



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO  
STUDIJŲ PROGRAMOS  
ERGOTERAPIJA (*valstybinis kodas - 612B32002*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF OCCUPATIONAL THERAPY (*state code - 612B32002*)  
STUDY PROGRAMME  
at LITHUANIAN UNIVERSITY OF HEALTH SCIENCES

**Experts' team:**

1. Dr. Raija Kuisma (team leader), *academic*,
2. Dr. John Xerri de Caro, *academic*,
3. Prof. dr. Manuela Ferreira, *academic*,
4. Dr. Marie-Antoinette Minis, *academic*,
5. Dr. Milda Žukauskienė, *academic*,
6. Ms Živilė Kondrotaitė, *students' representative*.

**Evaluation coordinator -**

*Ms Gabrielė Bajorinaitė*

Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ergoterapija</i>
Valstybinis kodas	612B32002
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	2001 birželio 24 d.

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Occupational Therapy</i>
State code	612B32002
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	24 May, 2001

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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.	The Supplement of the study plan

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

The Lithuanian University of Health Sciences (subsequently – the LSMU) is the largest university-level institution of higher education in Lithuania providing education and training of medical specialists.

Medical Academy and Veterinary Academy are the main units of the University, which also includes faculties, research institutes, the University Hospital, Veterinary Clinics, the Centre of Practical Training and Experiments, theoretical and clinical departments, faculty institutes, research Studijų kokybės vertinimo centras

laboratories, and other structural and functional units that satisfy the needs for studies, research, health care, and social and cultural life.

The LSMU Medical Academy has 5 faculties: the Faculty of Medicine, the Faculty of Pharmacy, the Faculty of Odontology, the Faculty of Nursing, and the Faculty of Public Health.

The faculty of Nursing (subsequently – the FN), and currently consists of six subdivisions: the Department of Nursing and Care, the Institute of Sport, the Clinical Department of Behaviour Medicine, the Clinical Department of Geriatrics, the Clinical Department of Rehabilitation, and the Clinical Department of Paediatric Rehabilitation.

The mission of the FN is to provide education, training, and continuous professional development to highly qualified specialists in nursing, obstetrics, physical therapy, and occupational therapy through providing knowledge and professional skills, and through forming their system of attitudes and values, to participate in research in the fields of nursing, obstetrics, rehabilitation, gerontology, sports, physical therapy, and occupational therapy, and to participate in the formation and implementation of healthcare policy and strategy. The FN pays special attention to the promotion of international cooperation and student and teacher exchange programmes.

The Faculty offers four Bachelor (first-cycle) study programmes - *Nursing, Obstetrics, Physical Therapy, and Occupational Therapy*, and four Master (second-cycle) study programmes – *Clinical Nursing, Physical Medicine and Rehabilitation, Health Rehabilitation through Physical Exercise, and Art Therapy*.

The LSMU was the first to start training occupational therapists in 1998 by organising specialised year-long professional studies. With the help of foreign colleagues from Linköping University, the LSMU developed the first-cycle study programme *Occupational Therapy (hereinafter – OT)*. In 2001, the first students entered this programme.

The self-evaluation of the programme was conducted in accordance with the study programme self-evaluation methodology developed by the Centre for Quality Assessment in Higher Education (SKVC) and in compliance with the legal acts of the Republic of Lithuania: the Law on Higher Education and Research<sup>1</sup>; the Order of the Minister of Education and Science of the Republic of Lithuania “On the Approval of the Description of General Requirements for Degree-Awarding First Cycle and Integrated Study Programs”<sup>2</sup>; The Order of the Director of the SKVC “The Methodology for Evaluation of Study Programmes”<sup>3</sup>; and the Order of the Minister of Education and Science of

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<sup>1</sup> Official Gazette, 2009, No. 54–2140

<sup>2</sup> Official Gazette, 2010, No. 44–2139 and 2010, No. 88–4676

<sup>3</sup> Official Gazette, 2010, No. 156-7954

the Republic of Lithuania “Procedure for the External Evaluation and Accreditation of Study Programmes”<sup>4</sup>.

The site visit of the Expert Team (ET) to the study programme took place on April 10<sup>th</sup> 2015. During the visit the ET met and interviewed the administrative staff of the Faculty (on April 10th, 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 ET 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 ET presented its preliminary findings and general remarks to the staff responsible for the study programme. After the visit the ET discussed its findings and produced this joint evaluation report.

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<sup>4</sup> Official Gazette, 2009, No. 96–4083; Official Gazette, 2009, No. 134–5862; Official Gazette, 2009, No. 152–6860  
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#### **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 10<sup>th</sup> 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, Nijmegen, The Netherlands.*
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 Bachelor study programme in Occupational Therapy (OT) was registered in 2001. In 2005 the study programme was improved with major changes increasing the number of subjects on occupational therapy. In 2013 the programme was reviewed and revised and the overall aims of the programme are presented in the SER page 6;

13. *The aim of the study programme is to educate and train specialists who would have comprehensive knowledge in occupational therapy, the basics of research, and practical skills required for the work of an occupational therapist, for the analysis of a person's occupational performance, and for the formation of the aims and objectives of occupational therapy.*

14. *The objectives of the study programme are the following:*

1) *To help students acquire theoretical knowledge and to develop their personal and social skills required for an occupational therapist's activity related to the improvement, preservation, and strengthening of personal health and independence;*

2) *To form practical skills required for the professional activity of an occupational therapist;*

3) *To develop competencies allowing for working in personal healthcare, educational, community institutions, and other sectors when solving issues related to personal activity and independence,*

Appendix 5 “Competencies developed in the study programme” presents the competencies and study outcomes clearly and explicitly in table form and they match the overall aims and objective of the programme. They are expressed at the right level, EQF level 6; including e.g. “abstract thinking, application of knowledge..., capacity to learn, synthesise” which are adapted from the international standards of WFOT, ENOTHE and COTEC. They are also available to public in Lithuanian language at the website:

<http://www.lsmuni.lt/lt/stojantiesiems/lsmu-studiju-programos/bakalauro-studijos/> and <http://www.lsmuni.lt/media/dynamic/files/6556/ergoterapijosprogramosrezultatai.pdf>.

