SPC takes a part in the analysis of job market demands with emphasis to number of required food safety specialists and their competitiveness among the graduates from other universities. Suggestions on curricula improvement from Alumni and employer representatives is considered as a valuable input to quality improvement.

101. SPC is managed by the chairman and supervised by the faculty dean and acts according to annual plan which is submitted to the faculty dean in the beginning of each year. SPC chairman initiates meetings and chairs them. SPC chairman is given a right to appoint other committee member to chair the meeting if such necessity arises. Virtual meetings (based on the use of ICT means) are allowed. SPC decisions are valid when 2/3 of SPC members participate in the meeting. Decisions from each SPC meeting are noted and protocol prepared after the meeting. Decisions are taken by open or secret (if that is required by at least one member of SPC) voting where principle of majority of votes is applied. In the case of equal parts, decisive vote depends to committee chairman. Other university employers, students and representatives from social partners may be invited to SPC meetings whether as advisors or resource people.

102. Majority of decisions on implementation of Veterinary Food Safety program are taken at the Council of Veterinary Faculty. Council is elected for five year period. Council members are from faculty academic staff having at least 0,5 position share. There are 14 Council members in total. Each faculty department, clinic as well as students are represented in the Council. Chairman is elected from any member except the dean. Execution of study programme is coordinated by the faculty dean. Faculty Council evaluates and approves prepared textbooks and other new means and tools for teaching and learning, discuss teaching plans, evaluate and approve subject descriptions and presents suggestions for improvement of study and teaching quality to the Commission on Science and Research at the University Senate. Graduation results are discussed in the Board at the end of study year and appropriate guidelines are drawn for next academic year. During three year period Veterinary faculty Council had 26 meetings where also questions related to the Veterinary Food Safety programme were discussed.

103. Suggestions and reflections by students and teachers on study program realisation as well as student grades are analysed by SPC at least once per semester. According to the results of analysis, SPC formulates suggestions for further development of certain subjects or modules, student evaluation criteria applied by departments with emphasis to validity, reliability, transparency, impartiality and publicity.

104. SPC analyses availability and demand of material resources for successful execution of the programme and adequate presentation of study materials in the university intranet (First Class) and makes suggestion for improvements. SPC encourages teachers to look for and apply innovative teaching methods in the study process.

105. Students are given possibility for voluntary evaluation of all courses. The evaluation system includes web based questionnaire of two major parts: overall quality of teaching and learning process and Ethics in the teaching process (Annex7). It must be noticed that students are not enough active when providing feedback on voluntary basis. This insists to look for a different approach in getting feedback from students.

106. Quality of the VFS study program was improved by eradicating weaknesses and developing strengths according the results of the first internal self-analysis carried out in 2007 (15/03/2008, protocol No 1; 27/03/2008, protocol No 2; 10/05/2008, protocol No 3); adjustments have been

made with respect to the aims of the core study subjects, the study program has been improved with new disciplines, extensiveness and rationality of the content of the studies have been adjusted to stimulate a better assimilation of knowledge by students. Other proposals submitted by the SPC (19/01/2009, protocol No 4; 30/03/2009, protocol No 5; 04/05/2009, protocol No 6) regarding improvement of the quality in lecturing the subjects based on consistency of the subjects of studies have been considered in the Studies Commission. Other results of this self-evaluation were used to improve the existing situation, for example, revealed insufficiency of the material base, more funds were allocated to buy the equipment, methodological materials and text books. After the external evaluation by a group of international experts appointed by the Centre for Quality Assessment in Higher Education and headed by Prof. Roza Adany of the VFS Study Programme on May 10, 2010, the SPC had organised 7 meetings to discuss and approve necessary changes in the study program (protocols available under request). And these changes are listed in the Annex 8.

107. University Career Centre is responsible for surveillance of careers of individual graduates. Procedure on Organisation of Surveys of Courses of non-formal education on topics “Know Yourself”, “Self-analysis”, “Team-work”, etc. are organised by Career Centre annually. State funded project No VP1-2.3-ŠMM-01-V-01-001, „Development and Implementation of Models of Education of Students of HEI for Career and Career Surveillance, Improvement of Competences of Specialists Working with Students and Development of Tools for Them“contributed to the development of employability of further graduates. Procedure on organisation of surveys of LUHS graduates and social partners (employers) has been approved in 2013 by Senate¹⁹.

108. Internal quality assurance system is implemented in the university. It has been based on principles commonly applied in European Higher Education Area and fits to the University’s quality improvement strategy. Tools and means helping to assure quality of education has been foreseen in the internal quality assurance system. Internal quality assurance refers to certain chapters in the university Statute, Study Regulations, regulations for the Council of Veterinary Faculty, Study Programme Committees as well as other national legal acts regulating quality of studies. Social partners, such as students, employers, employee union, government and public, participate in the internal study quality assurance.

109. Quality assurance measures are applied at five following levels: 1) departmental level (academic personnel and subjects and modules); 2) faculty management; 3) university management; 4) national; 5) international. This conforms to international quality assurance practice in higher education.

