



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT
STUDY FIELD of Rehabilitation
at Vilniaus kolegija

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Study Field Data

Title of the study programme	<i>Physiotherapy</i>	<i>Occupational therapy</i>
State code	6531GX017	6531GX015
Type of studies	College studies	College studies
Cycle of studies	First	First
Mode of study and duration (in years)	Full-time studies (3 years)	Full-time studies (3 years)
Credit volume	180	180
Qualification degree and (or) professional qualification	Professional Bachelor's Degree in Health Sciences and Physiotherapist qualification	Professional Bachelor's Degree in Health Sciences and Occupational Therapist qualification
Language of instruction	Lithuanian	Lithuanian
Minimum education required	12 years' secondary education	12 years' secondary education
Registration date of the study programme	31/08/2001	29/05/2003

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I. INTRODUCTION

1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluations of study fields in Lithuanian Higher Education Institutions (HEIs) are based on the Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science and Sport on 17 July 2019, Order No. V-835, and are carried out according to the procedure outlined in the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) on 31 December 2019, Order No. V-149.

The evaluation is intended to help higher education institutions to constantly improve their study process 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 (SER) prepared by HEI; 2) site visit of the expert panel to the HEI; 3) production of the external evaluation report (EER) by the expert panel and its publication; 4) follow-up activities.

On the basis of this external evaluation report of the study field SKVC takes a decision to accredit study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas is evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of evaluation areas is evaluated as unsatisfactory (1 point).

1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure as approved by the Director of SKVC on 31 December 2019, Order No. V-149. The site visit to the HEI was conducted by the expert panel on 30th November 2022.

Dr. Raija Kuisma (panel chairperson) Karelia University of Applied Sciences , Department of Physiotherapy, Finland

Dr. Marie-Antoinette Hubertine Minis, HAN University of Allied Science, Faculty of Health, Behaviour and Society, The Netherlands,

Dr. Stephen Lungaro Mifsud, University of Malta, Dean – Faculty of Health Sciences, Malta.

Mr Tomas Sinevičius, VšĮ Karoliniškių poliklinika, Head of the Department of Physical Medicine and Rehabilitation, doctor, Lithuania

Mr Ömer Faruk Sönmez, İzmir Demokrasi University, Bachelor of Dentistry, Turkey

1.3. GENERAL INFORMATION

The documentation submitted by the HEI follows the outline recommended by SKVC. Along with the SER 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.	List of teaches, who have PT or OT as a professional background
2.	Feedback questionnaires 3-8

1.4. BACKGROUND OF THE STUDY FIELD/STUDY FIELD POSITION/STATUS AND SIGNIFICANCE IN THE HEI

Vilnius University of Applied Sciences (VK) is an accredited state owned higher education institution of the Republic of Lithuania. It provides higher education studies, at college level (EQF6), develops applied scientific research, experimental development and professional art. VK was established in 2000 by merging separate specialised higher education institutions. VK is currently the largest professional higher education institution in Lithuania.

Studies at VK are organised in 7 faculties: Electronics and Informatics, Economics, Business Management, Health Care, Pedagogy, Agrotechnology, Arts and Creative Technologies.

October 2021, VK had 41 study programmes in 12 study groups and 27 fields of study, with 6086 students, including 184 international students studying the full study programme.

October 2021, VK employed 447 lecturers, of whom 0.67 % were professors, 18.57 % were associate professors, 75.84 % were lecturers and 4.92 % were assistants. 92 professors hold a doctoral degree and 26 are recognised artists, currently 24 teachers are undertaking doctoral studies.

VK participates in international (EURASHE, UAS4EUROPE, EAIE, EERA, COST, CDIO, SPACE, ENPHE, EFAD, EFRS, FINE, VETNNET, EAAP, ECLAS, OMEP, COMENIUS ASSOCIATION, ILITE, ELIA) and national (Lithuanian Conference of College Directors, Knowledge Economy Forum, Vilnius Chamber of Industry, Commerce and Crafts, Lithuanian Consortium for the Support and Development of EDINA, etc.) organisations and associations.