According to the Expert Team (ET), the SER does not make justice of the level of the programme. The Programme appears to be better and at a higher level than can be read in the papers.

During the visit the students however stated that on the LSMU website the information on Occupational Therapy is limited and therefore it may not be appealing to new students. When at the University the students however make great effort in promoting occupational therapy amongst citizens and in schools. These efforts are commended by the ET.

Because OT as a profession is relatively new in Lithuania, the study programme is reviewed regularly; in 2005 major changes were implemented, increasing the number of subjects on occupational therapy and removing subjects that were seen less relevant. In 2013, the latest update of the OT study programme was approved (Appendix 8) and social partners, employers and students were involved in this review. Basing on the SER material and site visit, ET can confirm that aims and learning outcomes are based on the needs of labour market, professional requirements and public needs too. This is good practice and is needed to keep in tune with the most recent National and European development of the profession. The focus of the programme however seems still rather bio-medically oriented: the subjects in the appendix 8 include many medical topics, e.g., Physiology and pharmacology 18 ECTS and Environmental Occupational Medicine and rehabilitation only 6 ECTS and Health psychology/rehabilitation only 9 ECTS, which give the impression that the focus is on medical dysfunction rather than occupation, activity etc. In the future development the focus could be directed more towards client centred function and activity to match the WFOT definition; “Occupational Therapy is a client-centred profession concerned with promotion of health and wellbeing through occupation. The primary goal... is to enable people to participate in the activities of everyday life...”. WFOT 2012.

During the visit the ET understood that the Council of the Nursing Faculty approves all updated plans. The research skills are focused on quantitative paradigm, even though the



qualitative research is prominent and equally applicable for occupational therapy research and ET was pleased to see that.

The aims and learning outcomes of the Programme are consistent with the type and (Bachelor) level of the studies and the qualifications provided (Occupational Therapist). The ET can confirm that the name of the Programme, as well as its learning outcomes, content and qualifications are compatible with each other.

Graduates fulfil the needs of the Lithuanian Health and Social Care, and can compete for Occupational Therapy jobs in the European Union and other foreign countries; at least two graduates have started their career abroad. The learning outcomes and the curriculum meet this objective by being broad enough both in general contents as well as in specialization. The optional subjects that are taught to create preconditions for a purposeful completion and extension at the students' professional knowledge, referred to an additional document that was provided during the site visit. This document about the content of the curriculum clarified the optional subjects and can be found at the LMSU website.

The social partners indicated that more Occupational Therapists both Bachelors and Masters level are needed in the Lithuanian labour market, but there are lack of vacancies at the moment. The Social Partners who are familiar with the competences of OTs expressed the additional value of OT's, though this is still unknown in the larger community. Lack of available job opportunities is one of the reasons for graduates to continue their study at the Master Programme. In collaboration with social partners the management needs to keep on working on promotion on this profession and also on recognition of the profession.

## ***2.2. Curriculum design***

The curriculum of the first-cycle OT study Programme has been designed to comply with the national description of the general requirements for degree study programmes of first degree and integrated study programmes approved by Order of the Minister of Education and Science (9 April, 2010 No V-501, with the mission of the LSMU and the strategic aim set forth in the LSMU strategic action plan for 2013-2015 and the LSMU development guidelines for 2011-2016. The qualifications provided by this study programme are also compliant with the National Health Care Concept of Lithuania, the Lithuanian Health Programme, and other laws and legal acts of the Republic of Lithuania. The learning outcomes of the programme are compliant with the requirements set in the Description of General Requirements for Degree-

Awarding First Cycle and Integrated Study Programs.<sup>5</sup> The Study Programme meets the legal requirements as follows:

The volume of the Programme is 240 credits in ECTS (European Credit Transfer and Accumulation System):

- the study programme consists of 8 semesters. The student workload per year is 60 ECTS;
- optional subjects are 15 credits
- the volume of General University Studies, GUS, is 41 ECTS;
- the volume of subjects in the study field is 184 ECTS, 15 ECTS are dedicated for final Bachelor's thesis and professional practice as "practical placement" is 39 ECTS.

In total the volume is 240 ECTS. The subjects seem to be spread evenly and their topics are not repetitive. The curriculum is broad and covers a selection of the competences and subjects that are internationally considered essential for Occupational Therapy see appendix 8 for the generic and specific competences and subjects such as Theory and Models of the Occupational Therapy, Occupational Therapy for Children With Health Disorders and Occupational Therapy in Elderly and Old Age and Occupational therapy in community. The other more medical subjects are based on the Lithuanian society expectations, that allied health professionals need a profound medical knowledge. There are enough optional subjects (66 credits in total, including GUS) so that students can choose topics that they personally find interesting or relevant for their career. The Expert Team considers a good balance between the core of the Programme and the closely related and more general topics. The balance between contact hours and self-study hours for certain subjects could be better justified and explained. Subjects with the same scope of 6 ECTS (such as Physiology, Biomechanics, Kinesiology, Ergonomics and human occupation etc.) have the different number of self-study hours (40-64), especially it is interesting in the case of Kinesiology (40 hours) and Biomechanics (64 hours), where aims of both subjects are more or less equal. It is recommended by the ET to revisit the number of rational for these hours. The total scope of the Programme is sufficient to ensure reaching the learning outcomes.

Based on the discussions with the staff, the ET was convinced that the variety of the compulsory part of the curriculum is indispensable and covers the work of an occupational therapist. It was stated in the SER indeed that the study programme contains numerous fundamental subjects of the study field (34), providing knowledge necessary for understanding the nature of human activity and the health-determining factors. Moreover the importance of

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<sup>5</sup> The Order of the Minister of Education and Science of the Republic of Lithuania "On the Approval of the Description of General Requirements for Degree-Awarding First-Cycle and Integrated Study Programs" No. V-1190, 15 July, 2010

being able to survey recent scientific research in order to make decisions based on critical analysis was also emphasized (SER, p11).