109.1. Quality at the departmental level is assured by competent teaching personnel. Attestation of academic personnel and public competition is performed every five years according to the Law on Study and Science of the Republic of Lithuania (Off. Gaz., 2009, Nr. 54-2140), Decision of the Science Board of the Republic of Lithuania No VII-20 October 12, 2009; LUHS Statute, The European Charter for Researchers The Code of Conduct for the Recruitment of Researchers (OL L 075/67, 2005) as well as procedure on organisation of competition and attestation of LUHS academic staff and researchers approved by LUHS Senate decision No 4-3 in December 23, 2010. Appointed representatives from Senate and Study Commission participate in the lectures of junior teachers and those first times applying to the positions of associate professor or professor. Observation results are discussed individually and suggestions are submitted to the commission of attestation. Online questionnaires for students contain questions on the teaching quality, relevance of teaching methods, available infrastructure, availability of literature and textbooks in general.

109.2. Council of Veterinary Faculty plays the key role in assurance of quality at the faculty level. SPC chairman and the dean of the faculty annually submit an oral report to the faculty board on measures applied for a quality assurance at the departmental and subject levels. Administration meets with students or their representatives at least once per year to get the feedback on measures applied for improvement of study quality. At the same time faculty officers (dean’s office) are available to students daily. Results of academic achievements are analysed at the faculty level comparing them with results from previous years. Trends of grades are determined and possible

¹⁹ http://lsmuni.lt/media/dynamic/files/2745/absolventu_ir_socialiniu_partneriu_tvarka.pdf

causes are analysed. The results from analysis are presented at the meeting of the Council of Veterinary Faculty and further by the Dean of the Faculty to the Rector. Faculty also discuss questions related to the students who do not achieve defined results and get negative grades. Recommendations and suggestions on term and conditions for elimination of academic debts are suggested as a result of discussion.

109.3 Quality assurance at the university level is implemented through assessment of study and research results. Continuous process is going on assessment of subjects according to their contents, complexity, forms of assessment of study results. Data for assessment is obtained from the online questionnaires where students can evaluate the subject or module in different aspects. Data from questionnaires is processed and grouped by the questionnaire system itself. Subjects evaluated by 10 and more students are presented for further analysis. In the questionnaire, students evaluate pedagogical ethics, quality of teaching in the subject, contents of the subject, and usefulness of the subject according to the aims of the programme. Assessment results are announced for academic society, on the LUHS webpage, university newspapers "Ave vita" and finally summarised data is publicised in the relevant chapter of the rector's annual report. If students evaluate subject with lower mark as 5, the head of the department and the dean can initiate communication with a responsible teacher on how to improve the quality of the subject.

110. Policies and procedures regarding quality of studies are presented in the LUHS Study Regulation and published in the university website (<http://www.lsmuni.lt/studijos/studiju-kokybe-1>) as well as Provisions of Quality Assurance in LUHS published at <http://lsmuni.lt/lt/veikla/studijos/studiju-kokybe/>.

111. University Commission on quality of studies is responsible for overall evaluation of quality of studies. Commission is established by the Rector's order for each year. Commission evaluates processes of administration and quality assurance in the faculty, selects one of the approved methods for evaluation and submit summarised evaluation results to the Rector, Senate and publish results at the university webpage. Latest official report of the Commission was published in June 4, 2012. Report shows that over 90% of students are satisfied with teaching quality and academic ethics during studies (might be found at: <http://lsmuni.lt/lt/veikla/studijos/studiju-kokybe/>). However the number of evaluated courses is quite limited. Recently university has recognised the limited scope of voluntary evaluation of courses by students and new evaluation system is under implementation.

112. At the national level, Centre for Evaluation of Quality of Studies carries external evaluation of study programme. Programme is submitted for evaluation every 3-5 years. Evaluation is based on results of self-evaluation where results from previous evaluation are used for further improvement of quality of studies. The aim of self-evaluation is to assess how much programme is in line with essential requirement of quality of studies.

113. Strengths, Weaknesses, Opportunities and Threats of the VFS study program

113.1. Strengths

Staff of the study programme makes nice combination of Public Health, Food Technology and Safety and Animal Health specialists which ensure complete coverage Public Health issues. This is the only one study programme in Lithuania which prepares public health specialists with special focus on food safety. Creation of the LUHS promoted investments from government of Republic of Lithuania for infrastructure and equipment. Visibility of Veterinary Food Safety programme has increased after becoming part of the Lithuanian University of Health Sciences. Number of admitted students remains constant, despite declining number of secondary school graduates. There is effective management system for study programmes which ensure continues development and control of study quality. Learning outcomes fulfil today's public health requirements from society and industry.

113.2. Weaknesses

Some teachers limit their activities to teaching students and weakly participate in research. This is seen in number of research projects funded from EU framework programmes. Despite existing

possibilities for international mobility rather few teachers are using this opportunity for international collaboration and exchange of expertise.

113.3. Opportunities

The new and upgraded infrastructure, new equipment, complete coverage of scientific literature including peer reviewed journals and various databases creates nice opportunity for students to achieve learning outcomes in efficient way and also for staff of the VFS programme to give their knowledge and expertise to students, and to perform research in various areas. Renovated buildings and laboratories, and friendly teaching staff create nice and warm environment at the university. For graduates of the programme there is favourable situation in job market due to successful development of food market and related need of specialist.

113.4. Threats

Common admission system to universities creates possibility for students to choose several study programmes and in case of failure to the wanted one to enter studies in another study program. This system does not ensure that most motivated students are accepted to study program. Due to declining of demographic numbers when there is decreasing number of graduates from secondary schools and intensive emigration, number of students can decrease throughout Lithuania and LUHS as well.