



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO  
STUDIJŲ PROGRAMOS *ERGOTERAPIJA*  
(*valstybinis kodas - 612B32003*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *OCCUPATIONAL THERAPY* (*state code - 612B32003*)  
STUDY PROGRAMME  
at KLAIPEDA UNIVERSITY

**Experts' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

|  |  |
|--|--|
| Studijų programos pavadinimas                        | <i>Ergoterapija</i>                      |
| Valstybinis kodas                                    | 612B32003                                |
| Studijų sritis                                       | Biomedicinos mokslai                     |
| Studijų kryptis                                      | Reabilitacija                            |
| Studijų programos rūšis                              | Universitetinės                          |
| Studijų pakopa                                       | Pirmoji                                  |
| Studijų forma (trukmė metais)                        | Nuolatinė (4 m.)                         |
| Studijų programos apimtis kreditais                  | 240                                      |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Ergoterapijos bakalauras, ergoterapeutas |
| Studijų programos įregistravimo data                 | 2007-05-20                               |

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## INFORMATION ON EVALUATED STUDY PROGRAMME

|   |  |
|---|--|
| Title of the study programme                        | <i>Occupational Therapy</i>                              |
| State code  | 612B32003  |
| Study area  | Biomedical Sciences                                      |
| Study field   | Rehabilitation   |
| Type of the study programme                         | University studies                                       |
| Study cycle   | First  |
| Study mode (length in years)                        | Full-time (4 years)                                      |
| Volume of the study programme in credits            | 240  |
| Degree and (or) professional qualifications awarded | Bachelor of Occupational Therapy, Occupational Therapist |
| Date of registration of the study programme         | 20 May, 2007   |

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

### 1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

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

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

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

### 1.2. General

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

| No. | Name of the document                                      |
|-----|---|
| 1.  | Occupational therapist’s general and specific competences |
| 2.  | Promotion booklet of the programme Occupational Therapy   |

### 1.3. Background of the HEI/Faculty/Study field/ Additional information

The evaluation of the external evaluation of the Bachelor of Occupational Therapy Programme at Klaipėda University is based on the Methodology for evaluation of Higher

Education study programmes, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes.

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

1. Law on Higher Education and Research of the Republic of Lithuania
2. Procedure of the External Evaluation and Accreditation of Study Programmes
3. General Requirements of the Bachelor of Occupational Therapy Programme at Klaipėda University
4. Methodology for Evaluation of Higher Education Study Programmes
5. Others

The evaluation process consists of the main following stages:

1) Self-evaluation and self-evaluation report (hereafter – SER), prepared by Higher Education Institution (hereafter – HEI), which is the basis for the evaluation.

2) Visit of the review team at the higher education institution - Klaipėda University, which took place on 5th May 2015. The visit incorporated all required meetings with different groups, namely administration of the Faculty of Health Sciences, staff responsible for SER, teaching staff, students of all years of study, graduates and social partners. The expert team evaluated various support services namely auditoria, library, skills laboratory and computer facilities. Additionally, the expert team (hereinafter – ET) also reviewed the final thesis of bachelor students. Based on the SER, meetings with stakeholders and visits to facilities, the ET discussed findings and prepared general conclusions, which were presented in a final meeting with the self-evaluation team and members of administration of University. After the visit, the ET met again to discuss and agree the content of the report, which represents the ET consensual views.

3) Production of the evaluation report by the expert review team.

The Department of Rehabilitation within the Faculty of Health Sciences at Klaipėda University is enthusiastic about having the Bachelor Programme in Occupational Therapy, which has only been running since 2007, on a solid academic and professional platform. Indeed, Klaipėda University, implementing the Occupational Therapy study programme, is a member of the ENOTHE (European network of occupational therapy in higher education). However, it is not on the approved list of entry-level educational programmes of the World Federation of Occupational Therapy.

The Occupational Therapy study programme adopts a strategy of implementation in line with prospects of development and commitments of Lithuania as a member of the United Nations Organisation (UNO) and European Union (EU), namely counteracting social problems encountered in the fields of medical and social rehabilitation. The mission of the Department of Rehabilitation is to educate and train highly qualified, creative and enterprising health care professionals in occupational therapy that are ready for professional practice and scientific research at the community, regional, national and international levels. The occupational therapists are expected to apply knowledge, values and skills in practice working both individually as well as in teams with patients of different ages and with various activity disorders, in cooperation with other specialists, and committing themselves to human rights and professional ethics. The Department is also committed to physical therapy through a joint programme with the Department of Health Studies in Šiauliai. The ET is evaluating the Bachelor programme of studies in occupational therapy and therefore will only provide discussion, analysis and comments pertaining to this programme. It is evident from what the ET has seen that this is a young programme and is still developing.

The Department of Rehabilitation is definitely on the right track but needs to formulate strategies that would bring it forward so that the Bachelor programme in occupational therapy becomes more mature. The programme should have a more holistic and bio-psychosocial foundation rather than its current biomedical perspective.

#### **1.4. The Review Team**

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 5/May/2015.

1. **Prof. Sandra Buttigieg (team leader)**, *Professor and Head of Department, Health Services Management, Faculty of Health Sciences, University of Malta, Malta.*
2. **Prof. Hector Tsang**, *Professor and Associate Head of Department of Rehabilitation Sciences, Hong Kong Polytechnic University, Hong Kong.*
3. **Ms. Karin Lilienberg**, *Lecturer, Head of Chair of Occupational Therapy, Tallinn Health Care College, Estonia.*
4. **Ms. Alma Cirtautas**, *lecturer of Faculty of Medicine, Vilnius university, Lithuania.*
5. **Ms. Monika Stančiauskaitė**, *student of Vytautas Magnus University study programme Biochemistry.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The aims of the Occupational Therapy study programme are threefold: “1) *to implement studies providing an individual with higher university education based on research and in line with the modern knowledge and technological level, and to cultivate a comprehensively educated, ethically responsible, creative and enterprising personality*; 2) *to ensure harmonious development of scientific cognition in different areas, to implement high-level scientific research and experimental (social, cultural) development, and to educate scientists and artists able to cooperate with national and foreign partners in the fields of science and art*; 3) *in cooperation with public and economic partners, to promote development of the Western Lithuania and the entire country through science, education, art, and other cultural activities*” (SER, pp 7-8). Graduates are awarded the degree in the area of biomedical sciences, the field of rehabilitation, occupational therapist’s bachelor’s degree, and occupational therapist’s professional qualification (SER, pp. 7).

