



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos
***DIETETIKOS* STUDIJŲ PROGRAMOS (653B41001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *DIETETICS* (653B41001) STUDY PROGRAMME
at Vilnius College**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

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| Studijų programos pavadinimas | <i>Dietetika</i> |
| Valstybinis kodas | 653B41001 |
| Studijų sritis | Biomedicinos mokslai |
| Studijų kryptis | Mityba |
| Studijų programos rūšis | Koleginės studijos |
| Studijų pakopa | Pirmoji |
| Studijų forma (trukmė metais) | Nuolatinės (3 metai) |
| Studijų programos apimtis kreditais | 180 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Dietetikos profesinis bakalauras |
| Studijų programos įregistravimo data | 2002-06-26 |

INFORMATION ON EVALUATED STUDY PROGRAMME

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|---|---|
| Title of the study programme | <i>Dietetics</i> |
| State code | 653B41001 |
| Study area | Biomedical Sciences |
| Study field | Nutrition |
| Kind of the study programme | College studies |
| Study cycle | First |
| Study mode (length in years) | Full time (3 years) |
| Volume of the study programme in credits | 180 |
| Degree and (or) professional qualifications awarded | Professional bachelor of Dietetics, Dietitian |
| Date of registration of the study programme | 26-06-2002 |

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INTRODUCTION

Vilniaus Kolegija/Vilnius College (hereinafter – VK) is an accredited state higher school of the Republic of Lithuania, which provides professional higher education (college)-level studies, develops applied research and professional arts. VK was established in 2000, with the implementation of the Higher Education Act of the Republic of Lithuania that legitimated a binary system of higher education in Lithuania. VK is the largest among other professional higher education institutions of Lithuania.

The mission of VK is to train practice-oriented professionals in physical technological, social and biomedical sciences, the humanities, and different areas of arts of higher college-level education that should fulfil economic and social needs and wants of the Vilnius region and the whole of Lithuania; to ensure the study process that is modern and corresponding to the requirements of the European Higher Education, to effectively cooperate with people engaged in activities; develop general skills and civic awareness of students needed for the college graduates' working and continuing studies.

The study programme of dietetics was last reviewed in 2006 by an international group of experts. The Centre for Quality Assessment in Higher Education (hereinafter – SKVC) discussed conclusions of experts and accepted the proposal on the 25th of May 2007. The programme of dietetics was accredited without conditions. Further the study programme Dietetics was approved by the order of SKVC No. 1-73 on the 17th of August, 2009 “Concerning Accreditation of Study Programmes” until the 31st of December, 2014. It remains the only programme in Lithuania educating dietitians.

Since 2011 all study programmes of VK were reviewed to formulate predictable learning outcomes and calibrated to provide and comply with the European Credit Transfer and Accumulation System.

The present review has been carried out under the guidelines and procedures of SKVC. The current assessment report is based on the analysis of the self-evaluation report, completed by VK in November 2013, as well as on the observations of a site visit conducted on 18th March 2014. All members of the assessment group individually prepared their notes for draft report. During the site visit, the team had the opportunity to discuss the programmes with faculty administration, teaching staff, students, graduates and employers. The review panel also visited VK premises including the library, teachers' offices, lecture rooms and laboratories used by the programme.

The expert group held a meeting after the visit, in which the strengths, weaknesses, recommendations for the professional bachelor's programme were discussed, adjusted and agreed to represent the opinions of the whole evaluation team.

II. PROGRAMME ANALYSIS

General observations and comments. In the beginning of review work the members of the expert group had questions about the status and role of the dietitian in Lithuania. This arose when discussing the self-evaluation report. Members of the expert group were informed that The Medical Norm 32 “*Dietician. Duties, rights, competence, and responsibilities*” from 1996

(slightly updated in 1998) does not allow dietitians, such as graduates from this professional degree course, to work with patients in a clinical environment. Therefore the role and work fields for dietitians in Lithuania are not compatible with European dietetics and dietitians¹. This has implications with respect to Directive 36 (cross border working); employment of professional graduates and the aims and scope of the programme under evaluation. The review panel were also informed that currently working groups, containing teachers employed in the Dietetics study programme, have been set up by the LR Ministry of Health to upgrade the medical standards “Dietitian: Areas of Professional Activities, Competences, Duties, Rights and Responsibilities“ and “Organization of Dietary Catering“. More will be said about the implications of this concern in Section 5.

Members of the expert group analysed the completeness and a format of the self-evaluation report and its compliance with SKVC documents such as „Methodology for evaluation of higher education study programmes (Order No 1-01-162 of 20 December 2010; Director of SKVC). After exchange of opinions and remarks it was agreed that in general, the format and content of the self-evaluation report is satisfactory. It means that this document “meets the established minimum requirements, but needs improvement”; therefore it is sufficient for evaluation of Programme quality.

1. Programme aims and learning outcomes

Learning outcomes of the study programme under analysis were formulated in accordance with the Lithuanian Description of Qualifications Framework, Lithuanian Description of Study Levels, Description of Nutrition Study Field; Recommendations of European Federation of Dietetic Associations (EFAD); results of thematic network EU Project DIETS1 (2006-2009) ‘Dietitians Improving Education and Training Standards‘) No. 229180-CP-1-2006-1-UK-ERASMUS-TN and further refined following the EU Project DIETS2 (2010-2013) “Dietitians Ensuring Education, Teaching and Professional Quality“ No. 177201-LLP-1-2010-1-UK-ERASMUS- ENWA. Also standard documents of LR Ministry of Health have been taken into account. The Study programme learning outcomes relate to the Mission of VK as well as strategic development guidelines, as set out in 2011-2020.

1.1 Statements on evaluation of programme aims and learning outcomes according to the following criteria:

The programme aim is preparing dietetics specialists with college education, able to assess clients/patient nutrition, identify nutritional problems in the sick, prepare a nutrition care plan and apply it in practice. The aim is narrowly focussed on patients, the sick, preparation of care plans and their application. In discussion the expert panel was interested to explore the rationale for this aim and discussed reformulating the aim to include an emphasis on public health/community dietetics.

