



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS
ERGOTERAPIJA (valstybinis kodas - 612B32001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *OCCUPATIONAL THERAPY (state code - 612B32001)*
STUDY PROGRAMME
at VILNIUS UNIVERSITY

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ergoterapija</i>
Valstybinis kodas	612B32001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4 metai)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ergoterapijos bakalauras, Ergoterapeutas
Studijų programos įregistravimo data	2002 m. birželio 14 d. Nr. 1033

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Occupational Therapy</i>
State code	612B32001
Study area	Biomedical Studies
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 credits
Degree and (or) professional qualifications awarded	Bachelor of Occupational Therapy, Occupational Therapist
Date of registration of the study programme	14 June, 2002; Order No. 1033

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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.

1.3. Background of the Vilnius University, Faculty of Medicine, Occupational therapy study programme

Vilnius University is one of the oldest higher educational establishments in the Central and Eastern Europe and was established in 1579. The University has 23 core academic units and divisions.

The official date of the establishment of the Faculty of Medicine of Vilnius University is considered to be 24 November 1781. The Faculty of Medicine is one of the largest faculties in Vilnius University. Structurally there are 7 Departments, 2 Institutes, 11 clinics integrating more than 50 centres, departments and laboratories, computer classes, the library and the museum. The Faculty implements the following study programmes: Integrated studies: Medicine and Odontology; Bachelor degree programmes: Occupational therapy, Physiotherapy, Nursing, Public health; Master degree studies: Sustainable regional health systems, Medical biology, Medical physics, Medical genetics, Rehabilitation, Nursing, Public health and Applied physical activity. The Faculty of Medicine has 20 academic divisions: 2 Institutes, 7 Departments, among them the Department of Rehabilitation, Physical and Sports Medicine, 11 clinics integrating more than 50 centres, divisions and laboratories, computer rooms, a library and a museum. There are about 760 pedagogical, research and auxiliary staff members working at the Faculty of Medicine: 57 professors, 119 assistant professors, 79 lecturers and 110 assistant lecturers, around 70 researchers.

The Department of Rehabilitation, Physical and Sports Medicine as an independent division was established within the Faculty of Medicine in 1991 and launched its first professional development courses for Physical medicine and rehabilitation doctors and other rehabilitation specialists (Occupational therapists, Physical therapists, Physical medicine and rehabilitation nurses). A developed study programme on Physiotherapy launched in 2001; the Occupational therapy studies were launched in 2002; the Department launched the Master's degree studies of Rehabilitation in 2007. Currently the staff of the Department of Rehabilitation, Physical and Sports Medicine consists of 29 lecturers, of which 3 professors, 2 associated professors, 8 lecturers and 16 assistants. During the last years, 9 members of the Department defended Doctoral degree theses, 4 staff members are currently studying for doctoral degree and 2 fulfilled the requirements of the habilitation procedure.

The Self-evaluation of the Bachelor's degree Occupational Therapy (hereinafter – OT) study programme was conducted in accordance with the *Procedure of the Evaluation of Study Programmes* approved by Order of the Director of the Centre for Quality Assessment in Higher Education, as well as in accordance with the following legal acts of the Republic of Lithuania: *Law on Higher Education and Research* of the Republic of Lithuania; *The Description of the general requirements for first cycle degree and integrated study programmes* approved by order of the Minister of Education and Science; *Procedure of the external evaluation and accreditation of study programmes* approved by of the Minister of Education and Science; Lithuanian Medical standard. *Occupational therapist. Rights, duties, competence and liability*" by Order of the Minister of Health of the Republic of Lithuania; *Descriptor of study cycles* by Order of the

Minister of Education and Science of the RL; and regarding to the relevant recommendations of a number of international organisations, such as ENOTHE (European Network of Occupational Therapy in Higher Education), COTEC (Council of Occupational Therapists for the European Countries) and the WFOT (World Federation of OT).

The site visit to the study programme took place on 8th of April, 2015. During the visit the Expert Team (hereinafter - ET) met and interviewed the administrative staff of the Faculty (on 7th of April), the group responsible for the self-evaluation report, teachers and students of the study programme, as well as alumni (graduates), employers and other social partners of the programme. The Team also observed the central support services of the programme (classrooms, library, computer classes and laboratories) and studied the students' course works and Bachelor's theses.

At the end of the site visit the Expert Team presented its preliminary findings and general remarks to the staff responsible for the study programme. After the visit the Expert Team discussed its findings and produced this joint evaluation report.

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 8th April, 2015.

- 1. Dr. Raija Kuisma (team leader)**, *Course Leader MSc Rehabilitation Science, School of Health Sciences, University of Brighton, United Kingdom.*
- 2. Dr. John Xerri de Caro**, *Lecturer within the Physiotherapy Department, Faculty of Health Sciences, University of Malta, Malta.*
- 3. Prof. dr. Manuela Ferreira**, *Professor of the School Escola Superior de Saúde do Alcoitão, Portugal.*
- 4. Dr. Marie-Antoinette Minis**, *Senior Lecturer & Researcher at Faculty of Health, Behavior and Society, HAN University of Applied Sciences.*
- 5. Dr. Milda Žukauskienė**, *the Head of Rehabilitation Department, Faculty of Health Care, Vilnius College.*
- 6. Ms Živilė Kondrotaitė**, *student of Vilnius Gediminas Technical University study programme Bioengineering.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The generic aims of the programme are expressed as goals in the Annex 3.1. DESCRIPTION OF THE STUDY PROGRAMME; Study program description, page 1 as “Develop occupational therapy specialist who are able to analyze a person's physical, social and internal factors due to return lost opportunities, supporting or disorders compensation through purposeful activities”.