Apart from the core aims, the learning outcomes of the study programme are clearly specified in Table 3 (SER, pp. 12). There are fourteen learning outcomes spread across five competences, namely application of knowledge, abilities to conduct researches, special abilities, and personal abilities. The ET notes that while the current learning outcomes are comprehensive, the knowledge aspect covers only fundamentals of biomedical science, and does not cover the whole spectrum of knowledge base required by occupational therapists. In ET opinion, social sciences such as psychology and behavioural science could also be included. Furthermore, the expert team recommends that the aims could be broken down into generic and professional competencies and how these are covered in the programme. For example, there should be generic abilities related to social responsibilities and citizenship, which do not necessarily relate solely to the health care system. Additionally, the ET notes, that the study programme aims and learning outcomes do not consider health promotion and disease/illness prevention as core to occupational therapy.

The Occupational therapy bachelor’s degree study programme is prepared in line with the European Qualifications Framework of Lifelong Learning (2009) and Dublin descriptors (2004). The learning outcomes comply with the level six of Lithuanian Qualifications Framework according to the Descriptor of Lithuanian Qualifications Framework (2010); learning outcomes of the study programme are classified according to the Descriptor of Study Cycles (2011). The basic requirements for the study programme are in line with the General Requirements for Degree-awarding First Cycle and Consecutive Study Programmes (2010). The aims and learning outcomes are compliant with legal documents and are reviewed on a regular

basis, the last review happening in 2013 so as to bring it inline with legal requirements and with current needs of employers. Indeed, the ET notes that the Department's links with social partners and employers are very strong so much so that regular meetings throughout the academic year. Because of the Department's affiliation to *ENOTHE* (European network of occupational therapy in higher education), it is evident that the competencies and learning outcomes are in line with ENOTHE's occupational therapist's competences, and the Medical Standard *MN 125:2004 "Occupational therapist. Rights, duties, competence, and responsibility"*, currently in force in Lithuania. The ET notes that so as to ensure that the programme aims and learning outcomes remain consistently in line with national/regional health and social needs (for example the needs of an ageing population), training needs assessments should be carried out at regular intervals and involving all relevant stakeholders

The Occupational Therapy study programme aims, intended learning outcomes and study subjects programme are "published in the Open Information, Counselling and Guidance System AIKOS ([www.aikos.smm.lt](http://www.aikos.smm.lt)) and Klaipėda University website ([www.ku.lt](http://www.ku.lt)). Information about the study programme is provided in the information publications issued annually (leaflets, brochures, thematic papers, posters, CD, etc.)" (SER, pp. 8). The expert team recommends that a University Prospectus with details of all the study programmes is published so that students will be able to make an informed choice on their selection when entering University. In particular, the ET notes that the students seem to capture a basic understanding of occupational therapy *only* in the second semester as it was confirmed to ET during the site visit.

In conclusion, the Occupational Therapy Bachelor programme is currently working well, and that the name of the programme, its learning outcomes and content, as well as the qualification awarded are compatible with each other. However, so as to keep in line with how occupational therapy is developing in Europe and the world, it is recommended that the programme should advance a more holistic and bio-psychosocial direction in the very near future.

## **2.2. Curriculum design**

The curriculum design considers the needs of full-time students and meets the legal requirements. The duration of the programme is four years. The study programme structure is balanced between theory and professional practice, namely 1,000 hours of theoretical lectures, 590 hours of practical session, 60 hours of laboratory work, 1,650 hours of total contact work, and 4,751 hours of self-study. The content of the Occupational Therapy study programme is comprised of general university subjects (25 ECTS.) and study field subjects (core studies and special subjects) (142 ECTS), optional electives (9 ECTS), course papers (13 ECTS.), bachelor's



degree final thesis (15 ECTS) (SER, pp. 9). Clinical practice has 45 ECTS (1,215 hours), and therefore is in line with the minimum of 1000 hours of practice dictated by the World Federation of Occupational Therapists.

The study programme is subject based, whereby the study subjects are logically arranged so as to match the learning outcomes of study subjects and the study programme. The programme structure is designed with seemingly adequate coverage of knowledge and skills required by an occupational therapist. The content and methods of the subjects/modules are consistent with the type and level of the studies, and are appropriate for the achievement of the intended learning outcomes. The scope of the programme is also sufficient to ensure learning outcomes. However the ET notes that despite the fact that the programme covers the essential fields that are relevant to occupational therapy, the Department should ensure adequate and balanced theoretical, as well as professional practice in all the four basic pillars of knowledge for occupational therapy, namely physical, mental, paediatrics and geriatrics. Furthermore, attention should be paid and efforts dedicated so that in the first semester, the students obtain a better orientation of the programme, as well as a clear understanding of the basic roles, responsibilities and functions of occupational therapists. During the site visit, the students remarked that in the first semester, they had poor knowledge of where and how occupational therapists practised their profession within the health, social and educational sectors.

Moreover, as mentioned earlier, the study programme would benefit from a holistic bio-psychosocial content. Another area of improvement is the urgent need to have students well versed in the English Language. The lack of mastery of the English language appears to be one of the major stumbling blocks for students to go on Erasmus exchanges or clinical placements. Additionally, the programme would benefit were it to introduce flexibility so as to facilitate participation in the Erasmus Exchange Programmes without any fear of missing essential/compulsory credits in the home programme. During the visit, only a few students appeared concerned about the lack of Erasmus participation while many others did not seem to mind about the lack of international participation. Therefore, ET recommends that the Department should actively engage students in the Department's international networks so as to make them aware of the possibilities available to them. Finally, more internationalization of the study programme would also ensure that the content of the programme reflects the latest achievements in science, art and technologies.