Rehabilitation study field follows the guidance of the World Federation of Occupational Therapists (WFOT) and the European region of the World Confederation for Physical Therapy (WCPT-ER). The study field has a long standing collaboration with the European Network of Occupational Therapy in Higher Education (ENOTHE) and the European Network of Physiotherapy in Higher Education (ENPHE), members of teaching staff serving as elected members of the boards and working groups of those organisations.

VK has 280 cooperation agreements in 42 countries, mostly in higher education institutions in the European Region. Recently the partnerships have expanded to Eastern Europe (Belarus, Sakartvelo/Georgia, Ukraine), Asia (China, Japan, India) and other regions.

VK is involved in around 20 different projects from different programmes annually, e.g. Erasmus, Nordplus, COST, INTERREG. In recent years, about 300 outgoing and 100 incoming students have participated in the exchange programmes. Staff mobility includes 250 outgoing and more than 100 incoming lecturers and staff.

The aim of the programmes in the Rehabilitation study field is to train professionals with a bachelor degree in health sciences who are able to provide person centred health care services that include the promotion of healthy lifestyles, the examination and assessment of functional and physical abilities of clients, the treatment/intervention (through movement, exercise, manual therapy, activities etc.) or the compensatory activities and the restoration and maintenance of clients' abilities to participate in daily life, occupational, and leisure activities.

In the last external evaluation in 2015 the programmes were evaluated to be of good standard overall, with several commendations but also recommendations for improvement. These have been referred to regularly in the current self evaluation report.

⌚ Order of the Minister of Education and Science of the Republic of Lithuania, No. 1094, 01/09/2000.

II. GENERAL ASSESSMENT

Rehabilitation study field and *first cycle* at Vilnius College is given **positive** evaluation.

Study field and cycle assessment in points by evaluation areas

<i>No.</i>	<i>Evaluation Area</i>	<i>Evaluation of an Area in points*</i>
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	3
3.	Student admission and support	4
4.	Teaching and learning, student performance and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	3
7.	Study quality management and public information	4
	Total:	25

**1 (unsatisfactory) - the area does not meet the minimum requirements, there are fundamental shortcomings that prevent the implementation of the field studies.*

2 (satisfactory) - the area meets the minimum requirements, and there are fundamental shortcomings that need to be eliminated.

3 (good) - the area is being developed systematically, without any fundamental shortcomings.

4 (very good) - the area is evaluated very well in the national context and internationally, without any shortcomings;

5 (excellent) - the area is evaluated exceptionally well in the national context and internationally.

III. STUDY FIELD ANALYSIS

3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

Study aims, outcomes and content shall be assessed in accordance with the following indicators:

3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market (not applicable to HEIs operating in exile conditions)

a) Factual situation

Lithuania is ageing faster than any other country of the Organisation for Economic Co-operation and Development (OECD). In 2017, the World Health Organisation launched the Rehabilitation initiative, highlighting the need for strengthening the health care systems. It was also a call for all stakeholders around the world to come together to work on several priority areas, including building of a strong multidisciplinary rehabilitation workforce, expanding funding for rehabilitation, and improving data collection and rehabilitation research. One of the aims of Lithuanians progress strategy “LITHUANIA 2030” is “to develop a healthy lifestyle as a prerequisite for a dynamic society by mobilising public and institutional efforts towards better public health through e.g. increased public awareness as regards the benefits of a healthy lifestyle, development of individual health care services for increased efficiency of preventive measures, and to apply more extensively targeted public health promotion measures. Strengthening the collaboration of Nordic-Baltic region is one of the strategies to achieve the goals of “Lithuania 2030”

The aim of the programmes (OT and PT) in the Rehabilitation study field at VK responds to this call with its aim to train rehabilitation professionals, who will be able to provide health care and rehabilitation services, in Lithuania and elsewhere. The learning outcomes of the two programmes include generic skills like communication, applied research and also profession specific knowledge, skills and attitudes that derive from the Bologna declaration 1999, and follow the European and international guidelines and national regulations.