The SER page 9; 2. PROGRAMME ANALYSIS 2.1. OBJECTIVES AND LEARNING OUTCOMES OF THE PROGRAMME (28) states: “The objective of the Bachelor's degree programme in Occupational therapy is to train Occupational therapy specialists able to analyse persons’ physical and social environment, and the internal factors to restore or maintain their impaired abilities or compensate any disorders through well-directed activities”.

The goals in the Description of study programme could be expressed in clearer language and include the full scope of the curriculum. In that document the goals refer to “analysis” only, but in the SER they are expressed more clearly including “analysis and restoration, maintenance and compensations through activities” which is good.

In the SER page 10-11 *Table 3. Links between the competences and the learning outcomes*, sets out and links the learning outcomes and competencies clearly and demonstrates that they are at level six and consistent with qualification offered.

However due to a rapid development of Occupational Therapy as an autonomous profession and expansion to wider health and social care settings, e.g community, public and preventative health care, a more biopsychosocial and occupational science based approach to the programme could be considered, which the programme team is aware of and are already looking into as came evident in the discussions with the team and as described in the the SER page 10 (32) which further elaborates that “The purpose of the Bachelor's degree study programme in Occupational therapy is to build up and develop the competences prescribed for a qualified Bachelor in Occupational therapy; such competences were explicitly specified by participating in the project for the Development of the Concept of the European Credit Transfer and Accumulation System (ECTS) at the National Level implemented by Vilnius University and financed by the European Union structural funds”.

The learning outcomes of some of the subject units e.g. fundamentals of psychology (annexe 3.2. p 5) ...”Will know about psychology as a science, and professional subject, purpose and location in science system...” however could be improved to reflect the complexity of activities and application of broad theoretical knowledge or analytical approach as referred to in

the programme goals in SER or in the document Lithuanian Qualification Framework No 535, 4 May 2010, page 6, level VI.

Therefore the ET recommends that a review of the learning outcomes of the subject units is reviewed in the future development of the programme so that the generic aims of the programme, learning outcomes of the subjects, learning and teaching approaches and assessments are fully compatible with each other and keep abreast with the development of Occupational Therapy in Lithuania and in Europe and elsewhere.

The information about the Occupational therapy study programme is public available - published in the internet websites of Vilnius University (<http://www.vu.lt/en>), the Faculty of Medicine (<http://www.mf.vu.lt/en>), the Ministry of Education and Science of the Republic of Lithuania (<http://www.smm.lt/web/en/>), official information system AIKOS (<http://www.aikos.smm.lt/en/Pages/Default.aspx>), booklets, leaflets of the University and the Faculty of Medicine, other publications of Vilnius University. The information is also available during the "Open days" events, the tours arranged for schoolchildren, the nation-wide study fairs, visits to gymnasiums etc.

All in all the name of the programme and the content are compatible with each other .

2.2. Curriculum design

The curriculum of the Programme meets legal requirements and has been designed to comply the Law of Higher Research and Education of the Republic of Lithuania; the Description of the General Requirements for degree study programmes of first cycle and the integrated study programmes approved by the Order of the Minister of Education and Science.

The Study Programme meets the legal requirements as follows:

Legal Requirements for the programme	Occupational therapy programme
The volume of the Programme must have minimum: 210 ECTS, maximum: 240 ECTS	The volume of the Programme is 240 credits in ECTS
Maximum: 7 course units per semester	There are 2-7 course units per semester
Not less than 15 credit for general university studies subjects.	General university study subjects carry 15 credits.
Not less than 165 credits for study field subjects.	Study field subjects carry 201 credits.
Professional practice must account for not less than 15 credits.	Professional practice carries 50 credits.
Not less than 12 credits are allocated for defending the Bachelor Theses.	Defending of the Bachelor Theses carry 12 credits.

The curriculum is broad and covers most of the subjects that are internationally considered essential for Occupational Therapy. The selection is based on the Lithuanian society needs. About 121 ECTS (50%) of the subjects (including practice, coursework, and thesis) are in Occupational Therapy, 31 ECTS (13%) in the field of Rehabilitation, Integration of People with Disabilities, Environment Adaptation, and 37% in other disciplines (medical, psychological, social). The Expert Team considers this as a good balance between the core of the Programme and the closely related and more general topics. Also, the scope of the Programme is sufficient to ensure reaching the learning outcomes. The optional subjects (21 credits in total, including GUS) ECTS could be in greater even number to enable students to choose topics that they personally find interesting or relevant for their career.

It is written in SER and was confirmed during site visit that the promoters of the programme are constantly revising the study programme, identifying weaknesses and regularly reassessing the study plan according to the current scientific progress, suggestions of students, stakeholders and employers. As a result of this new subjects were introduced into the programme, such as Fundamentals of Psychology and Occupational Therapy in Paediatrics. According to SER group, these subjects were considered to be missing to achieve the aim and objectives of the programme and were introduced to a new curriculum. Titles of some subjects were also changed, the number of credits was reduced or increased – it shows the constant developing of the programme. Students expressed that they feel that the situation is far better with regard to the time-table, teaching methods, literature sources, compared with the years before. More practical hours are integrated into study process (ET calculates the total amount of hours dedicated for clinical practical training and it appears 1138 hours (32 hours for 1st, 74 for 2nd, 74 for 3rd; 118 for 4th; 340 for 5th and 500 for 6th), which seems to be rather solid for “hands on” practicing), more places for professional practices, more subjects related with OT and not with the medicine (as an example the Anatomy subject was mentioned). Students considered these changes as a really good example and stated that the OT programme now is much better, that it was before.

During the site visit, the students and the graduates still suggested the reinforcement of the topics Occupational Therapy in Pediatrics and in the Community.