The contents of the study programme and the contents of individual subjects are consistent with the type and level. The studied subjects are comprehensive and complementary, ensuring a complex availability of the learning outcomes. The optional part with elective courses as specified in the detailed curriculum overview really appreciated by the ET.

ET still wants to mention, that in some cases learning outcomes of the course unit seem to be formulated at a lower level of knowledge (according to Bloom taxonomy) and are not quite measurable. As an example can a subject of Ergonomics and human occupation be presented. The learning outcomes of the course are “*know work-related effect on the human body; know the basic requirements of the environment adaptation for disabled; know main solution of work-related health and occupational performance problems*”. Such outcomes do not empower the demonstration of advanced skills, mastery and innovation; management of complex professional activities in a specialised field, which is required for EQF level 6. These examples can be found in the descriptions of few other subjects as well (occupational therapy in physical dysfunction I). ET would like to recommend improving the transparency in the assessment systems. The specific methods for the assessment of certain learning outcomes teachers use are not detailed explained, also what tasks are used, what topics include in the specific assessment. As an example the subject of Physiology can be mentioned. During the site visit ET wanted to clarify and get the answers to what topics include in test, and exam; if students self-work is evaluated by paper work; are all 76 hours laboratory work evaluated by laboratory assignment defence which is 10 percent of all summative assessment. Teachers during the meeting with ET were trying to explain their assessment strategies, especially when the subject is taught by several teachers. The students were happy about the assessment system and planning. Everything seemed clear and reasonable to them. The ET would still like to suggest to make the assessment more transparent and visible both for students and in documentation.

During the site visit, the ET has noticed, that the courses are in many cases student-centred and interactive. The cases integrate medical, psychological and occupational issues and are solved by the students. This Problem Based Learning approach is pedagogically a modern and good direction. Some individual teacher however still seems to be more teacher-based when the teacher only presents the theory in lectures. Students expressed that some lectures could be improved, especially when teachers only reading and not giving examples. The ET suggests to the administration to decrease the amount of fly in - fly-out teachers in order to get even more involvement with the Programme and encourage a smaller group of teachers in educational

development. Overall the actual content and methods used are appropriate for the achievement of intended learning outcomes.

Based on the final theses that were shown to the ET, the scientific methodological approaches vary. The final theses demonstrate that students integrate Evidence Based Practice. Although under supervision of a teacher abroad in one final thesis qualitative research was found. This can be considered as the beginning of a shift in research methodology at the University that fits the nature of Occupational Therapy. The ET recommends the introduction of more qualitative studies due to the importance of these methods for the Occupational Therapy development. The content of the final theses showed a variety in content such as mental health, paediatrics and neurology related subjects reflecting the broad scope of Occupational Science. According to the students and social partners, prominent changes in the curriculum are modules on pediatrics in OT and more field work hours. Graduates are more competent in assessment of the individual patient and making a proper treatment plan. Suggestions heard from the students for improvement in the programme are more psychology when working with people with a disability.

Graduates expressed when finishing OT education they felt confident enough and well prepared for practice.

In summary of this chapter ET would like to mention that the curriculum seems to be attractive for students. The curriculum was improved several times (2005, 2013 (SER, p.7) and it is related to the changing contemporary scientific and working environment both in Lithuania and in the EU. The curriculum covers the main occupational therapy competences, skills and knowledge with some exceptions. It ought to be stated that topics of study subjects are not repetitive and the scope of the programme is sufficient to ensure learning outcomes.

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

The study programme is provided by staff meeting legal requirements. According to Appendix 3 of the self-evaluation report, the Programme involves 84 teachers: 51.2% had doctor's academic degree, 7 were professors, 15 - associate professors, 26 - lecturers, and 36 - assistant teachers. Despite being a relatively high number of teachers, students did not complain and they said that there was rarely repetition of some subjects. During the meeting the core staff showed a great commitment to their students and demonstrated partnership in the learning environment. This was obviously very much appreciated by the small group of students.

The study programme involves teachers of different ages with different experience. The majority of the teachers of the study programme are well-experienced: 65.9% of the teachers have 10 or more years of pedagogical experience, 60.2% of the teachers have 10 or more years of research experience, and 62.5% of the teachers have 10 or more years of professional

experience (SER, p. 17). Subjects in the field of OT are taught by 5 teachers who have the professional qualification of occupational therapy and work as an occupational therapists. Clearly, there is enough number teachers in the Programme with the adequate qualifications (CV, Appendix 3) to ensure learning outcomes.

The majority of the teachers participate in clinical work at the LSMU Hospital Kauno klinikos and in other state and private health promotion, treatment, and rehabilitation institutions. During the site visit the Staff seemed very involved in the Programme. As it was confirmed during the site visit students and staff collaborate closely together, they can come and discuss their failures or assessment or just friendly get the advice. Such collaboration is commendable by ET.

The ET understood that the teachers are encouraged to be taught in a pedagogical background and this is very commendable too. The University has created conditions for the professional improvement. To develop educational competence, the Centre of Teachers' Educational Competence (DEKC) has been established at the LSMU. DEKC is engaged in continuous monitoring and improvement of educational competence, in compliance with the Order of the Assurance of Teachers' Educational Competence. According to the ET this is important indeed and encouraging, because being a teacher is another job than being a qualified OT. As a teacher both backgrounds (practical and pedagogical) are needed. On the one hand the volume of teachers seems to be working well. However, according to the ET, the enormous amount of teachers with their CV involved in the Programme, even when it is for a few hours per year, can provide bias on the impact of their achievements on the OT programme itself. In Appendix 3 the professional background is provided, as well as whom of the Staff has achieved a pedagogical background at an academic level. An overview of the specific achievements of OT teachers involved in the Programme, are presented to get a better understanding of their input and achievements in the development of the OT Programme. This was also demonstrated by the discussions during the site visit.