Further the learning outcomes and general competences have been defined by the professional field which, the review panel was informed have, in their turn, been identified by various pan-European projects. On the visit the Review Panel was told that European standards were used but they did not specify which standards. This is important when the aims of the programme are considered as the European Dietetic Standards and the European Dietetic Competences provide for the development of dietitians for different work-fields, e.g. clinical, administrative and public health. The work fields can influence the learning outcomes and the competences expected of

¹ European academic and practitioner standards for dietetics (2005), European Federation of the Associations of Dietitians; accessed at www.efad.org

the graduate programme. The review panel analysed the formulation of the aims of the programme and the learning outcomes and concluded that they are ambitious and may not be appropriate or implemented by the graduates given the current LR legislation which forbids the dietitian consulting with sick patients for example.

Subject competence of 'Nutritional care process management' contains the learning outcomes 'Assess the nutrition of the patient/client'; 'Prepare a nutritional care plan for solving nutritional problems'; 'Justify effectiveness of nutritional care' and 'Apply client/patient centered practice' which requires that the students work in collaboration with the health care team and patients (and cooperate with specialists from team members and specialists from other fields). The competence cannot be demonstrated easily as the students cannot consult with sick patients.

Some experts also expressed doubts that some programme outcomes such as 7.3 'Explain the pathological processes in the human body' explicitly relate to the subject learning outcomes and that they can be met through the current module structure for example epidemiology as part of microbiology. Further how this meets the subject competence 'assessment of patient's/client's living needs and self-care ability. Similarly the learning outcome 4.1 Reflect and reason purposefully could be expected in a professional degree framework to be in Subject competence. The self-evaluation document does not clearly explain how the programme was revised and renewed guided by the subject and general competences, defined in the study of professional field.

1.2 The programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market;

The professional activity for dietitians were listed as: to assess clients'/patients' nutrition, including nutritional condition; identify nutritional problems of patients, confirming the diagnosis of nutritional disorders; to arrange and plan nutritional care, including diet adjustment and adaptation and nutritional support, and apply it in practice, assess efficiency; to develop a long-term nutritional monitoring plan, menus; to adjust nutrition of patient; calculate nutritional and energy value of dietary; to examine production and quality of dishes, prosecution of hygiene requirements in food handling section; to manage professional documentation; teach clients/patients and their loved ones proper nutrition, applying achievements of nutrition science in practice.

The dietetic programme offers 20 learning outcomes, some of which are further related to subject learning outcomes, study methods and assessment. During the programme review the new outcomes were developed and the Panel was told the review was based on European Dietetics Standards. However the outcomes presented in the documents are not fully justified, as they do not state which specific standards were used nor are they related to the European framework of dietetic competences². The European Federation of the Associations of Dietitians (hereinafter – EFAD) adopted the European Academic and Practitioner Standards for Dietetics (EDBS) in 2005 to provide guidance to Higher Education (and others) on the work of the Dietitian in Europe and the expected education and learning outcomes. *This Competence Framework* provides for the minimum level or baseline of knowledge, skills, understanding and competence of a Dietitian at the point of qualification in Europe. The Performance Indicators (PIs) describe the ways in which Dietitians can show that they are working at the level of competence achieved at qualification. The PIs are for guidance only. Higher Education Institutions working in

² European dietetic competences and their performance indicators attained at qualification and entry to the profession of dietetics (2009) EFAD (www.efad.org) accessed April 6, 2014 at <https://www.google.co.uk/#q=European+framework+of+dietetic+competences+>

conjunction with their dietetic colleagues in practice may wish to adopt and modify the PIs as appropriate to their needs. This framework is recommended by the EFAD for all programmes in Europe leading to a dietetic practitioner. It is not legally binding and the framework can be adapted to meet the needs of the Member States although the generic competences have been derived from dietitians working in 28 European countries.

The presented outcomes are consistent with the title and aims of the programme expressing what students are expected to know, understand, and be able to do after completion of the course. The structure of learning outcomes does not follow the SKVC recommendations (Order 2011-11-21; V-2212; Annex 1: Structural elements to be presented: Knowledge and its application; Abilities to conduct research; Special abilities; Social abilities; Personal abilities). This meant it was difficult for the Review Panel to fully understand the learning outcomes provided. This new list of learning outcomes was developed by the study committee for the programme currently under review and is said to reflect the European dietetic model.

The self-evaluation asserts that employers, graduates and students confirm labour market expectations are met however no specific evidence was provided. In discussion with the graduates and employers the expert panel noted that no graduate of this programme was employed in clinical dietetics. The review panel once again asserted that the aim of the programme was in clinical dietetics. As all practical training experience that was discussed took place in locations other than a clinical dietetic context it would be difficult for students to fully demonstrate their competence other than in the VK context. The terminology used throughout for demonstration of achievement by the students was 'competence'. However competence can only be demonstrated in practice. As students did not demonstrate clinical dietetic competence in practice the term competence should be corrected to competency (competencies), as students would be demonstrating their competency within an academic programme situation.³

1.3 The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered;

The panel of experts discussed how the study programme Dietetics complies with the provisions of the Republic of Lithuania Law on Higher Education and Research and general requirements for the first cycle study programs (Minister's order No V-501 of 9 April 2010; Approval of the description of the general requirements for degree awarding first cycle and integrated study programs. It was agreed that the difficulty level of the programme and the formulated learning outcomes are consistent with Qualification Framework Level 6 (Education Minister's order No 535 of 4 May, 2010).

1.4 How the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

The expert panel agree that the name of the programme, its learning outcomes, content and qualification are compatible. However given the context of the profession of dietetics in Lithuania and the scope of practice/field of work of the LR dietitian, as expressed through the

³ Smith MK (1996, 2005) 'Competence and competencies' *the encyclopaedia of informal education*. www.infed.org/biblio/b-comp.htm (accessed March 2012)

Tight, M. (1996) *Key Concepts in Adult Education and Training*, London: Routledge.

UDACE (Unit for the Development of Adult Continuing Education) (1986) *The Challenge of Change – Developing Educational Guidance for Adults, Leicester*.

employers and the graduates, the aims and outcomes do not faithfully meet the context in which the professional degree is situated.

