



ESTONIAN QUALITY AGENCY
FOR HIGHER AND VOCATIONAL EDUCATION

Report on Quality Assessment of the Study Programme Group of Health Care

University of Tartu

2021

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1. Introduction

Quality assessment of study programme groups in the first and second cycles of higher education

Quality assessment of a study programme group involves the assessment of the conformity of study programmes and the studies and development activities that take place on their basis to legislation, national and international standards and developmental directions with the purpose of providing recommendations to improve the quality of studies.

The goal of quality assessment of a study programme group is supporting the internal evaluation and self-development of the institution of higher education. Quality assessment of study programme groups is not followed by sanctions: expert assessments should be considered recommendations.

Quality assessment of a study programme group takes place at least once every 7 years based on the regulation approved by EKKA Quality Assessment Council for Higher Education *Quality Assessment of Study Programme Groups in the First and Second Cycles of Higher Education*.

The aim of the expert panel was the evaluation of the Study Programme Group (SPG) of Health Care at the University of Tartu.

The panel was asked to assess the conformity of the study programmes belonging to the study programme group and the instruction provided on the basis thereof to legislation and to national and international standards and/or recommendations, including the assessment of the level of the corresponding theoretical and practical instruction, the research and pedagogical qualification of the teaching staff and research staff, and the sufficiency of resources for the provision of instruction.

The assessment took place in April and May 2021.

The Quality Agency for Higher and Vocational Education (EKKA) formed an international expert panel consisting of the following members:

Josette Denekens	Chair of the panel. MD, PhD, general practitioner. Full professor in General Practice and head of the Department of General Practice at the University of Antwerp; former Vice Rector of the University of Antwerp. (Belgium)
Kjersti Grønning	Professor, Norwegian University of Science and Technology (NTNU), Faculty of Medicine and Health Sciences, Department of Public Health and Nursing. (Norway)
Lenne-Liisa Heinoja	Student, TalTech (Tallinn University of Technology); Member of the Board of TalTech Student Union. (Estonia)
Linzette Morris	Assistant professor in Physical Therapy, Department of Physical Therapy and Rehabilitation Sciences, College of Health Sciences, Qatar University. (Qatar)
Hannele Turunen	Professor in Nursing Science, Head of the Department of Nursing Science, University of Eastern Finland (Finland)
Reio Vilipuu	Physiotherapist, lymphtherapist; Owner and Member of the Board of a private rehabilitation clinic Tursekeskus OÜ (Reio Vilipuu Taastusravikliinik) (Estonia)

Assessment process

The work of the expert panel and preparation phase for the assessment visit started in February 2021 when the panel received the Self-Assessment Report of the study group. During the first meeting of the panel in March, an introduction to the Higher Education System as well as the assessment procedure was provided by EKKA. The distribution of tasks between the members of the assessment team was organised, the detailed schedule of the site visit agreed, and the members of the panel agreed the overall questions and areas to discuss with different groups at the University of Tartu.

On April 23, discussions were held with manager and developers of Nursing Science Master's programme and with teaching staff of the Nursing Science Master's programme.

On May 3 and 4, discussions were held with Vice-Rector for Academic Affairs and Heads of the Institutes, meeting with students (Nursing Science, Public Health programme), meeting with alumni (Nursing Science and Public Health programmes, meeting with external stakeholders/employers (Nursing science and Public Health programmes), meeting with teaching staff of the Public Health Programme, meeting with the manager and developers of the Public Health programme (incl. Programme Council), meeting with the teaching staff of the Public health programme, meeting with students of Physiotherapy programmes (Bachelor's and Master's), meeting with external stakeholders/employers of Physiotherapy programmes (Bachelor's and Master's), meeting with manager and developers of Physiotherapy programmes (incl. Programme Council), meeting with teaching staff of Physiotherapy programmes (Bachelor's and Master's).

After the meetings with the representatives of the university, the panel members agreed on the structure of the final report, and findings of panel meetings were compiled in a first draft of the assessment report. This work was executed in a cooperative way and the members of the team intensively discussed their individual views on the relevant topics.

In the following sections of the report, the assessment team summarise their general findings, conclusions and recommendations which are relevant across the whole study programme group of Health Care. The panel provides an external and objective perspective on the programmes and the contexts within which they are delivered. The intention is to provide constructive comment and critique which may form the basis upon which improvements in the quality of the programmes may be achieved.

Impressions of the institution, self-assessment report and of the visit

University of Tartu has a long history, starting in 1632 as Academia Gustaviana and has been reborn a number of times throughout the centuries.

Core values are well defined: research-based activities, academic freedom and autonomy, openness to new ideas and in relation with the society, cooperation between people, institutions and research areas, human-centred approach and individual development and responsibility.

University of Tartu is a legal person governed by laws and rules of Estonia and by university regulations and acts. Programmes are structured in 3+2 years (bachelors and masters)

In order to increase funding of research possibilities and raising academic progeny the University of Tartu has replaced the structure with 9 faculties and 4 colleges with 4 faculties: Arts and Humanities, Social Sciences, Medicine, Science and Technology. Also, at the level of the Faculty of Medicine restructuring has taken place to make processes of research and teaching more optimal. The panel is convinced that these structural changes have led to optimize the potential and capacity to do qualitative good teaching and research and to stimulate cooperation between the different programmes.

According to the self-evaluation report, the University of Tartu belongs to the top 1,2% of world's best universities with 63 scientists among the top 1% of most quoted scientists in the world. University of Tartu is research-driven. Internationalization is one of the strategic goals of the University of Tartu and has, in the opinion of the panel, to be strengthened in the study programme group of Health Care, so that these programmes reach the level of the other programmes of the University.

The self-evaluation report has given a good overview of all aspects of the programmes and the working of the quality assurance system to obtain and enhance the quality of the programmes. Table 1 in the self-evaluation report gives general data about the members of the self-evaluation working group and the self-evaluation and also a brief description of the process of compilation of the self-evaluation report. The panel appreciated the quality of the report with realistic SWOT-analysis and of the appendices. The panel went into the interview sessions well informed. Additional documents were requested and promptly forwarded by the university. Discussion with University representatives were organised online because of the rules for Covid-19. The discussions took place in an open and friendly atmosphere.

The expert panel expresses its thanks for the perfect preparation and cooperation of all representatives of the University.

2. Overview of the study programme group of Health Care, University of Tartu

The study programme group of health care has the following 4 curricula:

Study programme	Level
Physiotherapy	Bachelor's programme
Physiotherapy	Master's programme
Nursing Science	Master's programme
Public Health	Master's programme

The study programme group of Health Care belongs to the Faculty of Medicine which consists of 6 institutes. The Institute of Family Medicine and Public Health is responsible for Public Health and Nursing Science programmes. The Institute of Sport Sciences and Physiotherapy is responsible for the Bachelor and the Master in Physiotherapy.

Programmes are based on national standards and benchmarks. For Physiotherapy and Public Health international benchmark is also in place. The panel is pleased with the evolution and full implementation of e-learning into a real hybrid curriculum. This evolution has already taken place before the Covid-crisis. Especially during Covid times, support from University of Tartu has realised that quality in teaching and learning processes was guaranteed. Students and teachers are very positive about this evolution. Teachers appreciated the technical support, the possibilities to be trained to use Moodle and flipped classrooms.

Programmes are competency-based. Learning outcomes have been defined on the programme level. At course level learning outcomes are written in the syllabi. In the opinion of the panel the learning outcomes are not yet steering enough the learning processes of the students. The evidence of alignment between learning outcomes, teaching and learning activities and assessment is not yet realised in a comprehensive mapping grid at programme level. Assessment is based on a mix of different formats. Although the e-portfolio is a good tool for competence-based assessment, working with e-portfolio is not yet fully realised in all programmes. The panel heard from teachers that feedback to student assignments is given, but from the point of view of the students more progress can be made. The panel suggests working more with feedback to stimulate the learning process in a systematic way in a so called "educational alliance" between teacher and student and to stimulate self-reflected practice and self-directed learning of the student.

Resources are allocated to faculties based on the numbers of students and graduates. Some money is allocated on the basis of specific steering components in central policy as for example for implementing transferable skills in the programmes. The panel suggests using more this way of financing to stimulate didactic innovations in the programme. Faculties allocate the money to institutes and finally to the programmes. The money is generally divided 50/50 between teaching and research. The panel heard from the top management that research money was used for teaching activities because financing for teaching is not high enough. Hopefully the new system for financing universities can change this situation in the near future.

Although a real site visit was not possible in COVID times, the panel was well informed by the SER and the interviews about the high quality of the infrastructure and the learning environment. The support during the Covid pandemic for e-learning was well organised for teachers and students, so

teaching and learning activities and assessment could taken place in a real hybrid learning environment.

The self-evaluation report is based on internal evaluations of all 4 curricula, analysis of annual feedback on courses from the Study Information System (**SIS**), questionnaire studies, information from 4 levels: students, teaching staff, graduates and employers.

The panel has appreciated the programme-based management of study programmes for quality assurance which is systematic and regular and is based on involvement of all stakeholders to implement the quality assurance system. Till now the system was running every 3 years. Programme Councils, led by Programme Directors, have a central role in the process of quality assurance. They have to analyse all data (Curricula Statistics Webpage) together with the results of the questionnaires of students, graduates, teachers and employers and to present this analysis with preliminary conclusions to the Programme Councils. The Programme Councils prepare strategic development plans, advise the programme Director and evaluate the effectiveness of the curricula. Modifications have to be approved by the faculty Board, big changes by the Senate. Students are represented in all decision-making and advisory bodies of the university. Feedback is gathered from first and last year students on teaching and course content after each semester. Recently a new student feedback system (yearly, with renewed questionnaires) has been piloted and will be in place during 2021.