According to the SER (p. 17), teachers are accepted to work in compliance with the requirements of the legal acts: the Labour Code of the Republic of Lithuania, the order of the organisation of acceptance competitions and performance evaluation of the LSMU teaching and research personnel, and the principles of the selection and evaluation of the LSMU personnel. The teachers' pedagogical, scientific, and practical experience is assessed during the performance evaluation procedure organised every five years. A single employment contract is used for employing teachers for work with students of different cycles and study programmes. The teachers' workload is regulated by the Order of the Minister of Education and Sciences of the Republic of Lithuania and the resolution of the LSMU Senate (not more than 30 working

hours per week). The remaining time is spent for research activity, preparation for lectures, and others activities. There were no complaints by the teachers about this topic.

The teachers' average age was 46.7 during the last five years. The youngest teacher was 26 years old and the oldest was 69 years of age. Turnover of the teachers is low and mainly due to retirement, maternity leave and upon the expiry of an employment contract. According to SER and the visits, it does not affect the programme quality, since teaching is taken over by other teachers with an adequate experience in teaching, scientific, and practical fields.

ET also made analysis of the CV (Appendix 3) and can note that most teachers take part in national and international projects; are members of editorial boards or reviewers in national and international scientific journals; are authors and co-authors of textbooks and teaching books; are involved in research, presenting their results in Lithuanian and foreign scientific journals, and at national and international conferences. All in all, ET is pleased to see their involvement in the programme and active working in the field.

A number of the teachers have presented the University at various foreign universities, have delivered lectures, and have discussed the possibilities and prospects of cooperation and joint projects. But according to SER and confirmed during the visits, the teacher's participation in mobility programs has been decreasing by few teachers the last three years (SER Table 4, p 19). The ET recommends the continuing of these exchange programs and put even more efforts especially for the teachers with an OT background.

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

During the site visit the ET could observe that premises provided by the University for the Programme are very suitable both in their size and quality. Teaching takes place mainly in the Clinical Department of Rehabilitation. In total, the study programme uses 13 university shared auditoria. The studies are carried out in the Department of Languages and Education, the Department of Social Sciences and Humanities, the Department of Disaster Medicine, the Institute of Biology Systems and Genetics, the Department of Nursing and Care, the Department of Anatomy, the Department of Health Psychology, the Institute of Physiology and Pharmacology, the Institute of Sport, the Department of Physics, Mathematics and Biophysics, the Clinical Department of Geriatrics. After reconstruction of a Teaching Laboratory Building, premises for teachers' rooms, teaching classes, including class for training of pre-clinical skills, will be enlarged (Appendix 6). Currently, a project of a new building of the Faculty of Nursing is being developed, with the prediction of being at functioning in 2016 (Appendix 7). The implementation of this project will ensure modern working conditions for the teachers, and excellent studying conditions – for the students, and will help to avoid unnecessary commuting between different teaching bases located in different parts of the city (SER, p. 20). The ET was

guided to different locations for theory and where practice skills were taught. The ET was especially impressed by the library that because of the shared facilities among the studies provided a variety of physical and digital sources. The equipment at the various locations to learn practice skills were suitable for the purpose.

At the Clinical Department of Rehabilitation, subjects are taught in 3 auditoriums holding 15 places each, and one of them is adapted for training preclinical skills in occupational therapy (imitation of a kitchen, technical equipment, a couch, etc.). However, the timetable of the Programme is organized in such a way that the teachers and students have time to travel between the locations. And, during the meetings, the students reported that at the beginning of each semester they have access to the schedule for the entire semester. The number of the auditoriums available at the subdivisions of the study programme is sufficient for a smooth organisation of the study process.

The premises for studies have the teaching and learning equipment (laboratory and computer equipment, consumables) adequate both in size and quality. According to SER and the visits, the LSMU Library and Health Sciences Information Centre corresponds all academic requirements. There are 4 reading rooms, 3 group learning classes (problem-based), a room with 8 workplaces and multimedia, a computer training class, seminar and conference rooms. There is a sufficient number of teaching materials for all biomedical study programmes that are implemented at LSMU. According to the investment project 'Implementation of Public Health, Nursing and Rehabilitation Practical Teaching Centre', a simulation class, in which students may learn virtual analysis of person's activity, was established. The simulation class software offers a possibility to evaluate patient's condition according to chosen criteria or classification systems. Unfortunately this was not shown to the ET during the tour. However, the students were very pleased with this learning possibility.

The curriculum of the Programme includes 39 credits of professional practice, according to SER. The head of the practical training gives the students a list of healthcare and other institutions with whom the University has made contracts. It was explained to ET that actually there are more places for practises all over Lithuania, before, almost all practise places were in Kaunas; if a student does not find an institution to his or her liking to undergo practical training, he or she may undergo the training in an institutions of his or her choice upon making a tripartite agreement and in the presence if the required conditions. To help with the planning of the professional career, the Centre organises additional voluntary practical work. Over the period of 2013-2014, 4 students of the OT study programme participated in voluntary practical work. The additional practical work was organised during the summer, and its duration ranged from 100 to 216 working hours. During the site visit some students suggested to combine courses about a certain subject such as OT and children and start a practise in the same field directly

afterwards. According to ET and other students it would be not an easy task to do but it is up to the Management to consider the idea. All in all it seems that students' practice is organised well and students are happy with what LSMU can offer.

ET also can confirm that teaching materials are adequate and accessible. The main publications required for the implementation of the Occupational Therapy study program are available at the LSMU Library and Health Sciences Information Centre. A few books on occupational therapy in the Lithuanian language were present. In computer classes, subscribed electronic databases such as InformaHealthcare, MEDLINE, PUBMED, EBSCO, Up To Date, BMJ Journals, MD Consult and others (totally 29) are available. The subscription to these databases also provides access to scientific journals in occupational therapy, including Rehabilitation Science: Nursing, Physical therapy, Occupational Therapy; Scandinavian Journal of Occupational Therapy; American Journal of Occupational Therapy. One student expressed a lack of specific literature on OT and children. The ET suggests to include the Cumulative Index to Nursing and Allied Health Literature (CINAHL) databases in their offer at the library. This database is specialized in nursing and allied health professionals (OT, PT, Speech) research.