The programme has a very narrow aim. The terminology and classification used to describe learning outcomes does not always fully correspond to the requirements, terminology and classification of the SKVC. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The programme meets labour market needs (professional roles in kindergartens, occupational settings, public health centres etc.) but these are not expressed in the aims or learning outcomes.

Comments on the strength and weaknesses in the area:

Strengths

- A new list of learning outcomes was developed by the study committee very recently and reflects the European dietetic model.
- The programme staff developed the extensive list of learning outcomes.

Weaknesses

- The aim of the programme focuses on clinical dietetics but the graduates do not find employment in this field given current LR legislation.
- The learning outcomes, which are highly related to clinical dietetics, could limit the application and employment of the graduates especially in meeting European public health goals as expressed in EU Health 2020.
- The European Dietetic standards used to review and justify the new learning outcomes or the dietetic competences of the programme are not specifically stated in the self-evaluation report or provided during the site visit.
- Emphasis in the learning outcomes is on a client/patient centred approach rather than group or population approach which is incompatible with current employment fields but seems to be welcomed by most employers.
- The learning outcomes are not always clearly reflected or achievable in the curriculum for example 'Nutritional care process management' is very clinically orientated.

2. Curriculum design

2.1 The curriculum design meets legal requirements;

The total credit volume of the first cycle study programme is 180 ECTS (6 semesters, 30 credits each). This complies with the general requirements for the first cycle study programs (Order of Minister for Education and Science; N. V-501; 2010-04-09). The presented distribution of credits of major components complies with the general requirements for the first cycle study programs set by the same Order Nr. V-501; 2010-04-09 of Minister for Education and Science.

2.2 Study subjects and/or modules are spread evenly; their themes are not repetitive;

The programme curriculum is divided into General Subjects of College Studies, Subjects of Study Field and optional subjects. The curriculum content covers 10 subjects in the General Subjects of College Studies (representing 15% of the total credits awarded). The teaching major area of dietetics is covered in the Subjects of Study Field where 19 subjects are core curriculum

(representing 48% of the total credit) and 4 are practice (representing 27% of the total credit.). A thesis (representing 5% of the total credit) and one optionally chosen subject (5%) complete the total curriculum.

This balance is in line with the general subjects normative documents provide at least 15 credits for general subjects; at least 135 credits for study subjects and at least 30 credits for practice. Optional subjects should be allocated 9 credits.

The majority of subjects included in the curriculum do not differ from the subjects specified in the European Academic and Practitioner Standards for Dietetics (2005). However two major subject areas of sociology and immunology are not represented in the Study Field subjects. Sociology is currently in General Subjects (alternatively chosen) and immunology currently in optionally chosen subjects. The students informed the review panel that they may not choose these modules ie the optional modules of Sociology, Allergy and/or Basics of Immunology. In this respect the curriculum would not meet the European Standards. Some subjects such as Emergency Care (Compulsory Study Field) and Basics of Law (General Field) are not specified in the European Standards and could be substituted with the subjects that are currently optional.

The practice of professional activity follows immediately after the theoretical studies in the programme structure and this ensures consistency in pursuing learning outcomes. During Practice of Nutritional Care the review panel was told that students are collecting the data for their Final Thesis. 9 credits are dedicated for designing, preparing and presentation of the Final Thesis.

The programme structure reflects how contact work (57 percent) is combined with students' self-study work (43 percent). Students study no more than 7 study subjects per semester. Volume of one study subject is not less than 3 credits. The scope and location of study subjects is associated with the learning outcomes in the programme structure.

2.3 The content of the subjects and/or modules is consistent with the type and level of the studies;

The members of the review panel agreed that the content of the subjects and/or modules is, on the whole, consistent with the type and level of the studies. The descriptions of modules/subjects include information on how they relate to the dietetic study programme learning outcomes that is important because the teacher should understand how their subject relates to the final learning outcomes of the whole study programme.

But the ability of the subject description to meaningfully reflect module content and level varies. For example 'Philosophy' (Level 4) is said to provide 'skills of philosophy necessary to develop the competencies of problem solving, critical thinking and assessment of the patient's/client's living needs and self-care ability' but the content does not appear to address personal needs or health. The modules of Anatomy (level 4), Applied statistics (level 6) and Psychology (level 4) have similar hours of student effort and ECTS credit. The learning outcomes clearly relate to the programme outcomes but the depth or the student effort involved is not reflected in the outcomes, content, reading lists or assessment tasks. The hours allocated for assessment and the number and student effort of assessment tasks are similar.

The quality of module description and in particular the reference lists also does not vary significantly at the different levels so books remain the major reference source at all levels whereas it would be expected that primary sources of references (journals) would be expected at level 6.

2.4 The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes;

The teaching and study methods applied in the dietetics study programme are described and presented at the self-evaluation report with the subject learning outcomes and assessment methods to demonstrate the diversity and appropriate use of the teaching and learning methods. Discussion during the meeting with teaching staff and students confirmed that appropriate modern teaching tools are being used.

The review team noted that modules showed very little difference between the levels of self-study hours as might be expected between levels 4 and 6 as students become more independent learners for all modules (except practice modules). For example 'Information, Communications' (level 4) 51% of the study time was for self-study and in 'Emergency Care' (level 6) 53% was for self-study. The module 'dietary correction' (level 5) had 42% self-study. The review team had the opportunity to read the practice placement reports and observed that a number of reports did not reflect student effort that would be expected given, for example in 'Practice of Food Service' or 'Practice of Menu Arrangement' the 97% of time devoted to practical learning and self-study. Students commented that the amount of effort (learning), which they were expected to undertake during their practice, depended on the placement and in some places the expectation was very low. The review panel concluded that while a diversity of learning methods were used the relationship between the methods and the level of achievement of learning outcomes was not always transparent.

2.5 The scope of the programme is sufficient to ensure learning outcomes;

The scope of the programme is sufficient to cover dietetics. But the review panel were informed that students do not have the opportunity to undertake patient counselling in their practice placement which would mean that some learning outcomes cannot be fully demonstrated for example 'justify effectiveness of nutritional care' and 'apply client centered practice, working in the health care team and cooperating with specialists from other fields'. Some gaps in learning outcomes can be recognized, given the employment fields, such as in public health and large-scale catering. The self-evaluation report shows how learning outcomes of the programme relates with learning outcomes of the modules for some but not all of the learning outcomes. More illustrations could provide the review panel (and the students) better insight into how VK sees the learning outcomes meeting the work field for dietitians in Lithuania.