The panel has appreciated the way the University of Tartu tries to realize cooperation between the programmes in teaching processes, in research, in professional practical trainings, in supervising master thesis and in development of curricula, also in sharing resources. Cooperation and capacity building has to be stimulated even more.

All 4 curricula have strong cooperation with the corresponding professional organizations and are working on evidence-based guidelines to enhance quality in health care in the country.

University of Tartu has an electronic system in place to support the study processes in general and tries to support in the near future in a preventive way students who have problems with completing the curriculum. Students and teachers are satisfied with this Study Information System.

Procedures for recognition of prior learning and professional experience are in place and according to the students are working well. Programmes are very flexible and students can work with a personal study plan. Especially the session-based curriculum in Nursing Science is appreciated by the students. Still, working and studying is hard to do. Dropout numbers are rather high, especially in Nursing Science, mostly for personal reasons.

Recognising and avoiding plagiarism is high on the agenda. Programmes are working with the software programme URKUND to prevent plagiarism.

Table 1. Student progress and graduation of the study programme group, 2016–2020

Curriculum	Academic year	Total number of students	Admission of students	Dropout number	Graduates
Physiotherapy Bachelor's studies	2015/2016	104	43	12	21
	2016/2017	118	44	8	27
	2017/2018	132	44	12	35
	2018/2019	133	45	12	35
	2019/2020	134	44	10	38
	2020/2021	137	45	n.a	n.a
Physiotherapy Master's studies	2015/2016	57	22	4	18
	2016/2017	58	23	3	23
	2017/2018	51	17	4	21
	2018/2019	44	18	7	11
	2019/2020	48	21	4	13
	2020/2021	51	20	n.a	n.a
Nursing Science Master's studies	2015/2016	67	15	7	3
	2016/2017	73	16	9	8
	2017/2018	72	13	8	9
	2018/2019	66	15	13	14
	2019/2020	57	16	4	9
	2020/2021	63	17	n.a	n.a
Public Health Master's studies	2010/2011	53	12	4	9
	2011/2012	54	13	3	13
	2012/2013	50	13	5	9
	2013/2014	54	15	4	12
	2014/2015	45	15	12	14
	2015/2016	45	16	n.a	n.a

Source: Self-Evaluation Report (data as of 10.11.2020)

3. Main changes on the basis of recommendations of the last quality assessment of the study programme group of Health Care

Recommendations that have been followed:

- Appointment of 0,25 FTE professor to support research and publication in Nursing Science. The panel advises to augment academic staff with PhD degree even more.
- Creation of a mobility window. However, results are not yet in place, students have to search themselves for international places and arrange internationalization themselves. ECTS are not always accepted, so study delay is a consequence.
- Stimulation of young teachers to do PhD.
- Internationalization at home. Efforts have been made to participate in international projects (staff and students), having international lectures and participating in organising international conferences.

Recommendations that have not been followed:

- Initiating master's degree programme in Midwifery. According to the explanations provided by the University representatives, after the previous quality assessment the Programme Council at the Department of Nursing Science discussed the issue (all interested target groups involved) and made the decision not to open a specific master's programme, because midwives are able to do a master's degree in the current

programme of Nursing Science. In the situation where only 50 midwives graduate yearly at the bachelor level in Estonia, a separate master level programme for midwives would not be cost-effective nor enough high-quality for the field. Midwives have had full access to the masters' programme of Nursing Science since the year 2003 and during that period 12 midwives have graduated from the programme. Additionally, midwives have access to the master's programme of Public Health.

- Initiating bachelor's programme in Public Health.
According to the explanations of the university representatives, a national level review of Public Health bachelor's programmes indicated no need for opening a new programme.
- Doctoral programme in Nursing Science.
According to the explanations of the university representatives, a specific programme at doctoral level is not needed currently, because the PhD studies can be pursued in the doctoral study programme of Medicine.
- Install new policies to reduce the number of dropouts.
- Modifications of the assessment system not fully implemented.
- More training for clinical supervisors (on the agenda in the near future).

4. Summary of general findings and recommendations at the study programme group level

Programmes are based on national standards and for Public Health and Physiotherapy also on international benchmarks (SER and appendices).

A strong nexus between teaching and research is realised and also with services to society, mostly in development of guidelines for the professional field on national level.

Although Covid-19 restrictions prevented a real site visit, the panel is convinced of the quality of infrastructure, quality of e-learning environment and study materials and facilities of the library (SER, interview with teachers and students).

The procedure of internal evaluation has recently changed. Instead of 3-year evaluations the new system will run on a yearly basis. Also, questionnaires and surveys have changed in the way that they are focusing more on the process of delivering teaching and learning activities. According to the management of the university, the goal is to implement modifications and innovations more quickly into the curricula and to close the PDCA cycle on a systematic basis more than this was the case in the past. The panel is convinced that these changes will make the internal quality system more powerful.

Overall students are very positive about the quality of teaching and learning activities, especially of the quality of the practical training and the interconnection between theory and practice.

The system of financing the programmes is not in favour for the programmes with small numbers of students. Therefore, the sustainability of Nursing Science is at stake. This is a pity because the programme is very relevant in the national context. This programme needs more support from the University in terms of more appointments for teachers with PhD degree (2 or 3 FTE). In this way the staff can do more research, especially in interdisciplinary way not only at national level but also at international level and the programme can admit 25 to 30 students on a yearly basis.

According to discussion with the top management of the university, alignment of learning outcomes with teaching and learning activities and with assessment formats is work in progress for all 4 of the programmes and stimulated by central support. Mapping grids at the programme level have to be elaborated to make sure that all learning outcomes can be achieved and assessed. “The evidence that learning has taken place” should be made more explicit in “products” produced by students in different assessment formats to demonstrate that they can master competences at level 6 for the bachelor and level 7 for the master. E-portfolio can be one of the tools to stimulate this process. Furthermore, assessment at competence level should be stimulated and monitoring of the mastering of competences over the years can be realised in the e-portfolio system.

More cooperation, although already stimulated in a structural way, has to be realised by working in a more interdisciplinary way not only in teaching but also in research and in services to society. Building capacity is needed to ameliorate quality and to become not only leaders in Estonia, but on an international dimension. An interdisciplinary research unit at faculty level can empower the academic staff to go in that direction.

During the interviews it was clear that extra financing for implementing teaching and learning transferable skills in the programmes is not yet known by the programme developers. Interprofessional learning and working has to be more stimulated.

Although students are very positive about the practical trainings, the panel heard that the quality is depending on the supervisor’s competences and sometimes these competences are lacking (specifically to the Nursing Science and Physiotherapy programmes). According to the students the feedback from supervisors especially at some practical training places is not sufficient to learn from. Special attention should be paid on the training for supervisors of practical training. We heard that this was planned in the near future. The panel suggests working with annual programme-based mentoring seminars for practice placement mentors/tutors.

5. Strengths and recommendations for improvement of study programmes by assessment areas

5.1 Study programme and study programme development

Standards

- ✓ **The launch or development of the study programme is based on the Standard of Higher Education and other legislation, development plans, analyses (including labour market and feasibility analyses), and professional standards; and the best quality is being sought.**
- ✓ **The structure and content of modules and courses in a study programme support achievement of the objectives and designed learning outcomes of the study programme.**
- ✓ **Different parts of the study programme form a coherent whole.**
- ✓ **The study programme includes practical training, the content and scope of which are based on the planned learning outcomes of the study programme.**
- ✓ **The study programme development takes into account feedback from students, employers, alumni and other stakeholders.**

Evidence and analysis

NURSING SCIENCE

The master's curriculum of Nursing Science was opened at the University of Tartu in 2002, based on the 3+2 system. It is the only curriculum in Estonia that prepares nursing teachers and nursing managers for the educational establishment and for the health care and social welfare institutions. Labour market in Estonia needs Master and PhD educated nursing experts and supports the development of Nursing Science in Estonia. The study programme is based on the Standard of Higher Education and the Development Strategy for Nursing and Midwifery for the years 2011-2020 and 2021-2030. There is close and permanent cooperation with Estonian health care institutions, health care colleges, state agencies and professional organisations to develop, implement and innovate the programme. The programme is working with external experts and innovation is based on the evidence from WHO documents, articles and guidelines. There is no international benchmark comparison of learning outcomes. A global perspective is not really implemented. The panel recommends modifying the curriculum in a way that the general focus can stay on the Estonian situation but to incorporate also courses with the focus on the international evolutions in the field and/or add international components into the existing courses.

The programme is updated on a regular basis (three-year evaluations with input from students, graduates, teachers and employers, e.g., Estonian health care institutions, health care colleges, state agencies and professional organizations (appendix 12, 13 and 14 of the SER). According to the self-evaluation every 3 years the programme director explains what has been done with the feedback of the students (cohesion of programme, structure, arrangement and environment of studies, development of student's competences, work of support services).

Admission criteria are widened to other health care workers than only nurses since 2018 (appendix 10).

Since 2018/19 integration of the education and the management component has been realised and the programme is in this way more aligned with the working situation in the field (SER, employers). Students are very satisfied with the modifications in the programme (data in SIS, SER). Students feel more equal and can collaborate better (interviews and Appendix 14).