ET notes that the department intends to change the programme design in the near future and model it on the basis of Problem-Based Learning (PBL). This is a major overhaul of the programme in terms of the philosophy of teaching, skills transfer and expectations from staff and students. The programme as it is currently designed needs to be improved substantially to allow

students to mature towards PBL. Additionally, the ET notes that the entry requirements would need to reflect the student maturity to successfully follow a PBL-based course. It is encouraging to note that the Department has a strong international link with PXL University in Belgium, which will be supporting the Department to make the transition to PBL. It is also encouraging to note that the experts in PBL at the Belgian University will be training teaching staff in the near future as the ET was assured during the site visit.

### ***2.3. Teaching staff***

The study programme is provided by staff meeting legal requirements. The self-evaluation report states that there are twenty-one teachers in the Department of Rehabilitation with a student population of thirty-two students. The academic staff members include “8 associate professors and 2 professors, and this makes up 48 % of all the teaching staff. Other teachers implementing the study programme are lecturers, assistants, and recognised specialists/practitioners of the area they are teaching in. All teachers of theoretical subjects of the study programme are active researchers; i.e. they conduct scientific research in the field of their research interests, perform applied science activities, publish scientific articles in national and international scientific publications, and participate in project activities in the country and abroad.” (p. 18-19). However, it transpired from the visit that there aren’t enough lecturers in Occupational Therapy (1 PhD, 2 lecturers) to cover the four major areas, namely physical, mental/psychiatry, paediatrics and geriatrics. It is stipulated by the World Federation of Occupational Therapy that applied subjects in these four major areas have to be taught by faculty members with an OT qualification. The ET noted during the visit that expertise for some of the areas were visibly present. The ET, however, could not confirm that there is adequate expertise in all areas, and therefore the qualifications of the teaching staff, as well as the available expertise appears to be partly adequate for the provision of the programme and should be reinforced. It is encouraging to note that the leadership of the Department has been entrusted to an occupational therapist, who is also the President of the Lithuanian Association of OTs. This advantageous leadership position could help to spearhead the OT programme at Klaipėda University ahead.

According to the SER (p. 19), “pedagogical work experience of 3 teachers exceeds 30 years, 4 teachers have pedagogical work experience from 20 to 30 years, 4 teachers – from 10 to 19 years, and 9 teachers – up to 10 years. It is positive that 52.3 percent of teachers of the study programme have teaching experience of over 10 years and even 61.9 percent of teachers have practical work experience, and this results in accord between theory and practice in the study process. Seeking to ensure teachers’ professional development, professional development plans

for the teaching staff are drawn up in the departments, where guidelines for the development of the teaching staff are foreseen. At least one teacher of the study programme participates in the ENOTHE conference every year.” This means that the qualifications of the teaching staff meets the legal requirements and is fairly adequate to ensure achievement of intended learning outcomes. Additionally, the University appears to provide opportunities for professional development. However, ET reiterates that the expertise in OT should be increased. As regards, SER states that “ ...” (p.19) and therefore can be considered to be low.

As regards, professional and academic development, the Department of Rehabilitation at Klaipėda University is doing its utmost to provide support. However, a major limiting factor is that some members of staff are not conversant in other languages (in particular English). This is prohibiting the Department to forge wider academic contacts. Indeed, apart from the low levels of staff exchange (as illustrated in SER on page 20, namely that only two outgoing and four incoming members of staff were exchanged), any activity registered in this area is with four countries, which may not necessarily be leaders in occupational therapy in Europe. The outgoing places for scholarly exchange of staff are restricted to Eastern and Northern Europe. As OT is a universal profession, staff may consider having exchange in other places such as North America or Asia-Pacific region. It is encouraging to note that one OT teacher had a successful experience in training workshops in the US. It is also encouraging to note that preparations are underway for embarking on an Erasmus programme with Coventry University. The ET notes that it is a must for Lithuanian programmes in OT to be listed on the list accredited by WFOT, as this will enable better internationalization.

SER (p. 20) states that teachers were involved in twenty-one projects during the analysed period. While this is encouraging, the ET notes a low research profile in peer-reviewed academic and international journals, which is a must for any European University. SER (p.21) identifies the need to motivate lecturers to seek a scientific career as an area of improvement, with activities being support for doctoral studies, attainment of international qualifications and participation in Erasmus programmes. The ET confirmed this during the visit and strongly recommends that this area of improvement should be taken as a priority. The ET recommends that there should be start-up fund for research open to application for teaching staff. This helps them to build up their research profile before they are ready to bid for competitive external grants in EU. This is especially important as this is a university programme.

#### ***2.4. Facilities and learning resources***

The programme utilizes several spaces within and outside the University in terms of lecturing space and clinical skills laboratories. SER reports that “The premises that are used for students’ teaching are in the Faculty of Health Sciences, KU, at 84 H. Manto Str., in the Faculty of Social Sciences, at 153 Miniijos Str., and in the block of the University at 4 Malūnininkų Str., where Room 102 is used as a classroom for preclinical training for students of the Occupational Therapy study programme.” (p. 21). During the visit, the ET was concerned that there is lack of skills laboratory space for clinical practice sessions, to the extent that only a small group of students can be attended to at any one time. In addition, the lab should have essential equipment for practice of clinical skills. Examples include vocational assessment systems and facilities for fabricating pressure garments and splints. Additionally, the clinical skills lab showed limitations in covering practice sessions in all the areas relevant to OT. The resources required are Lab for physical rehabilitation (O & T), Lab for Activities of Daily Living and Lab for neurological rehabilitation. On the other hand, the strong links with social partners ensures the availability of clinical placement slots for students and in a way compensates for the lack of skills lab space on campus. Otherwise, the ET was satisfied with the lecturing facilities including hardware and software facilities, which are appropriate for the programme. As regards, library facilities, the ET notes that these should be improved, in particular English texts since as claimed during the visit, Lithuanian texts are limited, and subscription to a number of representative OT and rehabilitation journals that should be available to students and staff for references. The library subscribes in the American Journal of OT, which is a good journal but more journals should be available, for example British Journal of OT; OT International and other peer reviewed journals. Otherwise, there is access to the international databases.