The members of ET agreed that the content of the subjects and/or modules is, on the whole, consistent with the type and (Bachelor) level of the Programme. The content of the Programme is in line with the latest achievements in Occupational Therapy and it is based, according to SER (p. 10) on European and National recommendations and laws (Tuning Educational Structures in Europe, the Guidelines on the implementation of the European Credit Transfer and Accumulation System (ECTS), recommendations of ENOTHE (European Network of

Occupational Therapy in Higher Education), COTEC (Council of Occupational Therapists for the European Countries), WFOT (World Federation of Occupational Therapists), regulations and guidelines of the Ministry of Education and Science of the Republic of Lithuania, documents of the Centre for Quality Assessment in Higher Education, normative documents of Vilnius University, the Medical Norm in Occupational therapy (approved by Order No. V-936 of the Minister of Health, Official Gazette, 2004, No. 184-6819).

The study subjects are spread evenly over the semesters in the programme plan, and their themes are not repetitive; that is, there is no significant overlap in the subject descriptions. The subject of Occupational therapy history and philosophy is already taught in the first semester of studies; this allows students to get broader knowledge of their future profession. The first year of studies is also devoted to more general subjects (Functional Anatomy, Fundamentals of Psychology, Human Physiology and Biochemistry etc.).

Curriculum documentation should present clearly the programme aims, learning outcomes of all learning units expressed as students abilities or competences, content or syllabus of learning units, learning and teaching methods and assessment criteria and methods of learning. They should be coherent, explicit transparent and aligned as described by Biggs, J (1999, Teaching for quality learning at university. Buckingham: Society for Research in Higher Education, Open University Press) and in Biggs, J and Tang, C (2011 Teaching for quality learning at university (4th Ed.). Buckingham: Society for Research in Higher Education, Open University Press)

In the descriptions of the subjects (annex 3.2) the components as described above could be aligned more explicitly in regards to the level of the learning outcomes that are measurable and more specific to the subject topic. e.g. Functional Anatomy II/II, general competences are the same as the study programme outcomes 1.1.; 1.2.; 2.1.) are expressed at rather low level e.g. know ... rather than be able to apply, e.g. page 38g and page. 46).

The assessment tasks, e.g. subject Person, Occupation and Environment II/II (UZTE 3115), the link between the aim of course unit (“be able perform personal/community analysis of activity, performance, and environment”) the tasks given for students during the course (“analysis of articles, preparations for the presentation and discussion”) and the assessment (“participation in practise” and “exam”), seems to be more theoretical rather than require practical application as expressed in the learning outcomes in the example. Therefore the ET recommends that the methods and tasks of assessment are carefully matched with the learning outcomes, by including more context based tasks, e.g. in the above example a real life analysis of activity or environment could be included.

The assessment strategies during professional practices could be documented in more detail e.g. Professional Practice II/VI (Annex 3.2., p. 104-106). According to the description, students are evaluated by occupational therapist from practice place.

In terms of teaching methodology, teachers indicated that they use Problem Based Learning (PBL) in the programme, although this was not confirmed in meetings with the students, who could hardly describe this procedure in practice.

As the conclusion of the chapter ET would like to recommend to revise the content and the methods used for the assessment, toward a better achievement of the programme Learning Outcomes.

2.3. Teaching staff

The study programme is provided by staff meeting legal requirements (at least half of the subjects in the study field must be taught by scientists or scholars and recognised artists (art subjects)). According to SER, the Programme involves 49 teachers: 5 professors, 10 associated professors, 18 lecturers (of which 2 doctoral students), 16 assistants (of which 2 doctoral students). 36 members of the teaching staff are full-time University employees (5 professors, 8 associated professors, 15 lecturers, 7 assistants).

ET considers the qualifications of the teaching staff are still not adequate to ensure learning outcomes, due to the existence of only 3 Occupational Therapists teachers and none of them has a PhD level 8 (annex 3.4). It is a profession that still has a few years of existence in Lithuania and may not be easy to achieve these aims, but the Expert Team strongly recommends the admission of occupational therapists with a PhD degree, coming from other Lithuanian universities or abroad. In conclusion, the number of teachers itself is enough to ensure the provision of the programme but the qualification of them should be improved as regards the number of occupational therapists teachers with PhD degree.

During the site visit students also proposed to increase the number of OT teachers and decrease the Medical Doctors teachers. They expressed a wish if Anatomy could be taught not by the Anatomy specialist but by an OT teacher because he/she might better knows to what extent the knowledge is necessary for OT students. The Expert Team recommends a reflexion about this topic.

The Expert team (ET) understood from the SER that all the teachers are encouraged to be taught in a pedagogical background. According to the ET this is important indeed, because the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme. The ET thinks that a reinforcement of OT Teachers specialized on different domains could be beneficial. As ET understood, teachers are

also engaged in professional development by participating in different international or national scientific conferences (16 participations), in seminars (12 participations). Teachers of the study programme have been making presentations at different scientific conferences both in Lithuania and abroad.

According to SER (p. 19), teachers are recruited and re-attested by way of public competition according to the Regulation on the attestation of teaching and research personnel, and the procedure for the organising competitions for taking up positions of Vilnius University approved by the Senate of Vilnius University; the Regulation establishes the procedure for the attestation, organizing of competitions for recruitment of teaching and research personnel, and defines their qualification requirements. The attestation and the competitions are arranged every five years.

The work load per teacher, approved by the Council of the Faculty of Medicine in 2009 (SER, p. 19) is around 1584 h per year, distributed by Auditorium work, Methodological work and other teaching activities, Research and Organizational work. This distribution depends on the teacher's position. There were no complaints by the teachers about this topic.