During the site visit the ET was pleased to hear that students, when possible, are exposed to an interdisciplinary context, in which they have to work as a professional. Hence, per definition OT work is interdisciplinary work. In some fieldwork places students have the opportunity to see how a whole team is at work around patients. At this way students are not only exposed to what an OT specialist is doing. Students have the chance to join interdisciplinary team meetings at the Hospital site where they experienced how professionals such as physiotherapist, speech therapist, and other hospital workers are working together and how they communicate with each other to treat and solve patients' problems.

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

There is an entrance competition score to the Programme. Admission follows the standard system set by the general provisions of the rules of the general admission to first-cycle and integrated studies at higher education institutions (HEI) of Lithuania and the Rules of Admission to the LSMU for the year 2015. In this system, the applicants to the Programme are rated according to their "competition score". The principles of this composition score are not clarified in the SER but it is referred to a reference, so all the requirements are well founded.

According to the data on student admission and competition, there have been between 13 and 16 students annually admitted to the Programme during the years 2010 to 2014, of which one student in 2011 respectively one student in 2012 were funded by the state. According to the SER, one of the main disadvantages of the general admission to higher education institutes is the limited number of State funded places. The large percentage not funded places however indicates



a highly motivated group of students entering the programme what was confirmed during the site visit as well.

During the site visit the ET received different information on the voucher system. One person of the management stated that negotiations with the Government is promising. That is, that the Medical students will be separately funded with vouchers from rehabilitation professionals in the near future. At the site visits this expected change of the funding procedure could not be confirmed. The fact that the whole group of students of the Faculty of Medicine, Dentistry, Professional Oral Hygiene, the Faculty of Pharmacy, and Rehabilitation receive vouchers and have to share the study vouchers among them, is still a big disadvantage for the rehabilitation professionals. The vouchers are appointed to the students with the highest marks who enter the Medical studies. Although beyond the scope of this report the ET encourages the Management to collaborate with other Universities of Lithuania in negotiations with the Government in order to change the system to enhance funding of places for students that choose for a study in the field of rehabilitation by separating the funding.

The student drop-out rate is low in the last year (n=4), which shows that the selection of students is appropriate and students that are in the programme feel committed. Few reported drop-outs were due to external circumstances.

The study process is well described and organized with an equal distribution of workload for the students. The students are satisfied with the time tables, that are made public for the whole semester, so that students also are able to plan their private life. The statements in the SER about subjects taught in cycles, with compulsory and optional subjects is clearly stated. The competences that has to be reached are clear (Appendix 5). The content of the compulsory subjects taught and the content elective courses are specified in the additional provided detailed curriculum <http://www.lsmuni.lt/media/dynamic/files/6556/ergoterapijosprogramosrezultatai.pdf>. The curriculum is student centred. Students learn in context and the curriculum is partly case based and that is commendable by ET. This study process ensures an adequate provision of the study programme and the learning outcomes as demonstrated by the graduates. The ET would therefore like to encourage even to expand this approach further in two ways: On the one hand from case centred to even more problem based learning and on the other hand to implement this pedagogical approach for more subjects that are taught.

The Study Programme is updated. The final result of the new Programme is provided in Appendix 8. Only the process of the changes was not clarified in the SER: When questioned by the ET during the site visit the SER team clarified that the changes were definitely based on recommendation of students, teachers, international input, social partners and graduates and all these groups could confirm that. Students involvement in the programme is well organized. Each year the programme is evaluated and updated based on internal and external evaluations and

recommendations. There are two Study Program Committee (SPC) meetings per year. The student representatives are invited to discuss the programme, subjects, aims and other the issues that arise. Students know about this committee, know which student belongs in this committee and they always can say what they want to be changed, and what is wrong with the programme. Every year, all groups (staff, teachers, social partners, students, graduates) have meetings with the department where they can express their own opinion about the programme, subjects and teaching methods. The renewed programmes are yearly approved by the Council of the Nursing Faculty.

LSMU creates the conditions to participate in student mobility programmes. For a small programme as OT in Kaunas still the possibilities for exchange to Norway and Belgium are promising. International experiences and contacts are important for all students, and especially for those studying in developing fields such as OT. Students explained to the ET that there are a lot of international programmes where students participate and this way the students acquire more international knowledge about OT. The experience going abroad is very positive. Students explained that in LSMU they learnt to look at a person from the biomechanical model, and foreign colleagues learn a more therapeutic approach.

It can be noted, that a relative large number of students can profit from Erasmus exchange opportunities. ET commends that in order to be able to join the exchange programme students were provided with an individual study plan on request.

Academic Support is provided in order to familiarise the students with the requirements for a Bachelor study, throughout the programme. The OT Scientific Group of the LMSU student Research Society started its activity in 2010. This group adds knowledge and skills at an higher academic level by exchange of knowledge. Among other activities the Occupational Therapy Scientific Group is active – it organises various activities, with disabled people at Kaunas Disabled Youth Day Centre, and commemorates such dates as the International Day of People with Disability and the Occupational Therapy Day (SER p. 24). They also organise meetings with students who returned from student exchange, presentations of the results of scientific research, meetings with occupational therapy students of other higher education institutions, and seminars.

The University provides the following forms of social support to the OT 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 (SER, p.25).

Disabled students can receive social support from the Faculty. Whether they can study according to an individual plan is not clarified as also psychological, pastoral help and services, none of the students complained on this topic, they appreciated the system and as far as students' remember no problems arised.

The assessment of study results follows the publicly available general procedures approved by the University Senate. The assessment criteria applied in the Programme are given at the beginning of each course by the teacher, and they are specified in subject descriptions. Several types of assessments are used. During the site visit it was clarified by the staff and students that the integrated assessments are partly case based, which meets today's pedagogical standards.