Of concern is the weekly timetable of the programme, whereby the course according to the students interviewed from across the years of the course, seems to run on a three-day-a-week basis. Indeed, the expert team could not verify from the evidence available whether the SER's declared hours and ECTS are actually taking place. Considering that this is a full-time course, the ET recommends that the students' timetable is spread throughout the whole week and that they are receiving adequate practice in the all the practice areas relevant to OT. There is lack of clarity as to how the Department is providing what appears to be limited skills lab space to all the students. This may be creating some idle time for students because of seemingly lack of space in Skills Labs.

In conclusion, the teaching premises for studies are adequate both in their size and quality, but the teaching and learning equipment (clinical skills laboratory and computer equipment) should be improved. Although Klaipėda University has adequate arrangements for

students' practice in the real world as a result of the strong relationships with employers and social partners, practice in simulated environment in clinical skills labs should be improved. The teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. However the ET encourages access to a wider spectrum of international peer reviewed journals and textbooks in OT.

### ***2.5. Study process and students' performance assessment***

There are no restrictions to the age of entrants or special requirements for the entrants to the Occupational Therapy study programme. Admission to studies and students' numbers are proposed by the Council of Faculties and approved by the Senate. The Association of Lithuanian Higher Education Institutions sets the composition of the competitive grade. Information about the Occupational Therapy study programme is provided on the Klaipeda University website. All admission requirements seem to be well founded. Motivation is enhanced by students' involvement in scientific research and practical activities, as well as organization of different events at the Department together with the senior students. Furthermore, the students are encouraged to participate in projects with social partners (for example an OT student working with visually impaired and interested in pursuing research in this field), and with teachers in particular in preparation for the final thesis. The presence of support in quantitative methodology is commendable. Indeed, it seems that there is heavy reliance on quantitative methodology because of availability of expertise. Likewise, there should also be expertise in other methodologies so that the students in particular at undergraduate level appreciate both the breadth and depth of alternative methodologies. According to SER (p. 24), students are given the opportunity to study according to the Erasmus exchange programme, however from the visit, there was no proof that this is happening and it transpired that the lack of mastery of the English language is prohibiting students to participate. It seems that the programme does not provide sufficient flexibility for participation, in that students may feel anxious that the ECTS credits may not be easily transferrable. Indeed, the students seemed to lack sufficient knowledge for participation in European programmes. Therefore, Klaipėda University should provide better and appropriate spread of information about the European mobility programmes, as well as better resources to ensure an improvement of the organisation process of staff-student exchanges. On the other hand, SER reports that the International Relations Office of Klaipeda University organizes seminars, where students are familiarized with possibilities to take part in the exchange programmes abroad.

Financial support consists of grants, loans, and target benefits for the disabled. Information about alternative funding sources is provided on the website

www.paramastudentams.lt. Klaipeda University also provides support by reducing the tuition fee.

At the moment, there are 2 disabled students studying in the Occupational Therapy programme. Many of them make use of a flexible tuition fee system, which is evaluated positively by the ET.

Every semester students are surveyed to get feedback about the content, methods of studies, the assessment system, etc. Teachers, Faculty administration, and Students' Representation Office are familiarized with the results of the survey. However, the expert team noted during the visit that students remarked that they are encouraged to speak directly to the Head of Department rather than to the lecturers directly. Therefore at present, the feedback and evaluation system appears not to be direct. Lectures, practical sessions, laboratory work, and examination sessions are held according to the timetables approved by the Dean, taking into consideration the Study Regulations and hygiene requirements for education, as well as the requests of teachers and students. The timetable of the semester is published on the website and the notice boards of the Faculty not later than two weeks before the beginning of the semester. The timetable of full-time studies is drawn up considering the requirement that students' workload per week consists of 40 hours. Full-time students have no more than four lectures per day. Additionally, as highlighted earlier, the students remarked that the timetable takes up only three days a week. The ET could not confirm whether this happens for all the course years but ET recommends that the Department should pay attention to this matter.

According to SER (p.24), students' academic load complies with the Study Regulations of Klaipėda University. Students use their free time for self-study at the library, tutorials with teachers, participation in the activities of students' organizations. Students' self-study hours are distributed according to self-study assignments and are indicated in every card of the study module.

According to SER (p.24), students have possibilities to study according to the individual study programme or individual study schedule. This was also confirmed during the site visit. Fluctuations in the numbers of students are illustrated in SER on p. 25 and the report also mentions that the main reasons are self-attrition, non-compliance with the agreement and academic failure.

On SER, p.25, it is reported that academic support is given for students. The academic support: information about studies, awarding of grants and provision of loans, student mobility opportunities, and elective subjects is constantly provided at the meetings of the Faculty administration with the representatives of students' groups, is placed on the notice boards and the University website, and is circulated via the emails of the students' groups. Furthermore, the

expert team recommends that emotional and psychosocial support is available to students in case they have study or personal problems.

The study programme enables students to participate in conferences and cooperate with the students of the occupational therapy study programmes of other Lithuanian universities. The Department of Rehabilitation has been organizing annual national and international students' conferences since 2008, summer schools, invites communities of people with disabilities, prepare Christmas Eve dinner for people with mental health problems and for those who are in hospital during the holiday period, volunteer in the Home for Infants with Developmental Disabilities. As reported earlier, students are also encouraged to participate in research activities with social partners and with their teachers.

According to SER (p. 27), the system of assessment is regulated by the order of the Minister of Education and Science of the Republic of Lithuania and the Recommendations for Improvement of Assessment System prepared by the Ministry of Education and Science of the Republic of Lithuania. Studies of the subject are completed with the examination. Up to 50% of the value of the final mark consists of evaluation of mid-term assignments, which form functional and transferable competencies. The competencies developed by the module and the study programme. Knowledge and abilities are evaluated by applying a 10-point evaluation system. During the visit, the students seemed to be happy with the way that the system of assessment operates.