2.6 The content of the programme reflects the latest achievements in science, art and technologies.

The programme covers the core areas of dietetics as would be practiced in a clinical environment. However as already mentioned the review panel understands from the employers and the students that the practice of clinical dietetics is not currently available due to legislation. The current content of subjects and modules together with the publications of staff indicate that for the most part the content does reflect the state of art and the latest achievements in science. But the list of publications of teachers specializing in dietetics is very limited and as such does not reflect the art or science of dietetics. The technologies supporting the programme were viewed in the College and, although limited, did support the programme although technologies in dietetics for example specialist nutritional/dietetic software programmes were not available. The programme therefore meets achievements in science, art and technologies in dietetics but there is scope for improvement.

The following comments on the strength and weaknesses in the area might be made:

Strengths:

- The study programme's curriculum is attractive for students.
- The curriculum covers the core areas of dietetics with two notable exceptions (see below).
- The curriculum has been redesigned to meet European Standards for dietetics together with the learning outcomes and competences.
- The curriculum has also been redesigned taking note of employers feedback.
- Description of teaching modules includes information on how programme's learning outcomes are related with the learning outcomes of the module/subject; although a more comprehensive list would be welcomed.
- The diversity of teaching methods employed is of particular note.

Weaknesses:

- The curriculum content strongly reflects a clinical dietetic work field and there is little indication how students are supported in studying alternative work fields particularly administrative and public health dietetics.
- Two core subjects for dietetics, sociology and immunology, are not part of the Study Field, but only appear as optional modules meaning students can ignore to undertake their study.
- The self-study hours allocated in the modules do not reflect a progression of effort required by the students as they progress through the academic levels.
- The practice and self-study hours in the practice modules are not reflected in an appropriate level of student outcome for the module.
- The module references do not reflect the current state of the science or art for dietetics especially at level 6.
- The modern technologies for current dietetic practice are not available to students (or staff) eg dedicated nutritional analysis software or evidence based dietetic practice (eg PEN www.pennutrition.com) limiting scope of modules.

3. Staff

3.1 The study programme is provided by the staff meeting legal requirements;

The professional bachelor study programme Dietetics (data from 2012/2013) was delivered by 28 teachers of which 24 are full-time teachers and 4 - guest teachers (6 Associate professors, 21 lecturers and one lecturer studying for a PhD). This represents an increase of 3 over the review period. The lecturer in Allergology and 2 lecturers in dietetics are guests. The profile of teaching staff meets the requirements listed in the Ministerial Order V-501, 2010-04-09; Chapter 19. The review panel discussed with the teaching staff various topics to gain further insight into their roles and staff development activities and they were enthusiastic and dedicated to supporting the programme. However the teaching staff should be more involved in the discussions about the design, content, learning outcomes of the study programme and its relation to their study subject or module especially the practice modules.

3.2 The qualifications of the teaching staff are adequate to ensure learning outcomes;

The curriculum vitae (CVs) descriptions were only found for 20 staff. Only 5 staff appeared to have experience of working outside Vilnius although many had experience of European exchange visits. Some CVs contained poor and very limited information. Annex 2 of the self-

evaluation report showed that 12 staff had been teaching for over 28 years (5 over 40 years of which one was the teacher most involved in teaching dietetics). 3 staff had been teaching for less than 3 years (one of whom was a guest dietetic teacher). The CVs did not present information on peer-reviewed staff publications to any great extent so it was difficult for the review team to understand the contribution of the staff to an evidence base in their own subject or that of dietetics. Applied research is not widely conducted in Vilnius College, so students are not frequently involved in this process. Despite these weaknesses, especially the lack of dietetic research expertise, the qualifications of the teaching staff are adequate to ensure learning outcomes of the professional dietetic bachelor's study programme.

3.3 The number of the teaching staff is adequate to ensure learning outcomes;

The review panel agreed that the number of the teaching staff is adequate to ensure learning outcomes. Although only two dietetic teachers have been in recent practice.

It was stated that 15 supervisors of practice have been trained at VK to support the students in practice study. However the employers that the review panel met had not participated in this training. The review panel agreed that training is important, as it will go some way to ensuring that the practice 'curriculum/study' meets the learning outcomes for the programme that all students have an equal opportunity of achieving the outcomes.

3.4 The teaching staff turnover is able to ensure an adequate provision of the programme;

The age of teaching staff was between 25 and >65 years with 3 staff in the highest age group. Staff turnover is 'insignificant' and while this provides a stable team ensuring an adequate provision of the study programme. On the other hand the lack of new specialist staff from diverse working environments (especially European or international) could be a problem in the future in context of teaching from strong evidence based approach in dietetics and/or competition of universities that provide similar study programmes.

3.5 The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme;

The support that the Teaching staff of VK receives to participate in national and international conferences and to attend courses of professional training seems to be very good. It means that VK provides relevant conditions for the professional development of the teaching staff necessary for the provision of the professional dietetic bachelor's study programme. This was spoken of highly by the staff team to the review panel and evidence is available in the self-report of participation and exchange visits within Europe. However the number of staff going on these visits could be increased.

3.6 The teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed.

Self-evaluation report and CVs description do not show specifically that the teaching staff are involved in original research activities directly related to the study programme. Some teachers have publications in the peer-reviewed journals but for others 'articles' are mentioned. Little original research is undertaken in nutrition or dietetics but opportunities are available through activity in European projects.

The following comments on the strength and weaknesses in the area might be made:

Strengths:

- The teaching staff is stable during period of the review providing a coherent team of specialists.
- The teachers are dedicated to their study programme and have entered into the review and revision of the programme to a certain extent.
- Provision has been made for guest teachers to be brought into the teaching team especially in the area of dietetics.
- The teaching team has undertaken training programmes for supervisors of practice.
- The teaching team is engaged in some European projects some of which are directly concerned with dietetics and education.