According to the self-evaluation the programme is offered in a session-based study, so students can combine study and work. During the interviews teachers mentioned that content and objectives of the courses are aligned and that modifications of the programme are discussed in the team of teachers and decided upon in the Programme Council.

According to the students, modules are relevant and necessary. The courses of the base module and the speciality module are integrated and in a logical sequence according to 90% of the students. Students' feedback on the programme is very positive, and especially the organisation of the professional practical training is much appreciated. The practical training has only 8 ECTS, which is not enough in the opinion of the panel. Also, the students want more practical training.

During the interviews much discussion was dedicated to the name of the programme. Why Nursing Science as the name of the programme whereas with the widening in admission rules other health caregivers are also admitted to the programme? The panel advises to keep the specificity of the Nursing Science but also to try to give the floor to the other professions/professionals and to create a really interdisciplinary programme to enhance quality in patient care and to create masters in

education and management who can be leaders to innovate the health care system in a team-based modus. In the opinion of the panel, currently the interdisciplinarity is often not yet seen in the names of the courses nor enough seen in the research or in the reports of the practical work of the students.

Strengths

- Strong interconnectedness with the workfield in developing and modifying the programme aligned with changes in society and in the health care system.
- Integration of base module and specialised module since 2018/2019 makes the programme more aligned with the needs of society.
- Session-based study in order to realize flexibility for students.

Areas of concern and recommendations

- There is a need for international benchmarking of the learning outcomes. This was also emphasised in the quality assessment process of 2016. The panel recommends modifying the curriculum in a way that the general focus can stay on the Estonian situation but to incorporate also courses with the focus on the international evolutions in the field and/or add international components into the existing courses.
- 8 ECTS for clinical practice is not enough in the opinion of the panel as well as according to the students during the interviews. The panel recommends augmenting the clinical practice hours.
- Although the content of the courses seems to be broadened to other professions, interdisciplinarity has to be seen more than it is for the moment in the names of the courses, in the research, in the Master thesis, in the reports of the practical work. Other professions have to be more involved in the development of the programme.

Opportunities for further improvement

None

PUBLIC HEALTH

The Public Health Master programme is based on national and university legal acts (Universities act, Standard of Higher Education, Study Regulations and the Statutes of Curriculum). The programme is managed by the Institute of Family Medicine and Public Health. This Master is the only master in Public Health in Estonia.

It is a research-driven master of 120 ECTS, started in 2000. Thesis is 30 ECTS. Main areas covered are: epidemiology, biostatistics, health promotion, health care management and environmental health. In 2008, in response to the needs of the society, a curriculum focusing on epidemiology and evaluation population-based data was opened with support of the Norwegian and European Economic Area Financial Mechanism. The curriculum gives much attention to interdisciplinary learning, coordination, cooperation and collaboration (SER). The curriculum follows the recommendations of the Agency for Public Health Education Accreditation (Apeha) and best practices from European schools of Public Health (comparison appendix 20). Comparison of the curriculum with the Standard of Higher Education is made in Appendix 23. The curriculum provides qualifications in agreement of the standard European core competencies for Public health professionals (ECCPHP) developed by ASPHER (SER and interviews).

Access requirements are a bachelor's degree or a diploma of professional higher education or a corresponding foreign qualification (SER).

There is strong cooperation with the Ministry of Social Affairs, Estonian Health Board, National Institute for Health Development and the Estonian Health Insurance Fund, not only in defining learning outcomes but also in practice-based learning. The employers are not only involved in developing the programme and in quality assurance of the programme but also in the implementation of the programme as teachers, supervisors, and supervisors of thesis.

Learning outcomes are defined on programme level as well as for each course. Teaching and learning activities are stimulating students to learn at the level of higher order thinking. For assessment a mix of formats is used. There is a strong emphasis on research and the nexus between teaching and research; service to the community is very strong. Students are involved in public health policy and service activities.

The main focus of the curriculum based on the needs in society is to develop competences in searching, reviewing and analysing data in order to make decisions and to work on implementation and management of those decisions (annex 19). Graduates are able to do independent research and to do developmental work in the fields of health care and public health.

Programme Council develops the strategic plan, advises the programme director and evaluates the effectiveness of the curriculum. Feedback from students is gathered each semester.

Internal evaluation is carried out every 3 years at the start of the academic year. Programme director evaluates the data (feedback from students each semester, employers, teachers, graduates) in SIS and uses the guidelines of the Office of Academic Affairs to make an analysis. Every 3 years the programme director has to motivate how feedback results of students are taken into account for amelioration of the programme as for the coherence of the programme, the structure, arrangement and environment of studies, development of students' competences, work of support services. After each course the programme director contacts the lecturer to discuss the quality of the course and twice a year all teachers are discussing curriculum, teaching process and learning materials. In this way coherence and vertical and horizontal integration is realised not only between theoretical courses but also between theory and practice. There is no grid at programme level to make sure that learning outcomes, teaching and learning activities and assessment are aligned and that there is at graduation level evidence that all competences are mastered.

Overall, the programme seems to be of good quality.

Strengths

- Strong interconnectedness with the working field in developing and modifying the programme.
- Strong nexus between teaching, research and services to society.

Areas of concern and recommendations

None

Opportunities for further improvement

None

PHYSIOTHERAPY (BSc)

The Physiotherapy BSc programme at UT is taught according to the 3+2 curricula and was adapted to correspond to the Estonian occupational qualifications system, which is managed by Estonian Qualifications Authority. According to the self-evaluation report (SER), the curriculum takes into consideration the realistic needs of the society and is co-ordinated in close cooperation with the representatives of employers of 'would-be' graduates – the Ministry of Social Affairs and the Estonian Association of Physiotherapists. The programme includes a range of courses which are typically seen on international programmes and outlined by World Physiotherapy Europe region. The labour market, as well as the governing authorities are consulted regularly to ensure alignment. There is excellent collaboration between the programmes, the Institute of Sport Sciences and Physiotherapy, the Faculty of Medicine and Tartu University Hospitals (SER, pg 20).

The programme is module based and theoretical studies are followed by practical training. There are 20 courses (108 ECTS) which are taught in the Institute of Sport Sciences and Physiotherapy, ten obligatory courses (33 ECTS) and one elective course (3 ECTS) are taught in the Institute of Clinical Medicine and the Institute of Biomedicine and Translational Medicine, and one obligatory course (3 ECTS) and two electives (6 ECTS) in the Faculty of Philosophy (pg 21). The Physiotherapy curriculum includes clinical practical training in different areas which reflects the requirements of the local community. On face value there seems to be coherence between courses as they are outlined in the SER. Students can also study via the Erasmus+ programmes for one or two semesters abroad. Learning outcomes of the modules/courses are based on the general outcomes of the curriculum (pg 21). Representatives of stakeholders such as employers, alumni, and students are involved in the development of the curriculum via the Programme Council. Students can give feedback via SIS, which is analysed by the Institute and Dean's Office and the Programme Councils. According to the SER, the students' feedback gives as strong points: logical structure and constant monitoring of the curriculum, close connection between theory and practice, flexible schedule, and high level organization of clinical practice (pg 23). Internal evaluation takes place in the Curricula Statistics Webpage and is coordinated by the programme director, who prepares, on the basis of the statistical data (contained in the pre-filled internal evaluation form), the guidelines of the Office of Academic Affairs, and student feedback, a preliminary analysis and formulates conclusions. Internal evaluation of a curriculum encompasses regularly collected feedback from teaching staff and employers (pg 23).

Overall, as outlined in the SER, the BSc in Physiotherapy programme seems to be of good quality, and with most of the required changes made based on the 2016 report, the programme is overall in good standing.

PHYSIOTHERAPY (MSc)

UT is the only higher education institution in Estonia which offers studies in physiotherapy at Master's level. Most of the courses are taught by the teaching staff of the Institute of Sport Sciences and Physiotherapy with participation from the Tartu University Hospital (TUH). The nominal duration of the Master's programme in physiotherapy is two years, and is compiled of pre-clinical and clinical studies, as well as research work. The constitution of the programme seems well-aligned with international standards as outlined by World Physiotherapy.

Enabling student's specialisation on a certain area of physiotherapy is one of the aims of Masters' studies. The curriculum comprises courses (90 ECTS) and independent research work (30 ECTS). The study includes general courses (24 ECTS, 20% of the total), speciality courses (42 ECTS, 35% of the total), physiotherapy practice (18 ECTS, 15% of the total), optional courses (6 ECTS, 5% of the total) and Master's Thesis in Physiotherapy (30 ECTS). Supervised research work (30 ECTS, 25% of the total) leads to the compilation of Master's Thesis and its public defence (pg 34). The courses are well outlined in the SER.

According to the SER, systematic feedback from all stakeholders is used to ameliorate the programme. On the basis of students' feedback, it can be concluded that during the period under evaluation the teaching quality has improved, and the average score of the courses has risen. Students have pointed out that the courses of the speciality have a practical content. The students appreciate that the studies are well planned and well distributed enabling part-time professional employment.

Overall, the programme seems to be of good quality, and with most of the required changes made based on the 2016 report, the programme is overall in good standing.

Strengths

Physiotherapy (BSc, MSc)

- Strong inter-connectedness with the working field in developing and modifying the curriculum at both bachelor and master level.
- Study Information System (SIS) with the related study information, incl. registration for courses, the timetable of studies, grading, and enabling communication between the students participating in the course is most helpful. Also feedback to teachers as SIS opinion poll and report.