According to SER (p. 27), students' knowledge and achievements are evaluated using the summative assessment system. The final grade consists of accountings for separate parts of the course as well as the examination results. A student who has failed to accomplish mid-term assignments is not allowed to take the examination. The teachers enable students to evaluate themselves as well as the knowledge and abilities of their peers. This information was confirmed during the site visit while interviewing teachers and management.

According to SER (p.28), as regards to evaluation of students' learning achievements- the focus is on the general learning outcomes and competences developed by the Occupational Therapy study programme as well as the aims and learning outcomes of each study subject. In addition, teachers may take into consideration students' attendance when assessing students' achievements. This information was also confirmed during the site visit while interviewing teachers and management.

According to SER (p. 28), students can demonstrate their knowledge and cognitive, practical and transferrable skills by performing various self-study assignments and taking the examination. Students are punished for copying, plagiarism and other dishonest acts, cheating during tests. Students can correspondingly distribute their time and learning load. Teachers

provide a possibility to students seeking for better evaluation is willing to perform assignments repeatedly. At Klaipeda University learning achievements acquired through non-formal and informal education are evaluated by accounting a part of practice or a part of a studied module. 74 graduates completed the Occupational Therapy study programme. However, the expert team noted during the visit that the students showed difficulty in truly identifying all the roles and responsibilities of OTs. Despite the fact that they are studying as OTs, they seemed to be somewhat unsure on what they will be doing as OTs upon qualification. It also transpired that they did not know much about OT before the study programme even though the university organized open days. Finally, while the Department of Rehabilitation seems to have very strong links with social partners, it seems that there is lack of clarity as to the extent to which all the stakeholders are all connected, namely administration, staff and students.

In conclusion, the ET notes that the organisation of the study process and the students' performance assessment is adequate to the present needs of the OT Bachelor programme and to the desired learning outcomes. The ET however recommends that the Department of Rehabilitation should ensure that this fit remains when PBL is introduced.

## ***2.6. Programme management***

KU has worked out the model of study quality management system, which has foreseen 5 Quality Management Processes for internal quality assurance. The study programme of Occupational therapy is being assessed for the first time (SER, p. 33).

Decisions of the Study Programme Committee are passed on to the Head of the Department and discussed at the meeting of the Department. Decisions of the Department are coordinated with the Dean's Office, the Faculty Council, and if necessary, in the Senate. In order to ensure the quality of studies, each year KU teachers perform self-evaluation of their activities.

The management structure and process seems fairly good but needs to be improved as regards recruitment of more OT teachers so as to make sure that there is a balance in the coverage of the relevant areas of occupational therapy. Additionally, while it is commendable that the Department has strong links with social partners, the involvement of students in influencing programme management appears to be weak. During the site visit, the students seemed to be unaware that the social partners and employers speak highly of the graduates and are willing to employ them. This explains why some students had very negative attitudes on their job prospect. These areas for improvement should be given priority even more so if the Department intend shifting towards PBL. This shift seems to have been instigated by the social partners too. SER, p. 33 confirms this "Stakeholders noted that there are cases that students lack the clinical thinking, the ability to integrate different areas of knowledge and in practice, in order



to improve the quality of studies, so in staff meeting was decided to move to the problem-oriented teaching, for more active involvement of students in the learning process”.

The ET notes the enthusiasm shown by the Faculty and Department to continuously improve the study programme. The internal study quality management system of Klaipėda University is based on the provisions of European higher education study quality assurance. The quality of studies at Klaipėda University appears to be a priority, and therefore, the responsibility for it is taken at the University, Faculty, Department, study programme, and teacher levels.

As stated earlier, a strength that was highly evident during the visit was that the quality of culture is realized through the involvement of social partners in a continuous dialogue process, while also combining the ever-changing needs at the institutional and state levels. Quality assurance of the Programme is realized through the Study Programme Committee. At the University level the Senate, the Rector’s Office and the Vice-Rector for studies take the most important decisions about study programmes. It seems that responsibilities are clearly allocated in implementing the programme.

Quality is assessed in two perspectives: external and internal. Decisions of the Department are coordinated with the Dean’s Office, the Faculty Council, and if necessary, in the Senate. SER reports that internal study quality assurance is highly influenced by students’ involvement in the academic self-government, however this was not convincingly proved during the visit. On a positive note, social partners willingly participate in suggesting students to perform voluntary work in the institutions, delivering lectures and seminars in the Faculty and/or in their institution; accepting students for practical placement; assessing their readiness for practical activity; and suggesting possibilities for improving practice. The strength of the involvement of external social partners was also evidenced by the fact that they themselves initiate meetings with the supervisors of the programme.

According to SER (p. 32), the website of the University and other means are used to publicize quantitative and qualitative information about study programmes, qualifications of higher education, scientific and art activities, self-evaluation results, feedback from students, graduates and other interested parties about the quality of studies and the career indicators of graduates. Despite the information on the website, during the site visit, the students still remarked that they lacked sufficient information on occupational therapy as a profession. Therefore the ET recommends that more human contact is established with prospective and current students to make sure that their queries on the profession are adequately covered.