The competences and learning outcomes of the Programmes in the Rehabilitation study field are presented as general and subject specific competences in the context of sustainable development strategy (SER table 1. p. 6). Sustainability, however, does not come through clearly in the competences or in the more detailed learning outcomes.

b) Judgement/indicator analysis

The trend of ageing population and increase in non-communicable diseases in the population is not addressed explicitly in the programme documentations. On page 9 references to Lithuanian Medical Norms and Lithuanian Occupational Therapy and Physiotherapy Associations are made, but they are very general. The aims of the Rehabilitation study field on page 9 refer to the Lithuania 2030 document, and it gives an example, but does not elaborate on how the strategy is implemented in the programs and it is not explicit in the learning outcomes or subjects either. The guidelines of the European (ENOTHE and ENPHE) and global professional bodies (WFOT and WPT) divide programme learning outcomes into Knowledge, Skills and Attitudes/Professionalism, but this is not followed in either of the program descriptions. In the documentation, the presentation of the competencies and learning outcomes are not congruent to those recommendations or between the two programmes. It makes it difficult to compare the two programmes, and therefore to see the common competencies of the rehabilitation professionals and the differences of the two professional programmes.

It would have been beneficial and useful to present the overall ethos of the rehabilitation field and the programmes, and how they respond to the global trends of population ageing and disease and health issues.

3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI

a) Factual situation

In the SER the mission of VK is stated as to train practical-oriented specialists in health, among others, who meet the economic and social needs of the Vilnius region and the whole Lithuania. It also states that the aim is to ensure a modern study process in line with European standards, in effective cooperation with the business world.

b) Expert judgement/indicator analysis

The generic competences and related learning outcomes refer to that vision, but it is not explicit, what the role of the rehabilitation professionals is in meeting these needs of the region and how the curriculum supports to prepare the students. Therefore, it is difficult to judge this conformity based on the documentation. However, in discussions with different stakeholders, especially the social partners it became evident that both programmes are responding to the changing society and their needs.

The mission of the HEI is also to develop students' generic abilities and civic attitudes of values, which are necessary for students to be able to work and continue their studies. The further study options for the graduates are not highlighted in the documentation, and it is not clear how the students are prepared to continue further education. In the discussion with the alumni it was elaborated though, that there are options and pathways to study master programme in rehabilitation in Lithuanian Universities.

3.1.3. Evaluation of the compliance of the field and cycle study programme with legal requirements

a) Factual situation

The document "DESCRIPTOR OF THE STUDY FIELD OF REHABILITATION" sets out very detailed and comprehensive requirements for the study field of rehabilitation. Without detailing all the requirements, the SER and enclosed documentations match the requirements as documented within the learning outcomes, subject lists and the table below.

b) Judgement/indicator analysis

The tables 3.1.3 and 3.1.4 do not however, present the exact credits provided in the programmes, but a quick calculation assures that the requirements are fulfilled.

Table No. 1. *Study programme's OT compliance to general requirements for first cycle study programmes of College level (professional bachelor)*

Criteria	General* legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	180
ECTS for the study field	No less than 120 ECTS	161
ECTS for studies specified by College or optional studies	No more than 120 ECTS	18
ECTS for internship	No less than 30 ECTS	41
ECTS for final thesis (project)	No less than 9 ECTS	10
Practical training and other practice placements	No less than one third of the programme	1140/4800 hrs
Contact hours	No less than 20 % of learning	3257/4800 hrs

** in case there is a national Descriptor of the Field Studies, please check if there are no stricter*

requirements

Table No. 2. Study programme's PT compliance to general requirements for first cycle study programmes of College level (professional bachelor)

Criteria	General* legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	180
ECTS for the study field	No less than 120 ECTS	156
ECTS for studies specified by College or optional studies	No more than 120 ECTS	18
ECTS for internship	No less than 30 ECTS	49
ECTS for final thesis (project)	No less than 9 ECTS	10
Practical training and other practice placements	No less than one third of the programme	1320/4800 hrs
Contact hours	No less than 20 % of learning	3044/4800 hrs