Areas of concern and recommendations

Physiotherapy (BSc, MSc)

- In both programmes, the panel recommends incorporating more general skills into the programme (i.e. reflective writing skills, independent thinking skills and analytical thinking skills).
- In both programmes, there is little evidence of global perspectives being intentionally incorporated into the programme which may reduce internationalization of the programme. Students seem to have limited global perspectives and knowledge around global health issues.

Opportunities for further improvement

Physiotherapy (BSc, MSc)

- Diversify both programme by drawing from international sources and personnel, and not just European perspectives.
- In both programmes increase interdisciplinary teaching and learning as well as research activities.
- In the bachelor programme of Physiotherapy increase the number of courses in English.
- In the bachelor programme of Physiotherapy, students are encouraged to be part of the Estonian society, but not really encouraged to participate in other global organizations.

Students seem to have limited insight into local health systems processes at the time of graduation.

5.2 Resources

Standards

- ✓ **Resources (teaching and learning environments, teaching materials, teaching aids and equipment, premises, financial resources) support the achievement of objectives in the study programme.**
- ✓ **There is a sufficient supply of textbooks and other teaching aids and they are available.**
- ✓ **Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).**
- ✓ **Resource development is sustainable.**

Evidence and analysis

NURSING SCIENCE

The self-evaluation report describes that the Department of Nursing Science, the Institute of Health Care and the Clinic of Family Medicine were joined into the Institute of Family Medicine and Public Health. The interviews confirmed that the structural reform was beneficial as one big institute makes it possible to share the resources. The re-organising made it possible for the Department of Nursing Science to obtain the 15 Stata licences which was suggested as an area of improvement in the 2016 evaluation. The students can use Stata on their laptop computers and perform statistical analysis for their master's theses or they can use the computer classroom of the Faculty of Medicine, where all computers have been equipped with Stata.

The self-evaluation report describes further that the Department of Nursing Science and Family Medicine are located in newly renovated rooms that are furnished with ergonomic, height-adjustable desks, computers and video technology for recording lectures and holding web meetings. Since the panel was not able to visit the university due to the Covid-19 situation, we were not able to view the locations. The interviews however confirmed that the learning environment is suitable with necessary learning and teaching equipment (screen, computer, projector, the Internet, easy-to-move single-person desks). The students also expressed that they were satisfied with the access to textbooks, electronic databases, scientific articles, and other teaching aids. The Covid-19 situation demanded changes in the communication between the students and teaching staff. The interviews confirmed that the electronic communication between the students and teaching staff worked well. They experienced good e-learning support from the university. The staff were satisfied and found it helpful with extra personnel fully dedicated to support the teachers in changing their teaching (lectures) into electronic formats.

The system of financing the programmes is not in favour for the programmes with small numbers of students such as Nursing Science. The sustainability of Nursing Science is at stake and this programme needs more support and especially more teachers to have the possibility to admit more students.

Collaboration with Public Health programme in order to realize better use of internal human and technical resources has to be strengthened not only for reasons of resources but also to create more interdisciplinarity in teaching and learning.

Strengths

- Joining the Department of Nursing Science, the Institute of Health Care and the Clinic of Family Medicine into the Institute of Family Medicine and Public Health makes it possible to share benefits and costs.
- Good learning environment with modern equipment.
- Collaboration with the Public Health in order to realize better use of internal human and technical resources.

Area of concern and recommendations.

- The system of financing the programmes in the university is not in favour of the programmes with small numbers of students such as Nursing Science. The sustainability of Nursing Science is at stake and this programme needs more support and especially more teachers to have the possibility to admit more students. The panel recommends that policymakers in university should decide to give a lump sum each year to support the programme until they can work break-even when student numbers are high enough.

Opportunities for further improvement

- Collaboration with Public Health programme in order to realize better use of internal human and technical resources has to be strengthened not only for reasons of resources but also to create more interdisciplinarity in teaching and learning.
- The policy to attract more research funding should be more professionalised. To do this, it could be a good idea to build an interdisciplinary capacity research group at faculty level to have more power and expertise and to do interdisciplinary research because such research is very essential for the working field in the near future to ameliorate the quality of care for the patients.

PUBLIC HEALTH

The self-evaluation report describes that the department is well located and equipped with sufficient office rooms, classrooms, library, laboratory and ancillary rooms. All seminar rooms and the library possess the necessary equipment (whiteboard, screen, computer, data projector and internet connection) required for teaching and learning. There is a free Wi-Fi area for students and guest lecturers as well as teaching staff to access. The teaching and learning environment for students and teaching staff are described to be facilitative for independent learning activities and practical assignments in the self-evaluation report, and the interviews confirmed it. The students also expressed that they were satisfied with the access to teaching materials (e.g., electronic databases, scientific articles). The self-evaluation report further describes that the majority of learning materials are stored and available for the students in the University of Tartu electronic learning environment Moodle.

Collaboration with Nursing Science programme in order to realize better use of internal human and technical resources has to be strengthened not only for reasons of resources but also to create more interdisciplinarity in teaching and learning.

Strengths

- Good learning environment with modern equipment.
- Collaboration with the Nursing Science in order to realize better use of internal human and technical resources.

Areas of concern and recommendations

None

Opportunity for further improvement

- Collaboration with Nursing Science programme in order to realize better use of internal human and technical resources has to be strengthened not only for reasons of resources but also to create more interdisciplinarity in teaching and learning.

PHYSIOTHERAPY (BSc, MSc)

The self-evaluation report describes that the studies (both the BSc and MSc) are conducted in the buildings of the Institute of Sport Sciences and Physiotherapy and in the Faculty of Medicine's Biomedicum building, which measures up to the highest international standards (according to the information presented in the SER, pg 25 and 35). There seems to have been a huge investment into modern equipment and facilities and to upgrading the facilities. According to the SER, there are lecture halls, seminar rooms and rooms especially planned for physiotherapy teaching (both the BSc and MSc programmes), including the gym for individual and group activities, manual therapy room, specific rooms for physical therapy and therapeutic exercise. The facilities and equipment therefore seem adequate for teaching and learning purposes. However, since the panel was not able to visit the university due to the Covid-19 restrictions we were not able to view the locations. The interviews, however, confirmed that the learning environments were suitable with necessary and up-to-date learning and teaching equipment.

The students also expressed that they were satisfied with the access to electronic databases (Moodle), scientific articles, as well as the use of the library. The Covid-19 situation however demanded changes in the communication between the students and teaching staff. The interviews confirmed that the electronic communication between the students and teaching staff worked well so far. The students expressed that they experienced good e-learning support from the university and from practical training supervisors through electronic forms and feedback. The staff were satisfied and found it helpful with extra personnel fully dedicated to support the teachers in changing their teaching (lectures) into electronic formats.

Budgeting of the Institute of Sport Sciences and Physiotherapy takes into account the essence of the curricula requirements, and although there is low funding of practical training supervisors, the number of choices for clinical practical training depends on the number of employed physiotherapists on the placements.

Strengths

- The equipment available and the facilities are modern, up-to-date, fully equipped, fully complemented with technology, large enough and adequate for teaching and learning purposes within both programmes.

- In both programmes, teaching-learning as well as research activities of students are supported by modern and new equipment and devices, including Manuthera therapy tables, devices of active-passive movement of joints, device for reduction of body weight.
- In both programmes, the majority of courses taught have Moodle support and study materials are uploaded in this environment. All documentation and materials related to clinical practical training, incl. guidelines, self-evaluation report by students and feedback by supervisors are aggregated in personal electronic portfolio.

Area of concern and recommendations.

None

Opportunities for further improvement

None

5.3 Teaching and learning

Standards

- ✓ **The process of teaching and learning supports learners' individual and social development.**
- ✓ **The process of teaching and learning is flexible, takes into account the specifics of the form of study and facilitates the achievement of planned learning outcomes.**
- ✓ **Teaching methods and tools used in teaching are modern, effective and support the development of digital culture.**
- ✓ **Practical and theoretical studies are interconnected.**
- ✓ **The organisation and the content of practical training support achievement of planned learning outcomes and meet the needs of the stakeholders.**
- ✓ **The process of teaching and learning supports learning mobility.**
- ✓ **Assessment of learning outcomes is appropriate, transparent and objective, and supports the development of learners.**

Evidence and analysis

NURSING SCIENCE

Learning outcomes of the programme are defined. Learning outcomes are also defined in each course. Teachers have meetings twice a year where they discuss learning outcomes, teaching and learning activities and assessment formats in order to modify (coherence, integration, study load etc.) and innovate the curriculum (SER, and interviews with teachers). The Panel found that a systematic way to update the learning material according to the innovations in the scientific fields of teaching and according to the innovations in the health care sector would still assure the quality of the content of teaching.

According to the teachers, alignment is realised in each course. Alignment of learning outcomes, teaching and learning activities and assessment is not elaborated on an aggregated level of the programme into a mapping grid.

Teaching and learning activities are student-centred. The programme (120 ECTS) can be spread over 4 years and is organised in a flexible way so students can master their development in a certain way (time management, students can work with an individual learning plan (SER). Hybrid learning is well installed and of high quality according to teachers, students and management. Support for teachers and students for technological problems is in place. Workload is sometimes high, but doable according to teachers and students. Each ECTS point is 26 hours and most of the time the workload is according to the ECTS points of the courses.

According to the teachers and the students, integration between theory and practice is realised in the way the courses are planned. Theoretical courses are followed by practical training. In the opinion of the panel integration can be more strengthened and assessed. Supervision of practical training is well organised but the quality can differ from place to place. For clinical practice the quality of the feedback is very diverse depending on the supervisors competences in educational processes. More training for supervisors is needed.