## **2.7. Examples of excellence \***

### III. RECOMMENDATIONS

1. The Department of Rehabilitation should continue building on their major strength, namely the strong relationships with social partners. This is particularly essential if and when the Department of Rehabilitation embarks on the PBL route. However, the lack of involvement of students in the study programme (as important stakeholders in the programme management) has emerged and addressing this should be given top priority.
2. Lines of communication between students and lecturers/Department/Faculty should be more clear, transparent and open.
3. The programme aims should be revised to project a more bio-psychosocial holistic perspective, which is a must in the field of rehabilitation. Presently, the programme aims and learning outcomes are still heavily grounded in the biomedical model.
4. The Management should make sure that the students acquire a better orientation of the overall design of the programme and the OT profession in the first semester.
5. More resources and support from the Management should be provided to both teachers and students to better master other languages apart from the Lithuanian language. In particular, the lack of communication in the English Language is a barrier for both teachers and students to participate in international programmes such as Erasmus Exchange.
6. The Faculty should be more organized in providing support to both teachers and students to participate in Erasmus Exchange Programmes and include a wider spread of European countries.
7. It is recommended that there is recruitment of more manpower and teaching staff in occupational therapy. Additionally, the department should invest more support for academic members of staff in their development in teaching and research.
8. There should be start-up fund for research open to application for teaching staff. This helps them to build up their research profile before they are ready to bid for competitive external grants in EU.
9. The Department should improve its expertise in research methodology. The presence of support in quantitative methodology is commendable. Indeed, it seems that there is heavy reliance on quantitative methodology because of availability of expertise. Likewise, there should also be expertise in other methodologies so that the students in particular at undergraduate level appreciate both the breadth and depth of alternative methodologies.
10. It is recommended that library resources be improved. There is poor access to English literature. As regards, journals, there should be more than one international journal in OT, for example adding the British Journal of Occupational Therapy and the Canadian

Journal of Occupational Therapy will help both staff and students in preparing the final thesis and in research too.

11. The space offered by clinical skills laboratories on and outside campus should be improved to allow more students to practice at any one time.
12. The timetable should be improved so that it does not remain a three-day-a-week course. Students, following a course full-time should be engaged throughout the whole week, in particular when the Bachelor programme leads to both professional and academic status, necessitates wide exposure to the profession.
13. The Department should make sure that there is a balanced coverage of all the areas (pillars) of Occupational therapy and if there is lack of manpower in some of the areas, it is recommended that the University Administration recruits the required expertise.

#### **IV. SUMMARY**

In conclusion, the programme is a young one and the Department's enthusiasm puts it in good stead to improve. The Department's internationalization is on the right track and should be commended on the active participation in ENOTHE but the immediate need is to make sure that the programme is listed on the accredited list of the WFOT programmes. The expert team is providing a review of the current programme and therefore should the Department adopt Problem-based Learning, then a fresh review could be done. Although the programme aims and learning outcomes are well defined, clear and publicly accessible, there could be more emphasis on portraying a holistic bio-psychosocial perspective in contrast to the current focus on the biomedical model. There is a sound and commendable interaction with social partners in the programme curriculum development process. There were positive comments from social partners and graduates on the Department of Rehabilitation. However, the involvement of students is poor and there is lack of clarity of the interaction between the department, students and social partners. Students' feedback is not direct to lecturers but students are directed to provide feedback only to the head of Department. Improvements are needed to raise the students' profile to a higher level. The students are anxious about their future in the profession. A University Prospectus should be available with details of all the study programmes is published so that students will be able to make an informed choice on their selection when entering University. In particular, the expert team notes that the students seem to capture a basic understanding of occupational therapy *only* in the second semester. It seems that the students do not receive adequate orientation in the first semester and this should be improved.

The curriculum is broadly based and consistent with the type and level of the studies.

However, as highlighted above, the curriculum should encompass subjects that would ensure the much-needed holistic bio-psychosocial perspective. Additionally, in practice, there should be improvement in ensuring adequate theoretical and practical coverage of the four pillars of OT, namely physical, mental, paediatrics and geriatrics. The timetable should be spread Monday to Friday and not based on a three-day-a-week form. The curriculum should also have the flexibility to facilitate participation in Erasmus Exchange programmes. In its current form, students are anxious about the problems of transferring credits from other Universities to their home University. It is clear that the lack of mastery of the English Language by students is prohibiting them from internationalization, as well as from accessing the wider literature and texts in OT in the English language. Furthermore, the curriculum should ensure wider coverage of research methodologies in preparation of the final thesis.

Teaching members of staff are committed to the Department and to the programme. There is heavy involvement of teachers who are not occupational therapists to cover the curriculum. On the other hand, the number of OT teachers is small and not adequate to ensure sufficient coverage of all the relevant areas. The teachers should be supported to develop their professional and academic careers. During the visit, it became clear that those teachers who spoke English well could actively participate internationally, in contrast to those who are not. This problem is a barrier for teachers to also participate in the Erasmus Exchange Programmes. There is currently only one member of staff with PhD and therefore supporting teachers in particular OTs in pursuing doctoral studies is a must. The Department should ensure that all members of staff are being supported in their development and that they are all involved in research activities. Auditing of development of teachers should be in place.

The University provides adequate teaching space and library facilities. However, although clinical placements are ensured by virtue of the strong links with social partners, the clinical skills laboratories are small and not adequate to cater for more than a small number at a time. These facilities should be improved. Library should ensure better exposure to English texts and peer-reviewed international journals than what it currently offers. Otherwise, there is access to online databases.

The study process and student assessment is in place, however as highlighted earlier, student involvement in providing feedback should be improved. Additionally, the level of support to students during induction as well as mentorship throughout the course of studies should also be improved. The feedback and evaluation system appears not to be direct to the extent that students are encouraged to speak to the Head of Department. The Department should invest more time and resources in ensuring better communication with students.

Finally, while it is encouraging to note that the Headship of the Department of

Rehabilitation is in the hands of an Occupational Therapist who is also President of the Lithuanian Association of OTs, more support should be given to raise the profile of OTs within the Faculty. The University should ensure that the profession is truly supported for its continuous professional and academic development. While the programme is being managed with the full support of social partners, there is lack of clarity in the interaction between teachers, students and social partners together.