The teachers' average age is 45,89 in the academic year 2014/2015 and the distribution by teacher's positions groups is nearly even being the "Assistants" the younger group (36,47). According ET opinion, representatives of all age groups participate in the teaching process which ensures sufficient turnover of human resources and an adequate provision of the programme in the mid- or long-term.

According to SER (page 18, table 11) and confirmed during the visits, the teacher's participation in mobility programs is very low (in 2013/2014 only 1) and sometimes none (in 2014/2015) perhaps because of insufficient English language knowledge amongst teachers, noticed by the ET during meetings. The ET strongly recommends the strengthening of these exchange programs which could facilitate and motivate the teaching staff in conducting their professional development.

According to SER (page 18, table 12) the number of teaching staff involved in research directly related to the study programme is low. It is recommendation from the Evaluation Team the need to create conditions for the development of research in Occupational Therapy field, mainly by hiring additional occupational therapists teachers but also focusing more actively on scientific work and improving scientific results in Occupational Therapy subjects.

2.4. Facilities and learning resources

The premises provided by the University for the Programme are adequate both in their size and quality. Teaching takes place in 4 locations, at the Central building of the Faculty of

Medicine (M. K. Ciurlionio Str. 21/27, Vilnius), premises of the Department of Rehabilitation, Physical and Sports Medicine (Zirmunu Str. 124, Vilnius), classes related to the clinical studies take place at the educational training centre of Vilnius University: Santariskiu klinikos of Vilnius University Hospital (Santariskiu Str. 2, Vilnius), the Children's hospital branch of Santariskiu klinikos of Vilnius University Hospital (Santariskiu Str. 7, Vilnius), PE Children's development centre at the Republican University Hospital (Vytauto Str. 15, Vilnius). However, the timetable of the Programme is organized in such a way that the teachers and students have time to travel between the locations. The problem of four separate locations will hopefully be partly solved in the near future since there is a new building in construction. Both students and teachers interviewed during the course of the evaluation visit they referred not having problems with this sites dispersion.

The premises for studies have the teaching and learning equipment (laboratory and computer equipment, consumables) adequate both in size and quality. According to SER, most rooms have readily usable multimedia equipment, computers with TV monitors, DVD players. In all premises the students have possibilities to use computers and multimedia equipment, part of the rooms provide internet connection, wireless internet is available throughout the Faculty of Medicine. In other rooms teachers and students may use their laptops or portable multimedia from the Department. Workplaces of practical activities are supplied with all the aids required for the practical sessions. The University resources meet the actual OT practice in Lithuania. If the curriculum goes through the paradigm shift as the ET recommends, then the resources will have to change as well. The ET recommends the University to invest on OT resources.

The curriculum of the Programme includes 50 credits of professional practice, according to SER. Students of the Bachelor's degree study programme in Occupational therapy carry out their professional practical training at the field work centers of the University (26 places) and its social partners (12 places). The practical training for 38 Occupational therapy students at a time provided by these field work centers facilities seems to be enough for the Programme. The places of Professional practice of Occupational therapy students are selected according to the subjects studied during the semester. Concerning the clinical practice, the involvement of clinical supervisor in the student's assessment process is doubtful for ET as any manifestation of this wasn't found in SER or wasn't clarified during the site visit. In the description of clinical practices the evaluation of the student's professional growth is not shown and only the last practice has the different description of the assessment strategy. It is recommended that next time it should be written and explained more explicitly.

The main publications required for the implementation of the Occupational therapy study programme are available at the library of the Faculty of Medicine of Vilnius University. Other

publications may be found in the Library of Vilnius University or the Lithuanian Medical Library. Currently the Department subscribes to and testing 66 databases (Annual Reviews (USD); BMJ Clinical Evidence; BMJ Journals; Cochrane Library; Lippincott Williams & Wilkins Custom (per OVID); MD Consult; Nature Publishing; PubMed Central; Health Source - Consumer Edition (EBSCO); The Biomedical & Life Sciences Collection; Science Direct (SciVerse); Springer LINK; Taylor&Francis, and other).

The number of OT books available at the moment is very low. There is a work to do in translation or making new books. The ET respect that OT is a young profession in Lithuania and so there is a challenge to go through.

2.5. Study process and students' performance assessment

There is an entrance competition score to the Programme. Admission follows the standard system set by Rules of the Government and Rules of Admission to the VU and the requirements are well-founded. In this system, the applicants to the Programme are rated according to their "competition score". The principles of this composition score are clarified in the SER. The admission by the VU is mostly restricted by capacity. The Government decides on funded places for all students of the medical faculty including medical, odontology, PT and OT students of which the first two are in favour. No funded places left for OT students since 2011.

According to the data on student admission and competition, there have been between 13 and 29 students annually admitted to the Programme during the years 2010 to 2014, of which 13 state funded in 2010 and none in the following years. The Expert Team recognises that this policy has been made by the government. The ET recommend the Vilnius University to actively collaborate with social partners who could also pay for a particular number of students for the studies for a later commitment to come to work at their workplaces. Another option might be to negotiate with the Government all universities of the country with allied health professional programmes and file a request for a separate allocated funding.

The study process is described and time tables organized according to the available facilities and teachers' availability. Students have to travel from one location to the other and due to the variety of institutions the teaching staff works students often are taught at late hours. The rational between the variety of contact hours and self-study hours however could be more clarified. The distribution of workload for the students seems reasonable and students didn't have any complaints on the study process as itself.

Study Programme is periodically reviewed and updated based on a variety of stakeholders. During the visit all parties i.e. teachers, students, graduates and social parties were

satisfied with what had been done to improve the study process, like more fieldwork hours at the beginning of the study and addition of subjects such as pediatrics.