Weaknesses:

- The teaching staff team has an age profile which is older than comparable teams in other European countries and a team which is largely inexperienced in other working environments which can lead to stagnation of study materials.
- Few teachers are involved in nutrition, dietetic or other core areas of applied research or publishing in peer reviewed journals probably because of lack of tradition and expertise but guest teachers bring with them new traditions.
- The CVs presented are not as informative as they could be and may under-represent the activities and expertise of the teaching team.

4. Facilities and learning resources

4.1 The premises for studies are adequate both in their size and quality;

During the last five years all faculty lecture halls, classrooms and laboratories, library and other premises the review panel learnt, from the self-evaluation document, have been renovated and furnished for 490 000,00 Lt. The review panel concluded that the premises for studies are adequate both in their size and quality.

The professional bachelor programme in dietetics is all provided for on own campus. The review panel were able to visit the areas where general subjects of college studies take place in the lecture halls with the total of no less than 46 workplaces. They also visited the areas where subjects of study field take place in specialized classrooms, in which basic tools and equipment are concentrated. Lectures and practical learning were held in these classrooms and students can carry out individual work assignments. The review panel were particularly interested to see the areas where practical learning of study field subjects take place and saw specialized teaching laboratories, which were equipped and provided with necessary tools, reagents and had a sufficient number of workplaces. Students can conduct different laboratory testing and develop their professional skills.

4.2 The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality;

The review panel were also interested to see where the study programme *Dietetics* was conducted and were shown a large room with very limited and basic equipment. The review

panel did not see other classrooms of other VK faculties are used which together with their equipment and materials are used especially for food preparation in the faculty of Business Management and the laboratory of chemistry – in the faculty of Agro technologies.

The workplaces of the teaching staff are located next to the classrooms and laboratories. The methodical materials, descriptions of laboratory works and practical learning as well as equipment. All divisions appear to have good working conditions for teaching staff. But the room or lab where students undertake their dietetic studies is limited in scope.

All rooms are provided with the information equipment: computers, multimedia and speakers. The dietetic laboratory had very limited resources. There was only one sink and no refrigeration making food preparation and sampling difficult or impossible. It was unlikely that the learning outcomes of the module 'Dietetics' could be achieved in area. In discussion with staff the review team learned that students undertook special food preparation in their own living areas.

The Library comprises of the Central Library, and eight faculty libraries, which have 28 employees, 22 of whom are professional specialists, graduates of the Library and Information Science studies. There has been a steady increase in the library funds over the review period. Since March 2012, VK library is a subscriber to e-book collection eBooks on EBSCOhost, to which all its users have an access. Currently, the subscribers can make use of more than 112.000 titles of publications and the number is constantly changing. The subscribers have the possibility of reading Lithuanian e-books of 142 titles. In 2013 access to VGTU, MRU and VDU e-book collections or 914 titles of publications were available and users can connect to e-magazine databases now getting access to 26,800 e-journals.

The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate, except for dietetics, both in size and quality.

4.3 Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible;

VK Health Care Faculty has access to special databases relevant to their study programmes: *Medline, Health Source: nursing/academic edition, Health Source: consumer edition, Oxford Reference online, Taylor & Francis*. These databases provide bibliography and unabridged articles about health, clinical testing, health care system, nursing, sport medicine, nutrition and other fields of medicine from medical and biomedical journals, brochures and books from the whole world. Library users can access and benefit from personal computers at home. For the study programme *Dietetics* VK Library offers textbooks/schoolbooks, dictionaries, reference books and journals. Every student of the study programme has a possibility to use printed publications for studies of individual subjects. For example in English – “Clinical Laboratory”, “Journal of Human Nutrition and Dietetics“, “Journal of Nutrition Education and Behaviour“. Also, students can read online through the databases journals free of charge: “FEMS Microbiology Reviews“, “Journal of Biomedical Science“, “Trends in Genetics“, “British Food Journal“ others. On-demand students (and staff can benefit from interlibrary subscription and journals in theoretical, laboratory, clinical, public research and articles in biomedicine, biology, ecology, immunology, microbiology, dietetics, etc.

The review panel concluded that teaching materials are adequate and accessible.

4.4 The higher education institution has adequate arrangements for students' practice;

The review panel was pleased to know that the professional activity which takes place in real working conditions in healthcare, social care and educational institutions is considered seriously by the study review panel, the teaching staff and the students. The review panel was told that, despite the 'mode of delivery' being cited as an 'auditorium' in the module description for the 4 practical modules the students undertook 97% of the study hours off campus. Teaching staff constantly improve programmes and assessment of students' practical skills through regular consultations-seminars for supervisors of practice where the training of representatives of employers who supervise students' practical training is undertaken (according to the self-evaluation document). In addition tripartite agreements are signed, which lay down learning outcomes of practice matched with learning outcomes of the study programme. Professional internship is the core element of this programme and it is obligatory for the students to take part in it. Students are prepared for the practical activities of internship by studying relevant theoretical study subjects and performing some practical tasks in the surroundings of Vilnius College.

The main challenges for improving the quality of practical training lie within the issues of accomplishing concrete tasks for students during practical placement, interdisciplinary communication, and practice assessment. As this study programme aims to prepare clinical dietitians, it is recommended that every student should have an opportunity to work with individual patients, take part in the work of interdisciplinary health professional teams and provide feedback to other team members. Practice assessment is a rather *formal procedure*, only describing what a student did without teaching to reflect on the process of practice itself and how to improve students' performance. A list of skills is brought by the student to the placement the review panel was informed by employer representatives together with a list of 20 competences. The supervisors receive remuneration. The review panel also learned from graduates and current students that placements vary in the level of supervision and expectations of the supervisor. This was confirmed through reading the placement essays and reports. The *grades given are very high* and it appears that no student gets low grades.

A website www.megauskismaistu.lt is designed and operated by joint efforts with public organization *National Dietetics Federation*. The main goal of the website is to inform and teach society in proper nutrition. Students use this page in study process.

The following comments on the strength and weaknesses in the area might be made:

Strengths:

- The premises for studies are, on the whole, adequate both in their size and quality.
- College provides teaching and learning equipment (laboratory and computer equipment, consumables) which is fit for purpose for the programme.
- The library provides very good facilities and access to learning materials that are both national, European and international in a number of languages which can be accessed either on-campus or remotely.