** in case there is a national Descriptor of the Field Studies, please check if there are no stricter requirements*

3.1.4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes

a) Factual situation

SER p. 9 refers to the aims and learning outcomes being in accordance with the description of the Rehabilitation study field and the provisions of the Lithuanian medical norms: OT; MN 125:2016, andPT; MN 124:2016. These are aimed at the development of special skills, e.g.,

- plan and implement goal-oriented therapy
- examination and assessment, be aware of potential dangerous pathologies and formulate the therapy diagnosis and prognosis
- use activities for the reduction of disorders or to search for new techniques including recovery and creative powers of a person.

Examples of congruence are presented in the tables 3 and 4.

<i>Clusters of learning outcomes defining the level of study</i>	<i>Study programme learning outcomes</i>
Table 3. (PT) Knowledge and its Application	Disseminate and apply general and subject-specific knowledge of physiotherapy covering the professional cooperation and communication, the principles of applied research and ethics.
Table 4 (OT) Special Abilities	To evaluate a person's mental, physical, spiritual and social needs and opportunities on the basis of a holistic approach.

Tables 5 and 6 present examples of how one of the programmes' learning outcomes is demonstrated in subject outcomes, study methods and assessment, i.e. referring to constructive alignment models.

<i>Programme learning outcome</i>	<i>Subjects learning outcomes</i>	<i>Study methods</i>	<i>Methods of assessing student achievement</i>
Table 5 PT Demonstrate social responsibility when strengthening the image of the profession of physiotherapy and educating a patient/client to take responsibility for his/her own health.	Formulate physiotherapy goals related to daily living skills, memory and concentration to maximise independence in the community.	Case studies (case studies) Demonstration Discussion Engaging lecture Simulation Problem solving	Exam Group (team) project
Table 6 OT Communicate/cooperate with individuals, a community and other specialists.	Evaluate occupational therapists' communication within a team, with patients and their relatives in normal and conflict situations.	Case studies, group work, pair work, questions, answers	Written questionnaire Exam Project preparation, presentation

			and/or implementatio n
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b) Judgement/indicator analysis

As an example of non-compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes, in the table 5 above, the programme outcomes contain two topics, image of profession in social responsibility and patient education. These seem to be two rather different issues, and may not be linked together. Professional image is related to the public's view of the rehabilitation professions, but patient education is a core skill in rehabilitation. The subject learning outcome in the same table relates to the specific professional skill that is common to both professions in all client situations.

It would have been helpful to have more details on the learning/teaching methods, and the format of assessment, rather than a long list of choices.

In table 6, one programme learning outcome is detailed and subject learning outcomes seem to match that. There is however rather low level LOs, e. g. explain, describe. Some of the other LO do not fit very well under the main programme LO, e. g. OT assessment of children.

In both programmes the competencies, programme learning outcomes and subject learning outcomes could be analysed and recorded in a more systematic and synchronised way, to give the students, teachers and other stakeholders a clearer and more accurate picture of the programmes.

3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students

a) Factual situation

On pages 19-22 the progress of learning and subjects in both programmes are described in some detail semester by semester. In the first semester the PT students study professional subjects e.g., preventive physiotherapy as a concept and anatomy and physiology as basic sciences. In the second semester they deepen and apply their knowledge of anatomy and physiology in relation to biomechanics and general pathologies.

First year OT students develop social and personal skills and competences (Psychology) and in the second year, students acquire knowledge and skills in teaching and communication with different client groups.

b) Judgement/indicator analysis

The documentation provides a detailed account on the syllabus of the two programmes, and demonstrates how the subjects and learning is progressing.

3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes.

a) Factual situation

SER p. 14 explains how students may design their individual study timetable and that it is approved by the Dean of the Faculty. Students from both programmes can choose three free elective subjects to be studied together with students of other study programmes at the Faculty. Courses in other higher education institutions may be credited as free electives. Students with special needs can also plan their own study programme and progress and this procedure is contained in the document “Study Procedure”.