Here is coordination of timing that all test and mind term exams will be not at the same time, not in the one week. If there are several teachers at the same subject, they meet and talk about the subject programme, and make sure, that there is no overlapping. The ET understood that it was appreciated by the students that not more than one integrated subject was taught at one time, with an integrated assessment afterwards. Thus students can better focus on one subject at a time.

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. The students get a written review of the Bachelor's thesis. 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 that a change in terminology should occur. The term "abstract" should be used instead of "summary" especially as we are dealing with a research paper and not a summary of a chapter for example. It is hence being recommended that an abstract in the English language be included in all the theses submitted by the students at the end of the course and plagiarism detection system would be mentioned in the future SERs. During the site visit the ET noticed that the theses are marked independently by internal and external assessors meets the standards of objectivity that is to say avoiding conflict of interest. In general, the assessment system is clear, adequate, and publicly available. Some teachers, teaching the same subject design simulation exams, in which students has to solve the case from a variety of perspectives such as medical, occupational and environmental. A modern assessment and examination method that is experienced more interesting by students, then just producing memorized theory.

According to the general University regulations, the results of examinations shall be entered into the Studies Information System of LSMU within five working days after the

examination. The ET finds this time requirement relatively tight, but for a small group of students this might not be a problem.

By being organized students, they are able to inform peers and organize events about the OT or other interesting events. There are not enough opportunities to work in Lithuania as OT. That is why graduates continue with a Master Programme. The community seems not to be enough aware of the additional value of OT in spite of the activities done by students to promote OT; people still don't know what OT is and how OT could help them. There is a need provide more information about OT. Better awareness about OT might create better opportunities for graduates to find a job.

The number of the graduates is still low, on average 14 per year. The drop-out rates are low; the ratio of OTs in Europe per inhabitant is significantly higher than in Lithuania. Students and teachers work hard to promote OT in the community. The graduates of the OT programme establish themselves in the labour market at a creative and entrepreneurial manner and are in most cases employed in accordance with the aims and objectives of the Programme. It was discussed whether students could complete their fieldwork in the community at places where no OT colleagues are employed. The ET recognizes this dilemma, however a relatively young profession can only expand when the competencies are made visible at places where a need for OT competences is present. This innovative attitude has proven to be successful; hence some graduates were offered a job in a new area where they had completed their fieldwork. According to a survey from June 2013, more than 90% of 4th year students have a job in OT or OT related positions.

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

The analysis and evaluation of the programmes 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 (Methodology, Section IV, 108). No previous external evaluation occurred and therefore any changes could not be addressed in this direction. Likewise, in evaluating the programme management area, it was aimed to establish adequacy, effectiveness and transparency of the programme management and the internal assurance of the programme quality (Methodology, Section V, II, 133).

It was clear to the expert team basing the site visit and SER material that the responsibilities for decisions and the monitoring of the implementation of the programme were clearly allocated in a vertical context with the more important decisions being taken at the level of the Council of the Nursing Faculty, such as changes to the Programme, whilst general

management being considered by the Occupational Therapy Study Programme Committee. The chairperson of the study programme committee is an Occupational Therapist and this makes sense and appears to be right.

The wider involvement of the stakeholders in the feedback process was very evident and confirmed by the teachers, students and social partners.

During the site visit the students expressed feeling very comfortable and they appear very engaged with the current representation on the study programme committee. It was agreed by all the stakeholders that involvement was possible through surveys to students and teachers, meetings and on-line evaluations, and changes to the programme have been made as a result of these discussions. Staff responsible for this programme always asks students' opinions about what need to be changed, what problems they experience in this programme, such as incorporate more specific OT subjects and community based rehabilitation. Although the system works perfect ET would like to suggest university to establish Alumni club for easier communication tools and relationships. The staff also communicates with the social partners and take their opinions into account and make the changes if it's possible. In conclusion, information and data about the programme is being regularly collected and analysed. The proof of the latest update and amendments of the curriculum are shown in Appendix 8 of the SER.

It appears to the international expert evaluation team that the involvement of students, social partners and graduates is very active and it is suggested that internal evaluations are revisited after any implementation to assess consistency and fairness, be audited for Key Performance Indicators (KPIs) and relayed back to all stakeholders.

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 (continuing professional development). They are also effectively engage in Internationalisation as shown in Appendix 3 of the SER and as expatiated by them on during the site visit. Also, teachers acknowledged that they managed difference of opinion between them in an effective way ensuring that any disagreements were addressed through meetings and discussion such as when conflicts of overlaps in course content and delivery was noted.

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

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

### III. RECOMMENDATIONS

1. The ET suggests to elaborate on the process of curriculum enhancement and system of approval in the SER, thus do not just provide the outcomes. Thus it is recommended to clarify better and celebrate your achievements.
2. The ET would like to encourage the staff to improve the OT paradigm and didactic approach by introducing less bio-medical and more occupation based subjects and cases and enhance to implement PBL in the learning environment.
3. Include more of qualitative research in the OT programme.
4. It would be good to include the Cumulative Index to Nursing and Allied Health Literature (CINAHL) databases in their offer at the library since this database is applicable for the whole Faculty of Nursing, but also for the Faculty of Medicine.
5. The vouchers are appointed to the students with the highest marks who enter the Medical and Odontology studies. The ET encourages the Management to collaborate with other Universities of Lithuania in negotiations with the Government in order to change the system to enhance funding of places for students that choose for a study in the field of rehabilitation by separating the funding.
6. Even if the communication between graduates and university is really very close and seems to be effective for making it even more better it is recommended to create ALUMNI club.

## **IV. SUMMARY**

### **Program Aims and Learning Outcomes**

The aims, objectives and learning outcomes of the Programme of 2013 are well defined in Appendix 8 of the SER. The learning outcomes meet the international standards of WFOT, ENOTHE and COTEC. In 2013 an updated plan of the study programme was renewed. The programme aims and learning outcomes are well defined and clear. According to the Expert Team (ET), the SER does not make justice of the level of the programme. The Programme appears to be better and at a higher level than can be read in the papers. In the SER it was not clarified who is responsible for the approval of the renewed programme. During the site visit the ET understood that all updated plans are approved by the Council of the Nursing Faculty.