Supervision of thesis has been ameliorated with training for supervisors, with writing camps, with new guidelines. Although guidance and supervision for the thesis is well elaborated with joint supervision groups and Master thesis writing camps, it seems that there is a gap in achievability between following the courses and doing the research work for the thesis. The specialist of academic affairs talks to the students who have problems. He/she helps the student in better planning and is also involving teachers when this is necessary to help students with their specific problem. It is a pity that students have to terminate their study because of not finalising the Master thesis after they have done most of the courses. The quality of scientific skills of the supervisor can be a problem according to teachers and students. Better selection and training of the supervisors is needed, especially PhD educated supervisors are needed.

Students and graduates are critical about the general skills and ask for more social skills such as teamwork, assertiveness, negotiation skills, more digital skills, more writing scientific articles, more entrepreneurship, more statistics, more optional courses, more internationalization. These critics have to be taken seriously and the programme should be adapted accordingly. A course about entrepreneurship is already installed.

Student mobility is low, mostly because the students have family commitments or are working in addition to studying. Internationalization is difficult to realize because although there is a mobility window (appendix 10), it remains difficult to go abroad mostly because of personal reasons, but students also need more information about how the studies abroad are accepted in their programme. Internationalization at home has to be implemented in teaching and learning activities and in research. There are not enough courses in English language to attract in-coming students. The panel suggests offering 1 semester in English. Since the organisation of internationalisation at central level of university is not enough known by students, the panel suggests installing at faculty level a unit for internationalization in order to make possibilities to go abroad more visible for students. Since the appointment of a visiting international professor for research (25%) the programme is more research-based and more support for doing research and doing PhD is realised. In addition, international peer-reviewed research articles have been published as an outcome of this post. According to the top management of the university the perception of the programme by professors of other programmes in the UT has changed in a way that Nursing Science gets more recognition as an academic discipline.

Assessment is transparent and fair according to the teachers and the students. Teachers are working with a mix of assessment methods in order to assess the mastering of the different learning

outcomes. Assessment of the level of mastering competences is not yet fully realised. Feedback to assignments is in place, orally or written, individual or in group. According to the students, feedback is dependent on the quality of quality of the teacher or the supervisor.

According to the self-evaluation the students evaluated quite critically their general readiness for scientific activities (satisfactory 29% or poor 5%). Also, the readiness to participate in public discussions concerning nursing and nursing science issues is assessed as satisfactory (29%) or poor (3%).

The progress of the planned study is followed up in the SIS. Students are contacted when a problem is signalised in the SIS. A system that works more preventively will be set up in the near future, which is necessary because of high numbers of drop-outs. It is necessary to intervene earlier when students have problems and to give more guidance to keep students on track.

Procedure of recognition of prior learning and work experience is in place and works well. Many students have recognition of study results acquired at foreign higher education institutions. During interviews there were no problems signalised.

System for prevention of fraud is in place (URKUND) and used in all assignments of students.

Strengths

- Student-centred teaching and learning
- Flexible and individualised learning plans.
- Strong collaboration with workfield in connection with practical training
- Procedure of internal quality assurance

Areas of concern and recommendations

- Follow-up of alignment between learning outcomes, teaching and learning activities and assessment formats has to be elaborated on the level of the programme on a continuous basis to assure the evidence that learning has taken place and that all learning outcomes are mastered by all students in a systematic way. A mapping grid at programme level is recommended.
- More actions have to be undertaken to diminish the high numbers of drop-outs.
- There are no incoming foreign students because the number of English-taught courses is very limited. To raise the level of internationalisation, the panel recommends that the programme offers one semester in English.
- Teaching quality (creating learning opportunities for the students) of some supervisors for clinical training is not enough. Therefore, more didactical training needs to be provided for supervisors to ensure that every student has the same learning opportunities.
- The quality of Master thesis is dependent on the quality of the scientific skills of the supervisor, and not all students are in an equal position. To ameliorate this situation the students would benefit from supervisors holding a PhD degree, and also from creating a system to evaluate the quality of the supervisors to make sure supervisors have enough research skills.
- More continuous assessment on the level of competences should be installed with systematic feedback so that further learning in depth is possible and growth in competences can be followed.

- General skills have to be more programmed in the curriculum and could be best achieved in an interdisciplinary course in cooperation with other programmes.

Opportunities for further improvement

- The panel suggests including more interdisciplinary courses into the programme and to start with team-based learning.
- As resources are allocated for implementing transferable skills, opportunities have to be created in the programme to work on this issue.
- A unit for interdisciplinary research at faculty level could be helpful to stimulate interdisciplinary research.
- According to the teachers and the students, integration between theory and practice is realised in the way the courses are planned; theoretical courses are followed by practical training. In the opinion of the panel integration could be more strengthened and assessed.
- A unit for internationalization at faculty level could be helpful to raise the numbers of incoming and outgoing students.

PUBLIC HEALTH

The programme is delivered on full-time basis. 30% of workload are contact study hours. Core modules are taught during the first year, specialised courses start in the second semester. The last semester practical training and finalisation of Master's thesis are scheduled (appendix 24). Learning outcomes for the whole programme are defined. Learning outcomes are also defined for each course. In the opinion of the panel a mapping grid has to be elaborated to make sure there is alignment of learning outcomes, teaching and learning activities and assessment on an aggregated level of the programme. According to the teachers alignment is realized in each course. Teachers are working with a mix of teaching and learning methods including e-learning methods and with a mix of assessment methods in order to assess the mastering of the different learning outcomes. Hybrid learning is well installed and of high quality according to teachers, students and management. Support for teachers and students for technological problems is in place.

The main changes in the programme since 2016 are: additional courses in English, collaboration with nursing science for better use of internal human and technical resources, increasing the percentages of practical work, new version of requirements for Master's thesis and template for thesis document.

Contact hours are organised weekly in 2 to 3 days, so that students have a possibility to combine studying and working. Teaching and learning activities are student-centred in small groups of 20 students and with discussions to stimulate activating learning of students. Workload is high, especially with the independent work. According to the students there is not enough feedback about their independent work. According to the self-evaluation the COVID-19 pandemic has forced the use of e-learning (use of online e-learning platforms, with interactive communication and teaching formats. During interviews with students and teachers it was very clear that students and teachers are pleased with the efforts that have been made to support them in enhancement of their digital literacy.

Practical training is organised in the 4th semester and 38% of the students assessed the training as useful for their work. The practical training module teacher has been granted a Scholarship of

teaching and learning for 2019-2021 to improve the module and assess the quality process of the module.

Practical training is organised with health sector institutions in Estonia. The assessment is partly written (a report) and partly oral (a presentation in seminar). There is strong cooperation with the Ministry of Social Affairs, Estonian Health Board, National Institute for Health Development and the Estonian Health Insurance Fund, not only in defining learning outcomes but also in practice-based learning (12 ECTS 10% of the programme) in the different institutions, so the nexus between theory and practice is realised and students can use the theoretical models and concepts in practice. Aims and content are discussed before the training.

Thesis work is followed up on a regular basis in seminars organised twice per semester. Due to feedback of graduates the quality of the Master's seminars has been ameliorated with topics such as academic writing, searching and organising literature for thesis. Changes in the supervision process have augmented the efficiency of delivering the thesis and also the quality of the thesis. Also, the involvement of external supervisors and external opponents has raised the quality. During 2016 to 2020, 29 publications based on Master's thesis have been published; 17,2% are published in international peer-reviewed journals. Quality of master thesis is high with also international publication of articles in peer reviewed journals. Quality is often dependent of the research qualities of the supervisors.

According to students and employers learning of general competencies can be better implemented in the programme. Students are overall very satisfied with organisation of studies. The programme follows the internal quality evaluation system.

Internationalisation is realised through contacts with other public health schools in Europe and Asia. But still there are not many students coming in or going out. However, the number of students who participate in Mobility programmes is increasing, and within ERASMUS+ students can undergo clinical practical training.

RPL is well elaborated. Fraud prevention is dealt with the programme URKUND.

Strengths

- Research-based teaching
- Strong collaboration with workfield in connection with practical training
- Procedure of internal quality assurance
- High level of the Master theses with publications in peer reviewed international journals
- Additional courses in English language and entrepreneurship

Areas of concern and recommendations

- More continuous assessment on the level of competences of students (integration of knowledge, skills and attitudes) should be installed with systematic feedback, so that further learning in depth is possible and growth in competences can be followed. Portfolio learning is an example to learn in a competence-based model and to monitor and follow the growth in competences of the student.
- General skills can be better implemented in the programme as interdisciplinary courses.

Opportunities for further improvement

- The panel suggests starting with team-based learning in an interdisciplinary setting.

- As resources are allocated for implementing transferable skills, opportunities have to be created in the programme to work on this issue.
- A unit for interdisciplinary research at faculty level could be helpful to stimulate interdisciplinary research.
- A unit for internationalization at faculty level could be helpful to raise the numbers of incoming and outgoing students.
- Follow-up of alignment between learning outcomes, teaching and learning activities and assessment formats has to be elaborated on a continuous basis to assure the evidence that learning has taken place and that the learning outcomes are mastered by the students in a systematic way.
- Try to install a system to measure in a systematic way the workload of students and teachers. Especially in COVID-times workload can be too heavy as sometimes is the case for the independent work.
- Feedback for independent work has to be guaranteed in the same way for all students.