Weaknesses:

- The laboratory for dietetics is not fit for purpose if the learning outcomes for 'applying nutrition and dietetic knowledge in practice' are to be met.
- The arrangements currently observed for practice placements are not adequately controlled such that the students have a learning experience that meets the level of learning outcomes expected in these modules alternatively the experience is adequate but students need support in writing-up their essays and reports to more fairly demonstrate their learning.

- All supervisors may not receive training and cannot necessarily recall the requirements made upon them implying that additional training programmes may need to be provided and on a more frequent basis.

5. Study process and student assessment

5.1 The admission requirements are well-founded;

The admission is organized together with Lithuanian universities in accordance with the procedure laid down by the Association of Higher Education Institutions of Lithuania (LAMA BPO). VK takes part in the joint admission system to Lithuanian Higher Education Institutions. The study programme *Dietetics* is currently offered only at VK, therefore, prospective students are very focused and motivated to choose it. Order of persons' admission to the college study programmes is determined by Students admission rules, approved by Academic Board. The main admission criterion is competitive score but there are no specific requirements for applicant to the *Dietetics* study programme.

Admission requirements are definite, well founded and clear. Competition for this professional BA is rather high, average grades required to enter the programme are similar to other study programmes in the health sciences study area. This demonstrates a demand for studies like this from the students. The drop- out rate is reasonable and well explained. The number of enrolled students ranged between 24 and 44 during last 5 years. Drop out ranged from 4 to 10 depending on the year and wastage is acceptable. A significant difference in average grades was observed (19.63 vs. 12.75) between state-funded students and those who finance their studies themselves.

The team of experts made the conclusion that such national admission requirements are well founded.

5.2 The organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;

The College website has all relevant documents governing the progress of studies, research work terms and defense dates; examination sessions, holiday time, etc. are placed. The same information is also announced on the faculty notice boards and students reported that staff regularly emails information to them. Discussions with the programme's staff, teachers and students enabled the review panel to reach a conclusion that the organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

5.3 Students are encouraged to participate in research, artistic and applied research activities;

Students of *Dietetics* study programme are actively involved in applied research activities. Students' articles are published in the conference issue "Food Safety and Quality" (Vilnius: Vilniaus kolegija, 2013, ISBN 978-609-436-020-6): "Role of Dietitian in Social Care Day Centers Seeking Healthy Lifestyle" (M. Blažytė), Assessment of Staff's Nutrition from Vilniaus kolegija Health Care Faculty (J. Levickaitė, V. Kupčiūnaitė), Assessment of Students' Nutrition from Vilniaus kolegija Health Care Faculty (A. Zablackaitė, K. Tauterytė). 9 students from *Dietetics* study programme took part in Erasmus IP project "Quality of Food Intake and Social Exclusion" activities in 2012 and 2013. A graduation thesis "Assessment of Residents' Supply with Food in Social Care Institutions" in 2012 was from this study programme Asta Pilkauskai published in DIETS thematic network for Dietetics e-journal for students (<http://www.thematicnetworkdietetics.eu/> supervisor E. Kubilienė). A Student scientific society

was established in November 2011 innovatively organised in May 2013 an international conference with remote access to discuss applied research “Running the Waves in Health Studies. During the conference 2 students from Dietetics study programme (K. Tauterytė and A. Zablackaitė) presented a paper in English “Assessment of Students’ Nutrition from Vilniaus kolegija” supervised by dr. E. Kubilienė. Students from the assessed study programme together with students’ union have also organised a conference “AIDS and its Prevention” in 2011. The review panel considered these to be fine achievements.

5.4 Students have opportunities to participate in student mobility programmes;

Students reported to the review panel that they were greatly encouraged to consider taking advantage of mobility programmes and staff supported them. The organization of students’ international exchange is intended to give them the opportunity to learn in a foreign country’s education institution according to the harmonised programme, acquire the linguistic and cultural experience, to become acquainted with nutritional care practices in other countries. The main tool for student mobility is Erasmus sub-program of Lifelong Learning Programme. Information about foreign institutions where students of the study programme *Dietetics* have a possibility to study is announced at the beginning of the academic year on the website of VK. Moreover, information is disseminated with the help of international exchange popularizing posters, seminars, and through the Students’ Representative Body of the Faculty. Faculty’s Erasmus coordinator assists in establishing and supporting relations with the foreign partner. After period of studies abroad students submit documents, testifying the volume and assessment of the studies, and also fill in a descriptive report on exchange studies. The self-evaluation document list up to 20 visits made by students, which was welcomed by the review panel.

5.5 The higher education institution ensures an adequate level of academic and social support;

The review panel received favorable reports from students on the support they receive. From the self-evaluation document it is clear that Admitted students receive consistent academic and other support with the study programme requirements, teaching/learning methods and assessment. A special programme of staff support is put in place to motivate students during the first few days for first-year students. Information about the study programme and its changes are provided on the Faculty’s website, bulletin boards of faculty and department. Representatives of students take part in the activities of the study programme committee. Representatives of students’ union take part in the meetings of faculty community, where Annual Activity Reports of the Faculty, students’ achievements in semesters, and other actual academic issues are discussed. Students have a possibility to consult individually with staff from divisions administrating their modules and staff which supervise the study programme. All students of the study programme *Dietetics* can have consultations with the teachers involved with their programme or practice supervisors. The review panel conclude that VK provides excellent support.

5.6 The assessment system of students’ performance is clear, adequate and publicly available;

The assessment procedures in the study process are clearly described and publicly available at the College’s website.

5.7 Professional activities of the majority of graduates meets the programme providers’ expectations.

VK negotiates with the Lithuanian Labour Exchange who provides data about graduate employment. During the review period a good graduate employment was observed. According to the data of the Labour Exchange, placement level of graduates from the study programme

Dietetics for the dates Academic Year (AY) 2009 was 100 %, for the AY2010 – 85.37 %, AY2011 – 85.71 %, AY2012 –90.62 %, AY2013 – 85.37 %. Annual surveys conducted by the department teachers suggest that one third of the graduates get employed according to the speciality. Six of last year's graduates continue their studies at university in England (master's degree programme in *Dietetics*). The self-evaluation states that the majority of those employed according to the speciality claim that it was easy to find a job that they are satisfied with the character of the work and they have sufficient professional knowledge and skills. When the review panel spoke with the graduates some found it difficult to find employment (but they had studies on the programme prior to its re-design). Some were working in nursery areas menu planning, one in a hospital kitchen, one in a private school teaching, care homes and some as medical representatives. Two were working in mental health facilities but none were working as a clinical dietitian in a clinical advisory role. Most of graduates do not want to move for the work to other Lithuanian cities and districts.