The teachers recognise that the possibilities for international exchange are important. The Expert Team learnt that mobility is developing; however depend among other finances that have decreased since the late evaluation in 2008.

For supporting teacher and student mobility, the Faculty has a few Erasmus exchange agreements with foreign universities and other higher educational institutes. Erasmus as well as participation of teachers and students in the ENOTHE and Intensive Programme (IP) courses will provide increasing possibilities for students to go abroad. The ET recommends continuing the use of national and international input to improve the programme.

Academic Support is provided in order to familiarise the students with the requirements for a Bachelor study, throughout the programme. Students can participate in the Scientific Society of Rehabilitation, Physical Sports Medicine; activities in society are another opportunity to deepen knowledge.

The University provides the following forms of social support to the students: Scholarships for particularly good study results; social scholarships for students from the needy families or living alone, for those receiving social allowance, for those with moderate or severe disability, and for those below 25 years of age who are granted care or whose both parents (or one of the parents) are dead; one-time social scholarships in cases of death of a family member, natural or other kind of disaster, disease or other similar case; and one-time target scholarships for students who have achieved good results either in sports or in cultural, research or public activities. Disabled students can receive social support from the Faculty. Whether they can study according to an individual plan is not clarified. Neither is specified if students can get psychological help and services.

Students are informed of the reasons for their examination grades, and they can make a formal appeal to the Appeals Committee if they do not agree with the grade or the assessment process. Until now none of the students went to the Appeal committee. The openness and ability to approach teachers when anything is questionable provides the students with enough possibilities to discuss issues that arise. The recently introduced surveys among students provide a clearer picture of strength and weaknesses of the programme and help the staff to improve it. During the site visit the staff elaborated on the advantages of the survey. Now the staff is more aware of students' needs. For example based on the surveys there has been an increase of fieldwork.

The students get a written review of the Bachelor's thesis. The thesis are assessed by two independent examiners. Based on the grades and what was read by the Expert team committee

the marks seem to be quite high, not always reflecting the content of the English abstract. According to the Expert team in general, the assessment system is clear, adequate, and publicly available.

ET also would like to add that the reference lists also does not vary significantly so books remain the major reference source at all study subjects descriptions (and the number of books is not shown) whereas it would be intended the use of primary sources of references (journals) at level 6.

It was noted by the ET that not all the theses had an English “summary”. The ET would like to recommend to the course director a change in the terminology: “abstract” instead of “summary” especially as we are dealing with a research paper and not a summary of a chapter for example. The ET also would like to recommend an English version of the abstract in all the theses which is important for the dissemination of the students works. It is essential to include a paragraph on the research methodology used during the study. A great part of the theses observed by the ET are based on quantitative methods, very important methodologies, but we recommend the introduction of more qualitative studies due to the importance of these methods for the Occupational Therapy development.

According to the general University regulations, the results of examinations shall be entered into the Studies Information System of VU within 5 working days after the examination. This seems to be a bit tight to the Expert Team.

According to the SER the graduates are supported by the staff to find employers. During the interviews the Expert Team understood that this support seems not to be effective for the students to find jobs as much as it could be. The problem is that there are not enough jobs available in society in spite of the increasing awareness of the additional value of OT to society.

2.6. Programme management

The analysis and evaluation of the programme followed the recommendations of the Methodology for the evaluation of higher education study programmes approved by the Director of the Centre for Quality Assessment in Higher Education by Order No 1-01-162 of 20 December 2010, and in particular analysis of programme management involved looking at decision-making procedures and ways to ensure quality of the programme (Section IV, 108). Since this was the first external evaluation of the programme, no other evaluation report was presented, as expected. In evaluating the programme management area, the aim was to establish adequacy, effectiveness and transparency of the programme management and the internal assurance of the programme quality (Section V, II, 133).

At the level of programme administration, the Occupational Therapy programme started in 2002. This was developed in close collaboration with ENOTHE (the European Network of Occupational Therapy in Higher Education). This was viewed as positive as it shows a wider consultation and it appears that the Division is still actively involved and collaborates with ENOTHE. The ET observed that the responsibilities for decisions and the monitoring of the implementation of the programme were clearly allocated in a vertical context, and therefore a top-down approach, leaving the middle and lower managers unaware or undecided as to why, how and at what level important decisions were taken. During the site visit it was also unclear to the ET who was responsible for the organisation of the programme and also the day-to-day management of the OT division, even after asking about this. It appeared that the development of the programme was shared amongst the teachers but that the final decisions were taken elsewhere. This was evident during the site visit. It is strongly recommended that important strategic decisions bring into account a process that involves all members of the academic staff, with feedback pertaining also to the final decision.

The wider involvement of the stakeholders in the feedback process was reported in the SER and was confirmed verbally by the teachers, students and social partners. Involvement was verbally reported in every step and decision especially through surveys, open channels of communication between the teaching staff and students and yearly meetings organised to discuss the programme. Feedback given seems to have been taken on board, such as proposals to amend teaching schedules, the quality of teaching (arranged in cycles/stages), having more practical hours and clinical placements, and concentrating more on OT related subjects. It seems that the programme internal evaluations were being used to effect changes immediately for the improvement of the course, so that graduates were able to recognise important changes particularly in the programme delivery. Notwithstanding it appears to the expert team that, whilst the involvement of students, social partners and graduates seems to be active, this did not come across as being spontaneous, and was only verbally informed. It is suggested that internal evaluations are formalised by being recorded and accounted for, as most of the evidence rested on verbal feedback from the participants during the site visit meetings and was not backed up by any written evidence, even when asked. For example, the SER says that a survey was conducted but no evidence was presented on the number of respondents to the surveys, or what the response options were and the results.