## V. GENERAL ASSESSMENT

The study programme OCCUPATIONAL THERAPY (state code – 612B32003) at KLAIPEDA UNIVERSITY is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

| No. | Evaluation Area                                    | Evaluation of an area in points* |
|-----|--|----------------------------------|
| 1.  | Programme aims and learning outcomes               | 3                                |
| 2.  | Curriculum design                                  | 3                                |
| 3.  | Teaching staff                                     | 2                                |
| 4.  | Facilities and learning resources                  | 2                                |
| 5.  | Study process and students' performance assessment | 3                                |
| 6.  | Programme management                               | 2                                |
|     | <b>Total:</b>                                      | <b>15</b>                        |

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

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

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

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

|                                 |                        |
|---------------------------------|------------------------|
| Grupės vadovas:<br>Team leader: | Prof. Sandra Buttigieg |
| Grupės nariai:<br>Team members: | Prof. Hector Tsang     |
|                                 | Karin Lilienberg       |
|                                 | Alma Cirtautas         |
|                                 | Monika Stančiauskaitė  |

**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
ERGOTERAPIJA (VALSTYBINIS KODAS – 612B32003) 2015-08-24 EKSPERTINIO  
VERTINIMO IŠVADŲ NR. SV4-245 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

KLAIPĖDOS UNIVERSITETO studijų programa *ERGOTERAPIJA* (valstybinis kodas – 612B32003) vertinama teigiamai.

| <b>Eil. Nr.</b> | <b>Vertinimo sritis</b>                          | <b>Srities įvertinimas, balais*</b> |
|-----------------|--|-------------------------------------|
| 1.              | Programos tikslai ir numatomi studijų rezultatai | 3                                   |
| 2.              | Programos sandara                                | 3                                   |
| 3.              | Personalas                                       | 2                                   |
| 4.              | Materialieji ištekliai                           | 2                                   |
| 5.              | Studijų eiga ir jos vertinimas                   | 3                                   |
| 6.              | Programos vadyba                                 | 2                                   |
|                 | <b>Iš viso:</b>                                  | <b>15</b>                           |

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

**IV. SANTRAUKA**

Apibendrinant galima teigti, kad studijų programa yra jauna, o katedros entuziazmas bus naudingas ją tobulinant. Tarptautiškumo atžvilgiu katedros pasirinkta kryptis yra teisinga, o aktyvus dalyvavimas ENOTHE tinklo veikloje pagirtinas, tačiau šiuo metu svarbiausia užtikrinti, kad studijų programa būtų įtraukta į patvirtintą Pasaulinės ergoterapeutų federacijos programų sąrašą. Ekspertų grupė vertina šiuo metu vykdomą programą, todėl katedrai perėjus prie probleminio mokymosi modelio bus galima programą įvertinti iš naujo. Nors programos tikslai ir studijų rezultatai gerai apibrėžti, aiškūs ir viešai skelbiami, galėtų būti labiau akcentuojamas visuminis biopsichosocialinis požiūris, o ne šiuo metu taikomas biomedicininis modelis. Pagirtini tvirti ryšiai su socialiniais partneriais tobulinant programos sandarą. Socialiniai partneriai ir absolventai teigiamai atsiliepė apie Reabilitacijos katedrą. Vis dėlto studentai mažai dalyvauja tobulinant programą, taip pat trūksta aiškumo dėl katedros, studentų ir socialinių partnerių tarpusavio bendravimo. Studentų grįžtamasis ryšys apie dėstytojus teikiamas ne tiesiogiai dėstytojams, bet katedros vedėjai. Reikalingi pokyčiai siekiant skirti daugiau dėmesio

studentams. Studentai susirūpinę savo profesine ateitimi. Reikėtų parengti universiteto brošiūrą ir pateikti išsamią informaciją apie visas studijų programas, kad studentai galėtų sąmoningai pasirinkti, kurią universiteto studijų programą studijuoti. Ekspertų grupė ypač pabrėžia, kad studentai įgyja bazinį supratimą apie ergoterapiją *tik* antrame semestre. Atrodo, kad studentai nėra tinkamai supažindinami su profesija pirmame semestre, todėl šį aspektą reikia tobulinti.

Studijų turinys platus ir atitinka studijų rūšį ir lygmenį. Vis dėlto, kaip jau buvo pažymėta anksčiau, į programą turėtų būti įtraukti dalykai, užtikrinantys labai reikalingą visuminį biopsichosocialinį požiūrį. Be to, reikia realių pokyčių užtikrinant tinkamą keturių ergoterapijos ramsčių, t. y. fizinio, psichinio, pediatrijos ir geriatrijos, teorijos ir praktikos pusiausvyrą. Tvarkaraštyje paskaitos turėtų būti išdėstytos nuo pirmadienio iki penktadienio, o ne tris dienas per savaitę. Studijų turinys taip pat turėtų būti lankstus, siekiant palengvinti dalyvavimą „Erasmus“ mainų programose. Dabartinėmis aplinkybėmis studentams nerimą kelia kreditų perkėlimas iš kitų universitetų į jų universiteto sistemą. Akivaizdu, kad prastas anglų kalbos mokėjimas neleidžia studentams pasinaudoti tarptautiškumo galimybėmis ir skaityti ergoterapijos srities literatūros anglų kalba. Be to, į studijų turinį reikėtų įtraukti daugiau tyrimų metodų, kuriuos studentai naudotų rengdami baigiamąjį darbą.

Dėstytojai atsidavę katedrai ir šiai studijų programai. Programą dėsto daug dėstytojų, kurie nėra ergoterapeutai. Dėstytojų ergoterapeutų yra mažai ir tokio jų skaičiaus neužtenka norint apimti visas svarbias sritis. Dėstytojus reikėtų paskatinti siekti profesinio tobulėjimo ir akademinės karjeros. Ekspertų grupės vizito metu paaiškėjo, kad puikiai angliškai kalbantys dėstytojai gali aktyviai reikštis tarptautiniu mastu, priešingai nei tie, kurie nemoka anglų kalbos. Ši problema taip pat neleidžia dėstytojams dalyvauti „Erasmus“ mainų programose. Šiuo metu tik vienas personalo narys turi daktaro laipsnį, todėl būtina skatinti dėstytojus, ypač ergoterapeutus, siekti daktaro laipsnio. Katedra turėtų užtikrinti, kad visi personalo nariai būtų skatinami tobulėti ir dalyvauti tiriamojoje veikloje. Dėstytojų tobulinimasis turėtų būti tikrinamas.