All students can choose their final thesis topic.

SER p24, “3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application” gives some insight in how students may plan their study programme based on their previous studies and experiences.

ERASMUS+ programme also allows students to make individual choices on their learning activities.

b) Judgement/indicator analysis

The documentation in this respect is not very explicit, and it was difficult to find a systematic presentation or procedure on this topic. It would be helpful for the students to find a clear protocol and advice on how to formulate, select and complete their own individualised study programmes.

3.1.7. Evaluation of compliance of final theses with the field and cycle requirements.

a) Factual situation

The choice of final year thesis topic and the implementation of it is described in SER p. 16 and this follows the VK and national regulations and guidelines. This is a robust procedure.

The topics of final theses in both programmes fit the programmes.

b) Judgement/indicator analysis

The topics of the theses are rather conservative and relate to traditional physiotherapy methods commonly in use. It would be good to see, however, a bit wider choice of topics in both programmes, that would include the current societal issues, e. g. ageing, non-communicable diseases, their prevention by OT and PT means, their consequences. Also more qualitative research to explore the clients and professional views on the issues that need addressing. OT and PT are not treatment methods, so it would be good to be more specific when evaluating the application of the methods, e. g. specific exercise, activities, approaches. Perhaps a group project could be considered, this would give a wider scope and deeper approach and therefore more impact in developing the professions.

(1) Strengths:

1. In the SER it is stated that guidelines and standards of European and global professional bodies have been used to develop the programmes, and this is reflected to some extent in the curriculum plan, content and design.
2. The visit gave confidence that the programme is well established, taught and led by experienced teachers from the two professions.

(2) Weaknesses:

1. The document refers to the alignment of the learning outcomes, activities and assessments, but it is not well demonstrated in the curriculum.
2. The curriculum includes many small subjects and therefore numerous assessments may create superficial learning and stress in passing assessments. This breaks the professional topics and competences into small pieces. It may be beneficial to see whether subjects could be combined into larger learning modules, to reflect the competencies required from current day professionals, e. g. lifelong learning, sustainability, research and new development, leadership, entrepreneurship. This would give the students a wider, deeper and more comprehensive learning experience.
3. As a long established programme, it might be useful to consider the approval of the World Federation of Occupational Therapy, this would give the graduates and the University kudos locally and internationally.

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities shall be assessed in accordance with the following indicators:

3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study

a) Factual situation

There is evidence to suggest that satisfactory attention is given in the curriculum and in the planned activities to provide students the opportunities to engage in supervised field/clinical research and to judge the evidence-base of their work accordingly. SER p. 25-32 the evidence is detailed in terms of peer-reviewed scientific publications, conference and seminar delivery, and public lectures.

b) Judgement/indicator analysis

The lecturers and their students are actively involved in research projects of various dimensions and collaborate with other universities and entities in activities related to rehabilitation.

The above increases the Faculty's and its Departments' impact on the professions at a national level. It would be useful to devise a way to measure that impact.

3.2.2. Evaluation of the link between the content of studies and the latest developments in science, art and technology

a) Factual situation

The list of projects provided in the self-evaluation report and reviewed physically on the day of the visit, provided a realistic overview of the topics that are covered in the undergraduate programmes.

b) Judgement/indicator analysis

Based on the SER report and on feedback from the evaluation participants, particularly the students, there is evidence that lecturers update their scientific content regularly and advise students on the updates.

3.2.3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle

a) Factual situation

The students are given opportunities to explore research/clinical questions based on their experiences within their practice placements. From 2018 to 2021 students were involved in nine scientific activities p. 31.

b) Judgment/Indicator analyses

Names of students and titles of theses are listed. These lists can be presented as an appendix.

Explanation of the impact of the outcome of the small research projects for the student, the profession and the society is lacking.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Collaboration with other universities, educational institutions and community entities in projects is strong.
2. Well established link between faculty staff and students.