Teachers were convinced that stronger international cooperation served for them to better understand and interact with the students and this was enabled through the establishment and maintenance of contacts with European OTs that brought new ideas to the programme. This reinforces the importance of internationalisation within the general context of the programme

and is regarded by the ET as a way forward to ensure effective quality. The ET strongly recommends the strengthening of the teaching staff mobility programs in order to attain this.

Mechanisms to ascertain quality amongst teachers was also noted to be effective as they are encouraged to enhance and develop their pedagogical competence through continuous professional development courses, but this could be included as a mandatory obligation for all teachers if quality is to be assured efficiently as much as effectively.

2.7. Examples of excellence *

* if there are any to be shared as a good practice

III. RECOMMENDATIONS

1. Revisit learning and teaching approaches and assessment task to align them with the programme aims and learning outcomes and incorporate the paradigm shift to all these, to bring this programme to the new paradigms of Occupational therapy.
2. The learning outcomes of the course units could be more coherent and explicit and expressed in terms of competences to be obtained, with appropriate assessment criteria, not forgetting the professional practices course units.
3. It is recommended that introduction of more qualitative studies for the Bachelor theses due to the importance of these methods for the Occupational Therapy development.
4. Admission of occupational therapists with a PhD degree, coming from other Lithuanian universities or abroad would be a guarantee of the teaching staff qualifications to ensure learning outcomes.
5. The ET strongly recommends the strengthening of the teaching staff mobility programs to facilitate and motivate the teaching staff in conducting their professional development.
6. Development of the teaching staff research in Occupational Therapy field could be improved in the terms of hiring additional occupational therapists teachers and focusing more actively on scientific work and improving scientific results in Occupational Therapy subjects.
7. The ET recommends the University to invest on OT learning resources.
8. The Expert group recommends continuing the use of national and international input to improve the programme.
9. Clarification of the responsibility for the organisation and day-to-day management of the OT division would be necessary.
10. The ET suggests that internal evaluations be formalised, recorded and accounted for.
11. Mechanisms to ascertain quality amongst teachers should be included as a mandatory obligation for all teachers if quality is to be assured efficiently as much as effectively.

IV. SUMMARY

The Programme aims, learning outcomes and competencies are generally expressed at the appropriate level according to the EQF level 6. However, they reflect the biomedical philosophy of the programme, which is currently not the preferred approach in Occupational therapy elsewhere. The staff programme committee already started making a paradigm shift towards a community based curriculum, which is good. The learning outcomes of some of the subject units seem rather low level.

It was confirmed during site visit that the promoters of the program are constantly revising the study program, identifying weaknesses and regularly reassessing the study plan according to the current scientific progress, suggestions of students, stakeholders and employers. As a result of this new subjects were introduced into the program, such as Fundamentals of Psychology and Occupational Therapy in Paediatrics. Students expressed that they feel that the situation is far better with regard to the time-table, teaching methods, literature sources, compared with the years before. More practical hours are integrated into study process, more places for professional practices, more subjects related with OT and not with the medicine. The members of ET agreed that this is very positive.

But according to ET understanding course units should have a coherent and explicit set of learning outcomes, expressed in terms of competences to be obtained, and appropriate assessment criteria. Unfortunately in the description of the subjects it is notable that some subjects have no clear learning outcomes description, or learning outcomes of the course unit do not differ from those of the programme or they are formulated in a quite low level of knowledge.

The study programme is provided by staff meeting legal requirements, with 49 teachers: 5 professors, 10 associated professors, 18 lecturers (of which 2 doctoral students), 16 assistants (of which 2 doctoral students). 36 members of the teaching staff are full-time University employees (5 professors, 8 associated professors, 15 lecturers, 7 assistants).

The qualifications of the teaching staff are still not adequate to ensure learning outcomes, due to the existence of only 3 Occupational Therapists teachers and none of them has a PhD level. There is a very low teacher's participation in mobility programs and the number of teaching staff involved in research directly related to the study programme is very small.

The premises provided by the University for the Programme are adequate both in their size and quality. Teaching takes place in 4 locations. The problem of four separate locations will hopefully be partly solved in the near future since there is a new building in construction. Both students and teachers interviewed during the course of the evaluation visit they referred not having problems with this sites dispersion.

The premises for studies have the teaching and learning equipment (laboratory and computer equipment, consumables) adequate both in size and quality. Workplaces of practical activities are supplied with all the aids required for the practical sessions. The University resources meet the actual OT practice in Lithuania. If the curriculum goes through the paradigm shift as the ET recommends, then the resources will have to change as well.

There is an entrance competition score to the Programme. According to the data on student admission and competition, there have been between 13 and 29 students annually admitted to the Programme during the years 2010 to 2014, of which 13 state funded in 2010 and non in the following years. The Expert team recognises that this policy has been made by the government; however this disadvantage might be solved when all universities, with allied health professional programmes, file a request for a separate allocated funding.

For supporting teacher and student mobility, the Faculty has a few Erasmus exchange agreements with foreign universities and other higher educational institutes. Erasmus as well as participation of teachers and students in the ENOTHE and Intensive Programme (IP) courses will provide increasing possibilities for students to go abroad. The Expert group recommend continuing the use of national and international input to improve the programme.

The students get a written review of the Bachelor's thesis. The thesis are assessed by two independent examiners. Based on the grades and what was read by the Expert team committee the marks seem to be quite high, not always reflecting the content of the English abstract. According to the Expert team in general, the assessment system is clear, adequate, and publicly available.