PHYSIOTHERAPY (BSc)

The academic year consists of two 20-week semesters. The estimated volume of a working week is 39 hours or 1.5 ECTS points. In this programme, multiple teaching and assessment methods are used, depending on the objectives of the course. The teachers follow the achievement of learning outcomes throughout the course. In clinical practical training, the achievement of learning and teaching goals is monitored in cooperation with clinical supervisors. According to SER, the clinical hours were increased to 1000 hours based on the recommendations of the previous evaluation in 2016 and according to the World Physiotherapy guidelines. Currently the hours stand at 1108 across the course (see document “Distribution of practical training in physiotherapy curricula”).

The scales for the assessment of learning outcomes are the differentiated assessment, i.e. exam, and the non-differentiated assessment, i.e. pass/fail evaluation. Knowledge of a subject is tested at exams and preliminary examinations. The majority of exams are in writing.

On a regular basis (each semester), using a SIS opinion poll, ‘Evaluation of the teaching and the subject courses’, is conducted among students. Feedback is available for teaching staff and administrators, and partly also for future students.

Starting from the 2018/19 academic year, the following aspects of study process were under review: renewing learning outcomes of the curricula, acquiring of transferrable skills, sharing of practical training in curricula, career planning of graduates and digital competencies of students and academic staff.

The development and deepening of digital skills begins in the first year of bachelor studies with searching for research articles from scientific databases, and compiling presentations. Students are also taught to follow digital hygiene (time spent in digital media, physical activity, eyes, etc.) and be aware of digital security issues. Digital competencies are developed throughout the studies, e.g. conducting tasks in different web environments.

The organisation and content of practical training within curricula in the Faculty of Medicine has served as a good example at the UT level (UT evaluates general skills courses: entrepreneurship education, development of study skills, career planning), and based on the results of 2018/2019

academic year, both bachelor's and master's curricula in Physiotherapy had a score of 100). Supervisors of clinical practical training are involved in evaluation process of learning outcomes. All documentation and materials related to clinical practical training, incl. guidelines, self-evaluation report by students and feedback by supervisors are aggregated in personal electronic portfolio. To enhance the quality of supervision of clinical practical training, the respective training has been organised by professional physiotherapists. This will largely contribute to improve the quality of the clinical practice training of the students.

According to students they have limited knowledge of Estonian health care system, health care founding, founding basis of different services and medical reimbursement system and general processes.

According to staff and the SER, there is involvement of all teaching staff in revising the curricula. In addition, all documentation and materials related to clinical practical training, including guidelines, self-evaluation report by students and feedback by supervisors are now aggregated in personal electronic portfolio.

The UT pays attention to academic fraud and to avoid plagiarism by using the URKUND programme, and students are informed that their written works are checked for academic fraud.

The bachelor's curriculum does not have any modules in English; however, teaching some modules in English is the goal for the next evaluation period. This would attract international students and increase possibilities for student exchange.

According to the SER several ameliorations and modifications have been done in the last years: There was the introduction of 2-stage graduation exam to enhance quality of professional and academic level of graduates, the improvement of e-solutions in teaching-learning and clinical practical training, widening the choices of speciality related elective courses, the inclusion of specialty 'Fitness and health counselling' added to cater to the Estonian ageing population, a compulsory course in oral and written self-expression in Estonian was added (3 ECTS), a number of new courses were added based on the needs of the community and the profession, a research project (6 ECTS) to facilitate in future possible research.

SER states that according to the feedback from students there are: close connection between theory and practice and flexible schedule; high level organisation of clinical practical training, explicit introduction of career planning. Although during the discussions some students felt that they could not attend elective courses because of the rigid schedule of obligatory courses and practical training in clinical environment taking place in other cities than Tartu, according to management the curriculum and schedule are as flexible as possible, considering that a large part of the bachelor curriculum is covered by obligatory courses, which is specific to the speciality and necessary for the acquiring the professional qualification level.

In the 5th term there is a course called "Patient-Centred Communication" (3 ECTS), delivered before the final clinical practical training. More attention has been paid to the communicative aspect of psychology.

PHYSIOTHERAPY (MSc)

Skill labs, seminars and clinical practical training are conducted within master level physiotherapy studies. Lectures and seminars (case studies, problem and evidence-based learning, Moodle) as well as individual work are part of the study process (Appendix 5).

Due to the COVID-19 outbreak in the spring of 2020, "Practice in the work environment" was elaborated for the summer of 2020 with the aim of offering out-of-schedule possibility for practical training for those students whose practical training had been cancelled due to the COVID-19 situation.

To enhance the quality of supervision of clinical practical training, the respective training has been organised by professional physiotherapists. This will largely contribute to improve the quality of the clinical practice training of the students. Furthermore there was revision and improvement of the Guidelines of the clinical practical training including its electronic form and electronic feedback.

Although mobility within ERASMUS+ and global mobility have been possible for students of both curricula for many years, and there has been the introduction of the mobility elective into both programmes, students are not very keen on using this option, and seemed to lack information regarding the options. Most students seem to have families and limited funding, and also have to work, which reduce their chances of considering the mobility opportunities. However, recently the number of master level students who wish to do clinical practical training within ERASMUS+ programme has been increasing and students value this experience highly.

There are limited number of courses taught in English, which reduces attracting more international students.

According to staff and the SER, there is involvement of all teaching staff in revising the curricula. In addition, all documentation and materials related to clinical practical training, including guidelines, self-evaluation report by students and feedback by supervisors are now aggregated in personal electronic portfolio.

Supervisors of Master's Thesis in Physiotherapy must have at least Master's degrees. Co-supervisors and reviewers can be medical doctors or qualified physiotherapists. The quality of the theses varies but is largely of a good quality. Some students are involved in international projects and some go on to publish their work.

Although the course "functional mobility" does include functional anatomy principles, it may not be sufficient as some students felt that courses more functional anatomy training is required. Employers also acknowledge that functional anatomy knowledge is generally lacking in some new graduates, but teaching staff of Physiotherapy programmes feel strongly that it is represented in the programme in Kinesiology course and that the teacher is highly qualified, although they do acknowledge it may not be sufficient.

Students are unclear what the course "Adult Physiotherapy" is really about and this should be clarified. Furthermore, students seem to have limited insight into local health systems processes at the time of graduation. Based on the discussions, some students feel that they also lack reflective writing skills and more skills in evidence-based practice. Employers feel that graduates need more specialization and that graduates lack independent thinking skills and analytical thinking skills. The employers also feel that rehabilitation and disability knowledge is lacking within the rehabilitation therapist sphere.

Although it is stated that visits to clinical sites do take place, we have no evidence of how many times per year visits take place and in how many places in recent years. Based on discussions, some supervisors seemed to not have gone through the courses, have no MA and have less than a 1 year working experience, which is against the guidelines for appointing supervisors as per the SER and the discussions with the stakeholders. However, according to management, the university has agreements with institutions (university-hospital), not with private persons, and the curriculum management cannot guarantee in every single case that a clinical supervisor is a highest rank

colleague. According to comments presented by the university representative on the initial assessment report, if a clinic or hospital decides to ask some young colleague to supervise students there is little university can do. The panel sensed based on the discussion with the supervisors, some supervisors felt that they receive little support from the University and do not feel prepared to supervise students. It will be worthwhile addressing this perspective of some of the supervisors who feel this way. Although the SER does state that for enhancing the quality of supervision of clinical practical training, the respective training has been organised for professional physiotherapists. According to programme manager, it is however held by Faculty of Medicine and she couldn't say how many have been participating in the last 3 years. Thus, although the number of supervisors increased since 2016, the quality of these supervisors should be assessed more carefully.

Lecturers attended seminars on writing learning outcomes and revising their courses, and courses and their quality are revised in programme council, in council of the institute and council of the faculty at least twice a year via feedback analyses. According to the teachers, based on the discussions, they do update the content of their lectures regularly, but they use their own systems. Furthermore, it has to be noted that students feel that controversial concepts are still being taught and materials are indeed not updated as claimed. Students are aware of the changes in evidence, but feel that these changes are not always incorporated in the curriculum as best it could be. The curriculum is developed with consideration for students' interests, perspectives, and opinions and meeting the expectations of the students but still some suggestions made more than 5 years ago are not taken into account. Learning outcomes are based on general outcomes of the curriculum – but there seems to be no mapping of Learning outcomes to assessments and overall student and programme outcomes.

Employers believe that UT graduates are highly competitive, but at the same time they admit that they do not feel comfortable with giving them complex patients straight away.

Although it is claimed in the SER, interdisciplinary teaching activities seem limited.

Students are encouraged to be part of Estonian society, but not really encouraged to participate in other global organizations.

It seems that the number of students wanting to continue with MA is declining. Reasons have to be found to undertake adequate actions. In addition, predicting problems avoiding dropout amongst students and supporting them has to be implemented in the SIS. Predicting problems avoiding dropout amongst students and supporting them has to be implemented in the SIS.

Strengths

- In the master's programme, a new elective course "Practice in the work environment" (89 hours) was introduced to encourage the students to participate in summer practical training and gain additional practical experience.
- In the master's programme, since the academic year 2019/2020, the subject "Pain Science in Practice" has been added in the curricula.
- In the bachelor's programme, mental health physiotherapy has received more and more attention in the subject "Geriatric Physiotherapy", which has led to the development of a new subject "Physiotherapy in Psychiatry" starting from the new academic year (2021/2022).
- In the bachelor's programme, functional anatomy is increasingly integrated into every subject/course which are taught by physiotherapy teachers etc.