An advantage of the programme is that OT students put a lot of effort in sharing information and informing citizens and schools what OTs have to offer.

The graduates of the OT programme establish themselves in the labour market at a creative and entrepreneurial manner and are in most cases employed in accordance with the aims and objectives of the Programme.

### **Curriculum Design**

The curriculum of the first-cycle OT study Programme has been designed to comply with the national General Requirements of the First Degree and Integrated Study Programmes approved by the Minister of Education and Science of the Republic of Lithuania (2010), with the mission of the LSMU and the strategic aim set forth in the LSMU strategic action plan for 2013-2015 and the LSMU development guidelines for 2011-2016

The ET considers a good balance between the core of the Programme and the closely related and more general topics. The balance between contact hours and self-study hours for certain subjects was not clear such as in case professional language. It is recommend by the expert team to revisited the number of rational for these hours. The scope of the programme is sufficient to ensure reaching the learning outcomes.

The focus of the curriculum is still bio-medical oriented and less occupation based. The ET would like to encourage the staff to improve the OT paradigm and didactic approach by introducing less bio-medical and more occupation based subjects and cases and increase to implement PBL (problem based learning) in the learning environment.

The research skills could be more qualitative oriented, as it is more applicable for the type of profession.

## **Teaching Staff**

The majority of the teachers participate in clinical work at the LSMU Hospital Kauno klinikos and in other state and private health promotion, treatment, and rehabilitation institutions. The Staff seems very involved in the Programme. Students and staff collaborate closely together. The qualifications of the teaching staff seems to be more than adequate to ensure learning outcomes (CV, Appendix 3).

## **Facilities and Learning Outcomes**

The courses are in many cases student-centred and interactive. The cases integrate medical, psychological and occupational issues and have to be solved by the students. This effort to integrate a case based is pedagogically a modern and good direction.

Different location of building is a problem for some students. Likely a new building is planned. Students have the chance to join interdisciplinary team meetings at the Hospital site where they experience how professionals such as PT, speech therapist, and other hospital workers are working together and how they communicate with each other to treat and solve patients' problems.

## **Study Process and Students' performance assessment**

The study process is well described and organized with an equal distribution of workload for the students. The students are satisfied with the time tables, that are made public for the whole semester, so that students also are able to plan their private life. The elective courses were presented in the additional provided detailed curriculum.

A relative large number of students can profit from Erasmus exchange opportunities. In order to be able to join the exchange programme students were provided with an individual study plan on request.

## **Programme Management**

It was clear to the expert team that the responsibilities for decisions and the monitoring of the implementation of the programme were clearly allocated in a vertical context with the more important decisions being taken at the level of the Council of the Nursing Faculty, such as changes to the Programme, whilst general management being considered by the Occupational Therapy Study Programme Committee. The chairperson of the study programme committee is an Occupational Therapist and this makes sense and appears to be right.

The wider involvement of the stakeholders in the feedback process was very evident and confirmed by the teachers, students and social partners.



## V. GENERAL ASSESSMENT

The study programme OCCUPATIONAL THERAPY (state code – 612B32002) at LITHUANIAN UNIVERSITY OF HEALTH SCIENCES 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	4
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	4
6.	Programme management	4
	<b>Total:</b>	<b>22</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: Team leader:	Dr. Raija Kuisma
Grupės nariai: Team members:	Dr. John Xerri de Caro
	Prof. dr. Manuela Ferreira
	Dr. Marie-Antoinette Minis
	Dr. Milda Žukauskienė
	Živilė Kondrotaitė

**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO PIRMOSIOS PAKOPOS  
STUDIJŲ PROGRAMOS *ERGOTERAPIJA* (VALSTYBINIS KODAS – 612B32002) 2015-  
08-21 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-240 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO studijų programa *ERGOTERAPIJA* (valstybinis kodas – 612B32002) vertinama teigiamai.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	<b>Iš viso:</b>	<b>22</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****Programos tikslai ir studijų rezultatai**

2013 m. programos tikslai, siekiniai ir studijų rezultatai aiškiai išdėstyti savianalizės suvestinės 8 priede. Studijų rezultatai atitinka Pasaulio ergoterapeutų federacijos (WFOT), Europos ergoterapijos aukštųjų mokyklų tinklo (*ENOTHE*) ir Europos ergoterapeutų tarybos (*COTEC*) tarptautinius standartus. Atnaujintas 2013 m. patobulintas studijų programos planas. Programos tikslai ir studijų rezultatai apibrėžti tinkamai ir yra aiškūs. Ekspertų grupės (EG) nuomone, SS nesudaro teisingo programos vaizdo. Studijų programa atrodo esanti geresnė ir aukštesnio lygio, nei rašoma dokumentuose. Iš SS neaišku, kas atsakingas už atnaujintos programos patvirtinimą. EG, lankydamosi universitete suprato, kad visus atnaujintus planus tvirtina Slaugos fakulteto taryba.

Programos pranašumas yra tas, kad ergoterapijos specialybės studentai labai stengiasi dalytis informacija, informuoja piliečius ir mokyklas apie ergoterapijos teikiamas galimybes.

Ergoterapijos programos absolventai darbo rinkoje save pateikia kūrybiškai ir versliai, daugumai jų pavyksta įsidarbinti pagal programos keliamus tikslus ir siekinius.

**Programos sandara**

Ergoterapijos pirmosios pakopos studijų programos turinys sudarytas taip, kad atitiktų 2010 m. Lietuvos Respublikos švietimo ir mokslo ministro įsakymą „Dėl laipsnį suteikiančių pirmosios pakopos ir vientisųjų studijų programų bendrųjų reikalavimų aprašo patvirtinimo“, derėtų su LSMU misija ir strateginiais tikslais, keliamais 2013–2015 m. LSMU strateginių veiksmų plane, ir su LSMU plėtros 2011–2016 m. rekomendacijomis.