At the level of programme administration, the Occupational Therapy programme started in 2002. This was developed in close collaboration with ENOTHE (the European Network of Occupational Therapy in Higher Education). This was viewed as positive as it shows a wider consultation and it appears that the Division is still actively involved and collaborates with ENOTHE.

It seemed to expert team that the responsibilities for decisions and the monitoring of the implementation of the programme were clearly allocated in a vertical context however it remained unclear to the expert team as who is responsible for the organisation and day-to-day management of the OT division.

The wider involvement of the stakeholders in the feedback process was evident and confirmed by the teachers, students and social partners. Involvement was common in every step and decision especially through surveys, open channels of communication between the teaching staff and students and yearly meetings organised to discuss the programme.

Notwithstanding it appears to the expert team that, whilst the involvement of students, social partners and graduates is very active, this does come across as being spontaneous to be fully accountable it should be formalised and recorded.

Mechanisms to ascertain quality amongst teachers was also noted to be effective as they are encouraged to enhance and develop their pedagogical competence through CPDs, but this should be included as a mandatory obligation for all teachers if quality is to be assured efficiently as much as effectively.

V. GENERAL ASSESSMENT

The study programme OCCUPATIONAL THERAPY (state code – 612B32001) at VILNIUS 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	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	16

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

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

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

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

Grupės vadovas: Team leader:	Dr. Raija Kuisma
Grupės nariai: Team members:	Dr. John Xerri de Caro
	Prof. dr. Manuela Ferreira
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**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ERGOTERAPIJA (VALSTYBINIS KODAS – 612B32001) 2015-08-21 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-242 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

VILNIAUS UNIVERSITETO studijų programa *ERGOTERAPIJA* (valstybinis kodas – 612B32001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
Iš viso:		16

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Programos tikslai, studijų rezultatai ir kompetencijos yra tinkami ir iš esmės atitinka Europos kvalifikacijų sąrangos 6 lygį. Tačiau jie atspindi programos biomedicininę filosofiją, kuri šiuo metu niekur kitur nelaikoma pageidautina ergoterapijai. Programos komiteto darbuotojai jau ėmėsi esminių poslinkių bendruomenės poreikiais grįsto studijų turinio link ir tai yra gerai. Kai kurių studijų dalykų mokymosi rezultatai atrodo esantys gana žemo lygio.

Per vizitą universitete EG buvo patikinta, kad programos kūrėjai nuolat ją persvarsto, nustato silpnybes ir, atsižvelgdami į dabartinę mokslo pažangą, studentų, socialinių dalininkų ir darbdavių pasiūlymus, reguliariai iš naujo įvertina studijų rezultatus. Tokios veiklos rezultatas – į programą įtraukti nauji dalykai, pavyzdžiui, psichologijos pagrindai ir ergoterapija pediatrijoje. Pasak studentų, palyginti su ankstesniais metais, padėtis dėl tvarkaraščių, dėstymo metodų, literatūros šaltinių atrodo kur kas geresnė. Į studijų procesą įtraukta daugiau praktikos valandų, atsirado daugiau vietų, kuriose galima atlikti profesinę praktiką, dėstoma daugiau dalykų, susijusių su ergoterapija, o ne su medicina. EG nariai sutinka, kad šie pokyčiai vertintini labai teigiamai.

Tačiau, EG supratimu, studijų dalykų mokymosi rezultatai turėtų būti nuoseklesni ir tikslesni, labiau išreikšti siekiamų įgyti kompetencijų atžvilgiu ir nustatomi pateikiant tinkamus vertinimo kriterijus. Deja, kai kurių dalykų aprašuose nėra aiškiai nurodyti studijų rezultatai, studijų dalyko mokymosi rezultatai nesiskiria nuo programos mokymosi rezultatų arba suformuluoti orientuojantis į gana žemo lygio žinias.

Studijų programą dėsto teisinius reikalavimus atitinkantys pedagogai. Jų iš viso yra 49: 5 profesoriai, 10 docentų, 18 lektorių (iš jų 2 studijuoja doktorantūroje), 16 asistentų (iš jų 2 studijuoja doktorantūroje). 36 dėstytojai universitete dirba visu etatu (5 profesoriai, 8 docentai, 15 lektorių ir 7 asistentai).

Dėstytojų kvalifikacija vis dar nėra tinkama studijų rezultatams užtikrinti: dėsto tik 3 ergoterapeutai ir nė vienas jų neturi mokslų daktaro laipsnio. Dėstytojai itin menkai dalyvauja mobilumo programose, labai mažai jų dalyvauja ir moksliniuose tyrimuose, tiesiogiai susijusiuose su studijų programa.

Universiteto patalpos, kuriose vykdoma programa, yra tinkamo dydžio ir kokybės. Dėstoma keturiose vietose. Tikimasi, kad dėstymo keturiose skirtingose vietose problema artimiausioje ateityje bus iš dalies išspręsta, nes statomas naujas pastatas. Per vertinimo vizitą pokalbyje dalyvavę studentai ir dėstytojai tikino sunkumų dėl išsibarsčiusių patalpų nepatiriantys.

Studijų patalpos, kuriose įrengta dėstymo ir mokymosi įranga (laboratorinė ir kompiuterinė įranga, kiti reikmenys), yra tinkamo dydžio ir kokybės. Praktinės veiklos darbo vietos aprūpintos visomis praktikai reikalingomis priemonėmis. Universiteto turimi ištekliai atitinka šiuo metu Lietuvoje nusistovėjusią ergoterapijos praktiką. Jeigu, kaip rekomenduoja EG, bus imtasi iš esmės reformuoti studijų turinį, išteklius reikės keisti.