However a concern is that *only about 50% of graduates are employed* in the Lithuanian healthcare system as clinical dietitians. It was repeatedly stated that the state policy regarding the dietitian's role in healthcare system is out-dated and insufficient. Therefore discussions and lobbying with other healthcare system stakeholders and politicians is needed to change the situation in such a way that professional activities of the majority of graduates would meet the programme providers' expectations and the programme aims.

The results of periodically carried out employers' surveys show that they are satisfied with the graduates' knowledge and skills. The majority of employers the review panel spoke assessed graduates' general and professional skills and motivation to work as "good" and "very good". But made the observation that in a clinical environment dietitians work in catering and that they need to be seen working with patients in the future. The employers also wished to see more graduates working in prevention.

The review panel concluded that students are finding employment but not necessarily in the clinical areas of healthcare that is the programme aim.

The following comments on the strength and weaknesses in the area analyzed might be made:

Strengths:

- Admission requirements to the programme are based on the uniform admission system that covers majority of Lithuanian universities.
- Admission requirements are clear, transparent and well founded.
- VK has demonstrated considerable thought and attention to good organization of the study process and ensures an adequate provision of the programme.
- The assessment procedures in the study process are clearly described and publicly available at the university's website.
- The staff team provides excellent leadership in promoting research and scholarly activity among their students and support mobility.

Weaknesses:

- Graduates do not find work in the area that the programme under review aims to prepare graduates and this could mean a fall in employment opportunities in the future.
- Employers would wish to see more graduates in clinical and preventive field of work but the programme does not meet these aspirations.

6. Programme management

6.1 Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;

The committee of the study programme Dietetics is responsible for the programme implementation and quality assurance and consists of seven persons of whom one is a student. The composition of committee is approved by the Rector's order and, if necessary, may be changed. The responsibility of the study programme Committee members are defined in VK Study Order and Regulations of Study Programme Committee. The study programme committee's activity is coordinated by the Head of Biomedical Diagnostics and Dietetics Department who plans and organizes committee members' activities, carries out monitoring of facilities and learning resources, staff recruitment and its professional development. Through the student representative, students are expected to ensure effective feedback about the study content, organizational issues, study assessment and students' expectations. A new representative is elected every two years. During meetings at the Department of Biomedical Diagnostics and Dietetics, members of the study programme committee can discuss various aspects of the study programme quality with the teachers involved in the analysed study programme. Thus an effective feedback is ensured between the committee members and the teachers, who are personally responsible for the subject content, study methods, teaching aids and materials, and assessment of subject learning outcomes.

The self-evaluation report provides detailed description on the duties of the programme director, and the role of course coordinators is defined. The review panel considered the programme to be well managed.

6.2 Information and data on the implementation of the programme are regularly collected and analysed;

The Quality assurance system based on ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area is implemented in VK. VK also successfully completed the implementation of the Project “Development of VK Quality Management System” (agreement No.VP1-2.1-ŠMM-04-K-02-023) which was financed by EU Structural Funds in November 2013. Representatives of Health Care Faculty have taken part in this Project.

The data regarding implementation of the study programme *Dietetics* is available and can be found in subject assessment sheets (semester fact sheets on student progress, final fact sheets); minutes of the qualification commission meetings; reports; final theses assessment fact sheets; statistics fact sheets; student mobility reports; orders of VK Rector and Faculty Dean; resolutions of the community, Dean or department; timetables; cooperation agreements and students' personal files. Information accumulated in these documents assists in performance of monitoring, vouching for the quality of the study programme.

Additionally an annual faculty report analyses changes in students' numbers, admission indicators, students' progress and achievements, students and teachers' mobility, teachers' professional development, applied research activity, facilities, student support and relations with local and foreign partners.

6.3 The outcomes of internal and external evaluations of the programme are used for the improvement of the programme;

Self-evaluation remains one of the basic elements for quality assurance. The context is assessed during evaluation, i.e. how the study programme meets the relevant EU and national legislation. The Study programme is also reviewed periodically and updated when necessary. Surveys of students' opinion about study programme are carried out annually and every second year - surveys of employers' opinion about graduates are carried out, or in the case of adjustment of old or approving new regulating documents. The review panel were moderately concerned about responses from staff and students that would indicate that either they did not have a voice in evaluation or their voice had not been acknowledged or heard.

6.4 The evaluation and improvement processes involve stakeholders;

Self-evaluation process includes all the academic staff of the VK, students, graduates, social partners and other members of the community. This allows a comprehensive monitoring of the study programme. Cooperation and collaboration of students and teachers, graduates, social partners with study programme committee, teamwork and effective feedback are the main factors that support the enhancement of the quality of the study programme. Furthermore, regular surveys are conducted about the study programme and subject teaching to analyse students' attitudes, values, motivation and critical thinking. Reasons for student wastage and figures of graduate placement are also collected and analysed. This information is delivered in printed form and it is available in the Faculty Library.

6.5 The internal quality assurance measures are effective and efficient.

The information provided in the self-evaluation report and also opinions and remarks presented by programme staff during discussion imply that internal quality assurance measures are effective and efficient.

Strengths:

- The study Programme Committee is well organized, efficient and effectively assumes responsible for the main academic management duties;
- The study Programme Committee effectively involves different stakeholders including university administration, teachers, students and employers.
- The Quality assurance system based on ESG implementation is adhered to by the Programme committee and ensures that the four dimensions and their indicators are fully appraised for ensuring quality of the programme

Weaknesses:

- The programme committee and subsequently the self-evaluation group had not responded to any concerns from graduates and employment data concerning the appropriateness of programme aims to meet the work fields of graduate.