- In the bachelor's programme, the development and deepening of digital skills begins in the first year of bachelor studies with searching for research articles from scientific databases, and compiling presentations.
- In both programmes, e-learning technology is well supported by the university and is appreciated by staff and students.
- In both programmes, students have the opportunity to evaluate the programme and feedback is provided to them.

Areas of concern and recommendations

- The panel recommends reassessing both curricula and specifically increasing functional anatomy content; perhaps include a short course informing students of Estonian Health care system and funding system as well as other global health systems; increase content around clinical reasoning skills, evidence-based practice, analytical thinking skills, reflective writing skills into the programmes.
- The panel recommends ensuring lecture content is current and that the inclusion of controversial concepts is revised. Controversial concepts here refer to concepts in physiotherapy that no longer have a place in physiotherapy education. Indeed, various faculty can have conflicting opinions, but need to ensure that controversial concepts that are currently highlighted as not having any place in a PT curriculum be re-evaluated. This concerns both bachelor and master programme.
- Reassess and address the reasons why employers feel practical training and theoretical courses are not aligned. This may not be the case at all, but would be helpful to ensure employers are aware of the actual alignment.
- In the case of both programmes ensure that students are well informed of the mobility opportunities; utilise the mobility opportunities to increase clinical hours and to increase global perspectives among students. Increase number of English courses to attract more international students and internationalize the programmes.
- In both programmes, it is advisable to map learning outcomes explicitly to student and programme outcomes, as well as to assessments.

Opportunities for further improvement

- In both programmes, integrate topics such as the Estonian health care system, health care funding, funding basis of different services and medical reimbursement system in the clinical training.
- Consider including strategies to address well-being of teachers within the programmes and re-visit assessment of workload distribution.
- A unit for interdisciplinary research at faculty level could be helpful to stimulate interdisciplinary research.
- A unit for internationalization at faculty level could be helpful to raise the numbers of incoming and outgoing students.
- During the discussions with the students of BSc programme, some students stated that currently there seems to be no official tutoring system in place, although this is not true according to management as there is an official tutoring system available. It is therefore an opportunity to make the official tutoring system that is in place more visible to students.

5.4 Teaching staff

Standards

- ✓ **There is teaching staff with adequate qualifications to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.**
- ✓ **Overall student assessment on teaching skills of the teaching staff is positive.**
- ✓ **The teaching staff collaborate in the fields of teaching and research within the higher education institution and with partners outside of the higher education institution (practitioners in their fields, employers, and staff members at other Estonian or foreign higher education institutions).**
- ✓ **Recognised foreign and visiting members of the teaching staff and practitioners participate in teaching the study programme.**
- ✓ **The teaching staff is routinely engaged in professional and teaching-skills development.**
- ✓ **Assessment of the work by members of the teaching staff (including staff evaluation) takes into account the quality of their teaching as well as of their research, development and creative work, including development of their teaching skills, and their international mobility.**

Evidence and analysis

NURSING SCIENCE

The teaching staff of the Department of Nursing Science consists of permanent teaching staff and external and visiting staff members (SER: appendix 12). The permanent teaching staff contains 8 staff members (one international visiting professor 25%, seven part time assistants 25%-75%), in total 3.25 FTE staff members. Their teaching responsibilities cover subjects related to nursing science, research methods, theses supervision and practical training. In addition, they participate in other Research and Development activities such as developing the University of Tartu to a well-networked PATient SAFETY research center in Estonia (1.09.2019–31.08.2022). The visiting professor holds a PhD degree, other permanent staff members have a master's degree qualification, two of them are PhD candidates.

The external and visiting staff are, for instance, from UT Faculty of Medicine and Social Sciences, Ministry of Education and Research, National Institute for Health Development, health care colleges, health care services, NGO (non-governmental organisation) and international exchange university. The teaching topics of external and visiting teaching staff members relate to management in health care, knowledge development, communication, research methods. The external and visiting staff have 16 members with seven holding PhD and the rest nine a master's degree qualification.

The teaching staff is very motivated and develops the teaching and learning environment constantly and has managed the changes during COVID-19 very successfully. The SER and the interview of the teaching staff members provided information that the workload of the teaching staff at the Department of Nursing Science is high. The University supports the possibilities for constant development of teaching competence of teaching staff as well as carrier development to study a PhD, which is still the key issue to successful development of the Department of Nursing Science to increase the number of completed master's degrees and further PhD degrees, international publications and recognition.

Strengths

- Increase in the number of teaching staff pursuing a PhD degree.
- International visiting professor has in collaboration with the members of the staff developed the research and development activities at the department.

Area of concern and recommendations

- Progress has been made since the previous Quality Assessment in 2016, for example international visiting professor (25%) has been employed and the teaching staff is supported to pursue a PhD degree. These improvements are recommended to be strengthened and developed further by ensuring financial support by the University so staff members can go for PhD studies; in case of new appointments employees should have a PhD degree. This is important to increase the level of research-based teaching activities at the Department of Nursing Science and thus ensure the adequate number of master's degree graduates required in the Estonian labour markets.

Opportunities for further improvement

None

PUBLIC HEALTH

According to the SER, the core teaching staff of Master of Public Health (MPH) programme at the Institute of Family Medicine and Public Health contains 15 members in different teaching and researcher positions (professors, international visiting professor, associate professors, lecturers, senior research fellows, research fellows, assistants (Appendix 27). All teachers are involved in teaching the basic medical curriculum, the Master of Public Health Programme and doctoral courses of the Faculty of Medicine at the University of Tartu. Nine out of the total core teaching staff of the Master of Public Health program are holding a PhD degree or equivalent degree (60%), while six staff members have a Master's degree or MD (40%). In addition to core teaching staff, the MPH programme has annually around 20 guest lecturers for instance from the Ministry of Social Affairs, Institute for Health Development, Estonian Health Insurance Fund, Health Protection Inspectorate and from some other institutions to teach in the programme (mainly in specialisation module) and to supervise of Master's Thesis or are appointed as members of Programme Council or council of Master's Thesis.

Teachers at the Institute of Family Medicine and Public Health develop their teaching competence by participating constantly in several courses held on different areas (e-learning, foreign languages, teaching/assessment methods, time-management etc.). The University has granted for two staff members the Scholarship of Teaching and Learning (SoTL) for 2 years (2019–2021) to develop their pedagogical expertise and the content of two courses in MPH program. In addition, the Institute organizes training courses for the staff depending on their needs.

The workload for the teaching staff is systematically organised. The responsibilities vary based on the position and responsibilities in the other academic and societal networks and activities.

The research activities of the Institute have increased in the five last years in regards to external funding (Appendix 29) and publications (Appendix 31). The Master's students are encouraged to present their theses in conferences and to write international publications (Appendix 26).

Strengths

- The core teaching staff is a high quality (60% PhD/equivalent and 40% Master's degree).
- The MPH programme has good connections to the society while having many guest lectures from ministries, research institutes and other organizations.
- The teaching staff is actively doing research and encouraging students for research activities such as publishing articles based on Master's theses findings.

Area of concern and recommendations

- The Public Health is on good track to carry out their teaching and research activities. However, the panel would recommend the following issue: while encouraging Master's students to publish articles based on the Master's Theses, is in principle a positive issue and encourages the "next generation" to go towards PhD studies, on the other hand it needs to be noticed that it should not orientate the energy of a senior staff from senior level research activities to Theses level research.

Opportunities for further improvement

None

PHYSIOTHERAPY (BSc, MSc)

The staff of the Institute of Sport Sciences and Physiotherapy consists of 22 persons: 5 professors, 1 professor emeritus (as part-time specialist), 3 assistant professors, 7 research fellows, 2 junior research fellows, 8 lecturers, 6 assistants, 5 teachers, 3 specialists, 1 laboratory technician and 5 members of supporting staff. Twenty-six (26) staff members have a PhD degree, while 3 physiotherapy teachers are PhD students and are practising in their speciality. To date, around 50% of teaching staff have PhDs which addresses the previous recommendations made in 2016. The bachelor's and master's curriculum of Physiotherapy is covered by 100 teaching staff members, including teaching staff from the Faculty of Medicine, as medicine-related topics are taught by MD-s (Appendix 4 and 8).

The qualification of lecturers has to correspond to the respective job description of academic employee and positions are filled by public competition, with the best candidate being chosen. The selection of a new employee is approved by the council of the institute.

According to the SER and based on the interviews with stakeholders, all members of the teaching staff in Physiotherapy are at a high academic level and with considerable experience in physiotherapy practical work and education.

Lecturers receive feedback on their work in the SIS, Moodle environment and individually collected feedback. Lecturers can make corrections in the teaching of the course, if necessary, and can be recommended to attend courses for improving teaching skills.

The minimum amount of academic staff workload is regulated via Job descriptions of academic staff established by the Senate of the UT. The workload of lecturers is reasonable and considers preparation, feedback, supervision as well as e-learning.

Lecturers of speciality courses in physiotherapy have been or are currently employed as practising physiotherapists.

According to staff during the discussions, promotion processes are transparent and fair, and equal opportunities are provided to advance careers. Staff feel that they are well supported and not overwhelmed by the workload. There seems to be a balance between research and teaching activities. Most staff are involved in their own research.

The UT offers opportunities for lecturers to acquire the skills necessary for good teaching and encourages them to participate in teaching trainings so that they can pass on their professional skills to students in the best possible way.

It is not clear if mental health issues experienced by staff are well addressed and if there are programmes within the university and/or at departmental level to address specific issues.

According to the SER, and the staff, the curriculum is taught by the best, most highly motivated specialists in Estonia. However, it is unclear as to the level of diversity amongst the staff and whether or not a true global perspective is brought into the programme. Drawing from other European countries is not enough to internationalise a programme. Students seem to have limited global perspectives and knowledge around global health issues.