Stojantiesiems į programą taikomas konkursinis balas. Kaip rodo stojančiųjų ir priimtųjų duomenys, 2010–2014 m. į studijų programą kasmet priimama nuo 13 iki 29 studentų, 2010 m. valstybės finansuojamą vietą gavo 13 iš jų, paskesniais metais – nė vienas. Ekspertų grupė supranta, kad tokią politiką nustato Vyriausybė, tačiau šią situaciją būtų galima išspręsti, jei visi tokias pat sveikatos specialistų rengimo programas turintys universitetai pateiktų prašymą dėl atskiro finansavimo skyrimo.

Dėstytojų ir studentų mobilumui skatinti fakultetas su užsienio universitetais ir kitomis aukštojo mokslo įstaigomis yra sudaręs vos kelias sutartis dėl mainų pagal programą *Erasmus*. Tiek *Erasmus* programa, tiek dėstytojų ir studentų dalyvavimas Europos ergoterapijos aukštųjų mokyklų tinklo (*ENOTHE*) ir Intensyvios programos (IP) kursuose suteiktų studentams daugiau galimybių išvykti į užsienį. Ekspertų grupė rekomenduoja tobulinti programą, toliau naudojantis nacionaliniu ir tarptautiniu indėliu.

Bakalauro darbą rengiantiems studentams pateikiamas raštiškas įvertinimas. Baigiamąjį darbą vertina du nepriklausomi egzaminuotojai. Atsižvelgdamas į pažymius ir tai, ką perskaitė, ekspertų grupės komitetas mano, kad pažymiai yra gana aukšti ir ne visada atspindi anglų kalba pateikiamos santraukos turinį. Bet, kalbant apibendrintai, pasak ekspertų grupės, vertinimo sistema yra aiški, tinkama ir viešai prieinama.

Ergoterapijos programa, pradėta administruoti 2002 m., buvo parengta glaudžiai bendradarbiaujant su Europos ergoterapijos aukštųjų mokyklų tinklu (*ENOTHE*). Ši praktika vertinama teigiamai, nes liudija vykstant plačias konsultacijas ir leidžia manyti, jog padalins ir toliau aktyviai bendradarbiauja su ENOTHE.

Ekspertų grupei susidarė įspūdis, kad atsakomybės už sprendimų priėmimą ir programos įgyvendinimo stebėseną vertikalė yra aiškiai išdėstyta, tačiau ir toliau neaišku, kas atsako už ergoterapijos kasdienę vadybą ir organizavimą.

Akivaizdu, kad socialiniai dalininkai plačiau dalyvauja grįžtamojo ryšio procese, tai patvirtino ir patys dėstytojai, studentai bei socialiniai partneriai. Šį dalyvavimą liudija kiekvienas žingsnis ir sprendimas, ypač vykdomi tyrimai, atviri dėstytojų ir studentų bendravimo kanalai ir kasmetiniai posėdžiai, organizuojami programai aptarti.

Nepaisant labai aktyvaus studentų, socialinių partnerių ir absolventų įsitraukimo, ekspertų grupei atrodo, kad tai vyksta per daug spontaniškai, todėl turėtų būti formalizuojama ir fiksuojama.

Taip pat pažymima, kad dėstytojų darbo kokybės nustatymo mechanizmai veikia efektyviai, nes skatina gerinti ir tobulinti pedagogų kompetenciją nuolat keliant kvalifikaciją. Tačiau jei norima efektyviai ir iš esmės užtikrinti dėstyto kokybę, kaip privalomas reikalavimas visiems dėstytojams turi būti numatytas tęstinis kvalifikacijos kėlimas.

<...>

III. REKOMENDACIJOS

1. Persvarstyti mokymosi ir dėstyto metodus bei vertinimo užduotis, kad jie derėtų su programos tikslais ir studijų rezultatais. Visos šios esminės permainos reikalingos tam, kad programa įgytų naujų ergoterapijos aspektų.
2. Studijų dalykų mokymosi rezultatai galėtų būti nuoseklesni ir tikslesni, labiau išreikšti siekiamų įgyti kompetencijų atžvilgiu, pateikiant tinkamus vertinimo kriterijus ir nepamirštant specialybės praktikos studijų dalykų.
3. Į bakalauro darbą rekomenduojama įtraukti daugiau kokybinių tyrimų, nes šie metodai yra svarbūs ergoterapijos plėtrai.
4. Iš kitų universitetų ar užsienio atvykstančių ergoterapeutų, turinčių mokslų daktaro laipsnį, įdarbinimas būtų pedagoginio personalo kvalifikacijos garantija, padedanti užtikrinti studijų rezultatus.

5. EG primygtinai rekomenduoja stiprinti dėstytojų mobilumo programas – tai palengvintų dėstytojų profesinį tobulėjimą ir juos labiau motyvuotų.
6. Dėstytojų vykdomą mokslinių tyrimų veiklą, vykdomą ergoterapijos srityje, būtų galima pagerinti papildomai samdant dėstyti daugiau ergoterapeutų, didesnę dėmesį skiriant moksliniam darbui ir ergoterapijos dalykų mokslinių rezultatų gerinimui.
7. EG rekomenduoja universitetui investuoti į ergoterapijos mokymosi išteklius.
8. Ekspertų grupė rekomenduoja programą tobulinti ir toliau naudojantis nacionaliniu ir tarptautiniu indėliu.
9. Būtina aiškiai numatyti, kas atsako už ergoterapijos skyriaus organizavimą ir operatyvų valdymą.
10. EG siūlo formalizuoti, fiksuoti vidinius vertinimus ir už juos atsiskaityti.
11. Norint efektyviai ir iš esmės užtikrinti dėstyimo kokybę, turi būti įdiegti visus dėstytojus privalomai įpareigojantys darbo kokybės mechanizmai.

<...>

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)