Universitetas užtikrina tinkamas mokymo erdves ir bibliotekos išteklius. Vis dėlto, nors tvirti ryšiai su socialiniais partneriais užtikrina klinikinės praktikos vykdymą, klinikinių įgūdžių ugdymo laboratorijos yra mažos ir jomis vienu metu gali naudotis tik labai nedidelis studentų skaičius. Ši materialioji bazė turėtų būti pagerinta. Bibliotekoje turėtų būti daugiau literatūros anglų kalba ir recenzuojamų tarptautinių žurnalų. Kita vertus, yra galimybė naudotis internetinėmis duomenų bazėmis.

Studijų eiga ir jos vertinimas yra tinkami, tačiau, kaip jau minėta, reikėtų patobulinti studentų grįžtamojo ryšio teikimo aspektą. Be to, studentams reikėtų didesnės paramos įvadinio kurso metu ir mentorių pagalbos per visas studijas. Grįžtamojo ryšio ir vertinimo sistema nėra



tiesioginė, nes studentai skatinami kalbėti su katedros vedėja. Katedra turėtų skirti daugiau laiko ir išteklių, siekdama užtikrinti geresnį bendravimą su studentais.

Galiausiai, džiugu pastebėti, kad Reabilitacijos katedrai vadovauja ergoterapeutė ir Lietuvos ergoterapeutų draugijos pirmininkė, tačiau fakultete dėstantiems ergoterapeutams reikėtų skirti daugiau dėmesio. Universitetas turėtų užtikrinti realią šios profesijos nuolatinio profesinio ir akademinio tobulinimosi paramą. Prie programos vadybos labai prisideda socialiniai partneriai, tačiau dėstytojų, studentų ir socialinių partnerių tarpusavio bendravimas turėtų būti aiškesnis.

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### **III. REKOMENDACIJOS**

1. Reabilitacijos katedra turėtų toliau tobulinti savo pagrindinę stiprybę, t. y. tvirtus ryšius su socialiniais partneriais. Tai bus ypač svarbu, jei ir kai Reabilitacijos katedra pereis prie probleminio mokymosi modelio. Vis dėlto, akivaizdu, kad studentai mažai dalyvauja tobulinant studijų programą (lygiai kaip svarbūs socialiniai dalininkai mažai dalyvauja tobulinant programos vadybos sritį), todėl šiai problemai spręsti reikėtų skirti daugiausia dėmesio.
2. Studentų ir dėstytojų / katedros / fakulteto bendravimas turėtų būti aiškesnis, skaidresnis ir atviresnis.
3. Reikėtų peržiūrėti programos tikslus, kad jie labiau atspindėtų biopsichosocialinį visuminį požiūrį, kuris yra privalomas reabilitacijos srityje. Šiuo metu programos tikslai ir studijų rezultatai vis dar stipriai grindžiami biomedicininiais modeliais.
4. Vadovybė turėtų užtikrinti, kad per pirmąjį semestrą studentai geriau susipažintų su bendra programos sandara ir ergoterapeuto profesija.
5. Vadovybė turėtų skirti daugiau išteklių ir paramos tiek dėstytojams, tiek studentams, kad jie geriau išmokytų kitas užsienio kalbas. Būtent bendravimo anglų kalba stoka neleidžia dėstytojams ir studentams dalyvauti tarptautinėse programose, pvz., „Erasmus“ mainų programoje.
6. Fakultetas turėtų labiau organizuotai teikti paramą dėstytojams ir studentams, norintiems dalyvauti „Erasmus“ mainų programose, ir apimti platesnį Europos šalių spektrą.
7. Rekomenduojama įdarbinti daugiau ergoterapijos srities dėstytojų. Be to, katedra turėtų labiau paremti akademinio personalo tobulinimąsi dėstyto ir tyrimų srityse.
8. Turėtų būti įsteigtas pradinis tyrimų fondas, į kurį dėstytojai galėtų teikti paraiškas. Tai padėtų jiems įgyti tyrimų patirties ir pasirengti teikti paraiškas konkurencingoms išorinėms tyrėjų stipendijoms ES gauti.

9. Katedra turėtų pagerinti savo kompetenciją tyrimų metodikos srityje. Kiekybinių metodų palaikymas pagirtinas. Iš tiesų, atrodo, kad kiekybiniais metodais stipriai pasikliaujama dėl to, kad turima patirties šioje srityje. Tačiau reikėtų patirties dirbant ir su kitomis metodikomis, kad ypač paskutiniojo kurso studentai būtų išsamiai susipažinę su alternatyviomis metodikomis.
10. Rekomenduojama gerinti bibliotekos išteklius. Trūksta literatūros anglų kalba. Turėtų būti daugiau nei vienas tarptautinis ergoterapijos srities žurnalas, pvz., papildžius išteklius „British Journal of Occupational Therapy“ ir „Canadian Journal of Occupational Therapy“ žurnalais, tiek personalui, tiek studentams būtų lengviau vykdyti tyrimus ir rašyti baigiamuosius darbus.
11. Vietos ir išorės klinikinių įgūdžių ugdymo laboratorijas reikėtų pagerinti, kad vienu metu jose galėtų praktikuoti daugiau studentų.
12. Taip pat reikėtų patobulinti tvarkaraštį, kad paskaitos nevyktų tik tris dienas per savaitę. Nuolatinių studijų studentai turėtų mokytis visą savaitę, ypač atsižvelgiant į tai, kad bakalauro studijų programa suteikia tiek laipsnį, tiek profesinę kvalifikaciją, todėl šios profesijos turėtų būti mokoma plačiai.
13. Katedra turėtų užtikrinti visų ergoterapijos sričių pusiausvyrą studijų programoje, ir jeigu trūksta kurios nors srities darbuotojų, universiteto administracijai rekomenduojama pasamdyti reikiamus ekspertus.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)