Strengths

- The teaching staff consists of staff from other departments, e.g., Faculty of Medicine.
- 26 staff members have a PhD degree, while 3 physiotherapy teachers are PhD students and are practising in their speciality.

Areas of concern and recommendations

None

Opportunity for further improvement

- Increase diversity portfolio of the teaching staff profile to increase incorporation of global perspectives within programme.

5.5 Students

Standards

- ✓ **Student places are filled with motivated and capable students.**
- ✓ **The dropout rate is low; the proportion of students graduating within the standard period of study is large.**
- ✓ **Students are motivated to learn and their satisfaction with the content, form and methods of their studies is high.**
- ✓ **As part of their studies, students attend other Estonian and/or foreign higher education institutions as visiting or international students.**
- ✓ **Employment rate of alumni is high.**
- ✓ **Alumni and their employers are pleased with their professional preparation and social competencies.**

Evidence and analysis

NURSING SCIENCE

The master programme in Nursing Science became open to several other health specialities besides nurses (midwife, physiotherapist, occupational therapist, environmental health specialist, health promotion specialist, bioanalyst and radiology technician) in the academic year 2019/2020. All the master students have a job in addition to being a student. The session-based and part-time organising of the programme are therefore appreciated by the students, making it possible to combine studies with family commitments and work.

The self-evaluation report describes that the master's studies have been terminated by 41 students in the period from 2015/2016 to 2019/2020. Drop-out numbers are high. Information collected during the interviews revealed that the reasons for dropping out varied but were mostly related to health issues or personal reasons (work, family, other priorities). More than half of the exmatriculated students failed to complete the Master's thesis or some single courses and the Master's thesis.

The students and alumni expressed satisfaction with the programme. The programme was flexible and easy to combine with other commitments (family and work) even though the workload was high. The students expressed that they wanted more practical training in how to conduct statistical analyses. The clinical practice in nursing management had been shortened from 12 to 8 ECTS, but the students expressed that they preferred more clinical practice. The new "writing camp" in relation to the master theses was valued and greatly appreciated. There were however occasions where the defense process was experienced as hostile.

The interviews confirmed that the feedback system is functioning well, providing students with assistance throughout the study process if needed. The employers are satisfied with the competencies and social skills of the University's Nursing Science Master's Degree alumni.

During the interviews, it became obvious to the panel that the content of the master program in Nursing Science is not only about Nursing Science. The perspective is much wider, focusing more on interdisciplinary health care management and pedagogics than nursing science.

It appears there is a dilemma of not enough challenges for fulltime students versus overloaded programme for full time working students. The panel suggests developing further the use of Personal Study Plans (full time students/part time students).

Students can turn for help to the Counselling Centre at the Office of Academic Affairs of the UT, providing the services of career counsellor, counsellor for students with special needs, academic affairs counsellor and psychologist.

Strengths

- Students are highly motivated.
- Employers are satisfied with the competencies of alumni.
- The Writing Camp in relation to the master theses.

Areas of concern and recommendations

- Offer more courses or modules in English, or a semester in English in order to attract more international students.
- The Institute should look over their contracts to attract more students to study abroad for a semester.
- The panel recommends making feedback one of the most important learning activities for students by creating an educational alliance between the teacher and the student, investing in the relation in a continuous way and stimulating self-awareness and self-reflection by students.

Opportunities for further improvement

- The programme leaders could consider how to recruit students as tutors in the already existing tutoring system.
- It appears there is a dilemma of not enough challenges for full-time students versus overloaded programme for full time working students. The panel suggests developing further the use of Personal Study Plans (full time students/part time students).

PUBLIC HEALTH

The self-evaluation report describes that the admission criteria allow the admittance of students with relatively diverse backgrounds. Students must have a bachelor's degree or equivalent in medicine, health sciences, social sciences, economics, biology or mathematics. The average competition rate is 2.3 applicants per position (2016 – 2020). During the last five years, the proportion of students with no previous working experience has increased and the mean age of students is slowly decreasing.

The study process is organised as weekly 2–3 intensive study days with direct contact teaching (lectures and seminars). This organisation is considered suitable for students that are actively employed. The feedback of students and graduates confirmed this (self-evaluation report) as well as the interviews. Due to the pandemic time, the teaching became virtual using platforms as BigBlueButton and Microsoft Teams.

In normal times, the main teaching and learning methods consisted of contact teaching (lectures, seminars and practical training). Feedback from students and graduates revealed that they were

satisfied with the teaching and learning methods, but some criticism was made about the accumulation of independent works (and deadlines) in certain time periods.

The practical training module (4th semester) was valued as very useful in their current work among 38% of graduates. The responsible person for the Practical Training Module was granted a Scholarship of Teaching and Learning for the period of 2019–2021. The self-evaluation report describes that 74% of Master's Thesis were graded as "A" or "B" and five students graduated cum laude, 60% of the students are graduating within the nominal time of studies (2 years), and students can apply for grants to study at a foreign university through Erasmus and other programs. During 2016-2020 three students studied or made internship abroad (Universität Zürich, Switzerland, Eidgenössische Technische Hochschule Zürich, Switzerland, World Health Organization, Switzerland).

The self-evaluation report further describes that the competitiveness of graduates in the labour market is high. According to the feedback survey (2020), most of the graduates (65.7%) work in the field of public health. The students were satisfied with their career after graduation and admit that they have necessary competencies needed in their jobs. The highest satisfaction with the competencies acquired during the studies is reported to be analytical and critical thinking, independent research skills, and skills to apply theoretical knowledge into practice. Majority of students (94.5%) would recommend the programme to their colleagues. The graduates are working mainly as specialists or chief specialists in state or municipal institutions. Since 2016, six graduates have continued with PhD studies at the University of Tartu.

Students can turn for help to the Counselling Centre at the Office of Academic Affairs of the UT, providing the services of career counsellor, counsellor for students with special needs, academic affairs counsellor and psychologist.

Strengths

- Students are highly competitive in the labour market.
- Students are satisfied with the competencies acquired during the studies (analytical and critical thinking, independent research skills, and skills to apply theoretical knowledge into practice).
- Majority of students would recommend the programme to their colleagues.

Areas of concern and recommendations

- Facilitate for increased student mobility. The Institute should look over their contracts to attract more students to study abroad for a semester.
- The panel recommends reviewing the study process and to reduce the accumulation of independent work and deadlines in certain time periods.
- The panel recommends making feedback one of the most important learning activities for students by creating an educational alliance between the teacher and the student, investing in the relation in a continuous way and stimulating self-awareness and self-reflection by students.

Opportunities for further improvement

- The programme leaders could consider how to recruit students as tutors in the already existing tutoring system.

PHYSIOTHERAPY (BSc)

At the end of each semester, the Academic Affair Specialist and Programme Director reviews the students' progress and communicates with the student, if necessary. Identifying and dealing with student's problems begins in the Institute of Sport Sciences and Physiotherapy. Students can also turn for help to the Counselling Centre at the Office of Academic Affairs of the UT, providing the services of career counsellor, counsellor for students with special needs, academic affairs counsellor and psychologist.

By monitoring students' progress and student counselling, drop-outs can be prevented. The curriculum has been successful in maintaining the good level of students' academic progress. The drop-outs rates have decreased by 11-15% over the past few years. The drop-out out due to under-achievement is rare in this programme, the percentage of graduates in the last three years is 85.2%.

During the discussion with students it seemed as if some students are not aware of a monitoring system used to track student progress.

Some students also seem to be less familiar with the mobility options available within the university.

The admission criteria are clear and fair. Entrance requirements of the first level curricula for 2019/2020 Physiotherapy: 1. State/final exam result in Estonian language/Language of instruction of Secondary School/first Foreign language 50% 2. State/final exam result in Mathematics 50%.

The share of bachelor graduates at the UT who continue after graduating from master's studies was 64% in 2017, 41% in 2019 and 68% in 2020.

There is constant contact with the alumni due to the clinical practical training supervision and through the trainings arranged for clinical practical training supervisors.

PHYSIOTHERAPY (MSc)

The admission requirements of master's studies are based on an Physiotherapy entrance exam of a score of 60 points or higher (maximum 100 points) and previous average academic grade should be at least 40 points.

The drop-out because of under-achievement is rare in this programme. The share of physiotherapy students, graduating within the nominal duration of the 2-year master's curriculum of Physiotherapy, is approximately 76% during last years.

In UT one of the problems of not graduating in time is the simultaneous working of students during their studies. This is becoming more and more widespread. This is also sometimes problematic for master's students in physiotherapy. There are some possibilities for students to postpone their graduation due to several reasons. The graduates are well prepared for continuation their studies in the Doctoral level.

There is a working RPL system.

Strengths

- The students of both programmes are highly motivated, and MSc students are are well prepared for continuing their studies in the Doctoral level.
- In the master's programme of Physiotherapy, the drop-out because of under-achievement is rare.

Areas of concern and recommendations

- In the bachelor's programme the panel recommends giving to students more information about the student monitoring system.
- In both programmes, the panel recommends making feedback one of the most important learning activities for students by creating an educational alliance between the teacher and the student, investing in the relation in a continuous way and stimulating self-awareness and self-reflection by students.
- In both programmes, the panel recommends installing a unit for internationalization at faculty level to inform students in a systematic way about possibilities for internationalization. Increase awareness regarding the mobility opportunities available to students.

Opportunities for further improvement

None