EG manymu, pusiausvyra tarp pagrindinių programos dalykų, artimų ir bendresnio pobūdžio temų išlaikyta tinkamai. Aiškaus išpūdžio, ar išlaikoma pusiausvyra tarp tam tikrų dalykų kontaktinių valandų ir savarankiškų studijų, pavyzdžiui, profesinės kalbos dalyko, susidaryti nepavyko. Ekspertų grupė rekomenduoja persvarstyti šiam dalykui skiriamų valandų skaičių. Programos apimties ir turinio pakanka siekiamiems studijų rezultatams užtikrinti.

Pagrindinis studijų turinys vis tiek tebėra labiau orientuotas į biomediciną, o ne į ergoterapiją. EG ragina darbuotojus patobulinti ergoterapijos metodiką ir didaktinę koncepciją: sumažinti biomedicinos ir padidinti skaičių ergoterapija paremtais dalykais bei atvejais, studijų aplinkoje aktyviau taikyti probleminį mokymą.

Mokslinių tyrimų įgūdžiai galėtų būti labiau orientuoti į kokybę, kaip ir pridera tokio pobūdžio profesijai.

### **Personalas**

Dauguma dėstytojų klinikinį darbą dirba LSMU ligoninėje Kauno klinikose, kitose valstybinėse ir privačiose sveikatos priežiūros, gydymo ir reabilitacijos įstaigose. Darbuotojai studijų programoje dalyvauja labai aktyviai. Pedagogų kolektyvo kvalifikacijos atrodo esančios daugiau negu pakankamos siekiamiems studijų rezultatams užtikrinti (CV, 3 priedas).

### **Materialieji ištekliai**

Daugeliu atvejų studijos yra orientuotos į studentą ir interaktyvios. Jose nagrinėjami medicinos, psichologijos ir ergoterapijos klausimai, kurių sprendimą turi surasti patys studentai. Siekis įtraukti į studijas atvejų nagrinėjimą pedagoginiu požiūriu vertinamas kaip šiuolaikiška ir tinkama kryptis.

Kai kuriems studentams kyla sunkumų dėl skirtingose vietose esančių LSMU pastatų. Atrodo, kad planuojama statyti naują pastatą.

Studentams suteikiama galimybė dalyvauti ligoninėje rengiamuose tarpdisciplininių grupių susirinkimuose, kuriuose jie gali pamatyti, kaip kartu dirba įvairūs specialistai, pavyzdžiui, kineziterapeutas, logopedas ir kiti ligoninės darbuotojai, kaip jie komunikuoja tarpusavyje gydydami ir sprenddami pacientų problemas.

### **Studijų eiga ir jos vertinimas**

Studijų procesas yra tinkamai aprašytas ir organizuojamas studentams tolygiai paskirstant darbo krūvį. Studentai patenkinti visą semestrą viešai prieinamais tvarkaraščiais, nes tai leidžia jiems

planuoti asmeninį gyvenimą. Pasirenkamųjų dalykų kursai išsamiai surašyti papildomai pateikiamame studijų turinyje.

Santykinai daug studentų naudojami mainų programos *Erasmus* teikiamomis galimybėmis. Kad studentai galėtų dalyvauti mainų programoje, jų prašymu sudaromas individualus studijų planas.

### **Programos vadyba**

Ekspertų grupė akivaizdžiai įsitikino, kad yra aiški sprendimų priėmimo ir programos įgyvendinimo atsakomybės vertikalė: patys svarbiausi sprendimai, pavyzdžiui, dėl studijų programos pakeitimų, priimami Slaugos fakulteto tarybos, o bendruosius vadybos reikalus sprendžia Ergoterapijos studijų programos komitetas. Šiam komitetui pirmininkauja ergoterapeutas – toks sprendimas atrodo pagrįstas ir tinkamas.

Vertinant grįžtamąjį ryšį, įrodymai aiškiai byloja apie aktyvų socialinių dalininkų dalyvavimą. Tai patvirtino ir dėstytojai, studentai bei socialiniai partneriai.

<...>

### **III. REKOMENDACIJOS**

1. Ekspertų grupė (EG) siūlo savianalizės suvestinėje (SS) nuodugniau atspindėti studijų turinio tobulinimo procesą ir patvirtinimo sistemą, ne tik nurodyti rezultatus. Tai daryti rekomenduojama tam, kad būtų galima aiškiau pristatyti pasiekimus ir juos deramai įvertinti.
2. EG skatina darbuotojus patobulinti ergoterapijos metodiką ir didaktinę koncepciją: sumažinti biomedicinos ir padidinti ergoterapijos dalykų ir atvejų skaičių, studijų aplinkoje aktyviau diegti probleminį mokymą.
3. Rekomenduojama į ergoterapijos studijų programą įtraukti daugiau kokybinių tyrimų.
4. Tarp bibliotekos siūlomų duomenų bazių tikslinga įtraukti slaugos ir susijusios sveikatos literatūros duomenų bazę Cumulative Index to Nursing and Allied Health Literature (CINAHL), nes ji reikalinga ir visam Slaugos fakultetui, ir Medicinos fakultetui.
5. Geriausiais pažymiais besimokantiems studentams, stojantiems į medicinos ir odontologijos studijų kryptis, tenka mokėti už studijas. EG ragina LSMU administraciją bendradarbiaujant su kitais Lietuvos universitetais iš Vyriausybės išsiderėti, kad tokia sistema būtų pakeista ir skiriamas atskiras finansavimas studentų, kurie renkasi reabilitacijos srities studijas, finansuojamų vietų skaičiui padidinti.
6. Nors absolventai su universitetu palaiko išties glaudžius ir, regis, veiksmingus ryšius, tam, kad jie taptų dar glaudesni, rekomenduojama įkurti alumnų klubą.

<...>

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)