III. RECOMMENDATIONS

1. The aim of the programme is narrowly focussed and does not currently reflect employment prospects for the students therefore consider amending the aims and refocus the curriculum to meet market needs for dietitians.
2. The learning outcomes, competencies and competences for the programme need to be made clearer and more transparent to represent the Study Subjects which should also be reviewed to meet European Dietetic Standards.
3. The practice curriculum, its delivery and assessment needs to be reviewed to ensure it does meet the learning outcomes and dietetic competences as defined for the graduate.
4. The staff teaching the programme at all levels (including in practice) need to be supported in their professional development so that the current science and art of dietetics is readily apparent in the module descriptors.
5. Resources to deliver the curriculum of food, feeding and nutrition in health and disease (dietetics) need to be inspected and improved to mirror those encountered in practice.
6. The College and staff team need to address the employment of graduates from this programme which does not meet the programme aims nor the expectations of employers for clinical and public health dietitians through whatever channels are open or can be open to them.

IV. SUMMARY

This programme of dietetic is enthusiastically delivered and well managed. The students are very positive about their learning experience; they are likely to graduate and find employment. The programme is well staffed and generally well resourced especially by the library. Students are encouraged to take part in research and scholarly activities and take advantage of opportunities to use ERASMUS as a vehicle for exchange with other European countries. The main issue facing the programme lies in the area of dietetics where the programme is heavily focussed on clinical outcomes to the exclusion of administrative and public health dietetics. Unfortunately given the current legislation in Lithuania the practice area of clinical dietetics is unavailable to graduates who must find employment in catering, care homes and teaching. The College is urged to take all necessary action to secure employment for their graduates in all the work fields of dietetic available across Europe. To strengthen the programme team staffing needs to be re-inspected to ensure that they are given all professional development support and that current dietetic practice is capable of being taught and assessed to reflect European competence standards.

V. GENERAL ASSESSMENT

The study programme *Dietetics* (state code – 653B41001) at Vilnius College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

| No. | Evaluation Area | Evaluation Area in Points* |
|-----|---|----------------------------|
| 1. | Programme aims and learning outcomes | 2 |
| 2. | Curriculum design | 3 |
| 3. | Staff | 3 |
| 4. | Material resources | 3 |
| 5. | Study process and assessment (student admission, study process student support, achievement assessment) | 3 |
| 6. | Programme management (programme administration, internal quality assurance) | 3 |
| | Total: | 17 |

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

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

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

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

Grupės vadovas:
Team leader:

Prof. dr. Ulrich Laaser

Grupės nariai:
Team members:

Prof. dr. Anne de Looy

Dr. Ene Indermitte

Prof. dr. Linas Šumskas

Mr. Vainius Rakauskas

**VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
DIETETIKA (VALSTYBINIS KODAS – 653B41001) 2014-06-09 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-308 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Dietetika* (valstybinis kodas – 653B41001) vertinama **teigiamai**.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|----------|--|------------------------------|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 2 |
| 2. | Programos sandara | 3 |
| 3. | Personalas | 3 |
| 4. | Materialieji ištekliai | 3 |
| 5. | Studijų eiga ir jos vertinimas | 3 |
| 6. | Programos vadyba | 3 |
| | Iš viso: | 17 |

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ši Dietetikos studijų programa entuziastingai vykdoma, o jos vadyba – gera. Studentai teigiamai vertina mokymosi patirtį. Panašu, kad jie studijų programą baigs ir ras darbą. Studijų programoje dėsto pakankamai dėstytojų, jai skirti ištekliai geri, ypač biblioteka. Studentai skatinami dalyvauti tyrimuose ir mokslinėje veikloje, taip pat naudotis ERASMUS mainų su kitomis Europos šalimis programos galimybėmis. Pagrindinė Dietetikos studijų programos problema yra susijusi su ta jos dalimi, kuri orientuota į klinikinius rezultatus, neliečiant administracinės ir visuomenės sveikatos dietetikos. Deja, atsižvelgiant į šiuo metu Lietuvoje galiojančius teisės aktus, absolventai neturi galimybės užsiimti klinikinės dietetikos praktika ir jiems reikia rasti darbą viešojo maitinimo srityje, globos namuose ir dėstyti. Kolegija skatinama imtis visų

reikiamų veiksmų, kad būtų užtikrintas jos absolventų įdarbinimas visose dietetikos veiklos srityse, kurios egzistuoja visoje Europoje. Siekiant stiprinti studijų programą, reikia peržiūrėti personalo sudėtį užtikrinant, jog jiems būtų suteikiama visa parama profesiniam tobulėjimui, ir būtų galima dėstyti šiuolaikinės dietetikos praktiką bei ją vertinti pagal Europos kompetencijų standartus.

<...>

III. REKOMENDACIJOS

1. Studijų programos tikslas yra siauras ir šiuo metu neatspindi studentų įsidarbinimo galimybių, todėl reikėtų koreguoti tikslus ir orientuoti studijų programą į dietetikų darbo rinkos poreikių tenkinimą.
2. Studijų programos studijų rezultatai, gebėjimai ir kompetencijos turėtų būti aiškesni ir skaidresni, kad atspindėtų studijų dalykus, kuriuos taip pat reikia peržiūrėti, kad jie atitiktų Europos dietetikos standartus.
3. Reikia peržiūrėti praktikos organizavimą, jos atlikimą ir vertinimą, siekiant užtikrinti, kad ji atitiktų studijų rezultatus ir absolventams nustatytas dietetiko kompetencijas.
4. Reikia skatinti programos dėstytojų dėstančių įvairiuose lygmenyse (įskaitant praktiką) profesinį tobulėjimą, kad šiuolaikinis dietetikos mokslas ir menas visapusiškai atsispindėtų modulių aprašuose.
5. Reikia peržiūrėti ir tobulinti išteklius, skirtus vykdyti maisto, maitinimo ir mitybos, skirtos, kai žmogus sveikas ir serga, (dietetikos) studijų programos dalis, kad jie atitiktų praktikoje naudojamus išteklius.
6. Kolegija ir jos darbuotojai turi bandyti visais įmanomais būdais spręsti šios studijų programos absolventų įsidarbinimo klausimą, kuris neatitinka studijų programos tikslų ir darbdavių įdarbinančių klinikinių ir visuomenės sveikatos dietetikus lūkesčių.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)