(2) Weaknesses:

1. The assessment methods, e.g. to evaluate students' clinical reasoning and interdisciplinary education/teamwork, which are core skills in physiotherapy profession do not seem to follow the constructive alignment principle i.e learning outcomes and assessment should be in line with the learning outcomes, required level, content and required skills. This is particularly relevant to interdisciplinary education. In many physiotherapy programs these skills are assessed with different clinically relevant case analyses, which is a powerful method simulating real life situations.
2. Impact of small research projects on students, profession and society is not provided.

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support shall be evaluated according to the following indicators:

3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process

a) Factual Situation

VK participates in the general admission to Lithuanian higher education institutions at the national level. This admission system improves the accessibility of information about the study programme and facilitates the procedures of document processing and is coordinated in a centred way. There are no specific requirements for the enrollment and the admission criteria and it relies on the national competition score. This makes possible a transparent, fair and smooth admission. Students have to have certain scores in the Lithuanian and English language tests in order to get admitted.

Expert panel has acknowledged the dynamics in the national system for admission of the students and that the VK is following the legal pathway for admitting students. However it is not clear for which cases VK is able to act flexible in scope of student admission and how VK could potentially ensure the dropout rates to be decreased by the selection of the best motivated students.

b) Judgement/indicator analysis

There is a competition between the candidate students of the VK, therefore it is recommended that the details of the student admission each year shall be published on the website so that the candidate students will have the chance to see the minimum and maximum performance of the admitted students. Publishing publicly will ensure the candidates understand the transparency of the student admission of the College as well as the minimum requirements for state funded places.

It is understandable that VK cannot put policies in practice due to following the national admission system and there might be legal limitations, but it is highly recommended to provide more information about the study programmes and the school itself to the potential candidate students in order to prevent the drop-out rates and enhance the student profile. There can be more information events for the potential students.

3.3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application

a) Factual Situation

Prior learning (knowledge and skills acquired through formal, non-formal, distance/co-education and free learning) is recognized and accredited by the institution. However, students may be subjected to loss of credits in international mobilities. Vilnius College should take actions to prevent Erasmus+ students from attending an extra semester for taking courses for the potential reason that their partial studies outside of the college is not recognised.

b) Judgement/indicator analysis

The regulatory framework governing the assessment and application of foreign qualifications, partial studies and prior non-formal and informal learning is well understood by students and staff. However, the implementation of these regulations might be reconsidered for preventing the credit loss for the students.

It is not easy to document the non-formal learning activities as VK is asking in order to recognise these prior learning activities, so VK should diversify the methods for non-formal recognition by putting exams, assessments, and interviews in practice.

3.3.3. Evaluation of conditions for ensuring academic mobility of students

a) Factual Situation

Erasmus+ opportunities are getting popular among the students in VK. Students are informed and encouraged about the opportunities both for internships and studies. VK organises Erasmus+ information sessions to inform students about mobility possibilities. There are many bilateral sending and hosting agreements with various peer higher education institutions. On an institutional level; there is coordinatorship for International Relations who is responsible for delivering lectures at the start of each year and also using social media, e-mail newsletters, notice boards.

b) Judgement/indicator analysis

Erasmus+ programme is a very big programme not only with student exchange for studies and traineeships, it also offers several mobility opportunities within cooperation projects for shorter periods for students and the academic staff. It is believed that it will be the best benefit of VK to apply for more Erasmus+ fundings to connect with other schools and associations across Europe, to cooperate and to extend the mobility and international cooperation network.

There is an outstanding achievement in case of incoming students. It is clear that the management created a good image for partners abroad. However, it is questionable whether the incoming students have language barriers and how this is managed by the institution.

3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field

a) Factual Situation

Academic Support: Students of the VK claim that they feel comfortable while consulting with any of the academic staff and the social partners in the practical placements. Students are guided through their supervisors during the internships about the future career opportunities. In the beginning of the study programme students are introduced to the organisation of their studies, the most important provisions of the study procedure, the fairness of studies, the procedure for awarding scholarships, the work of the library and the lecture theatre.

Financial Support: VK has various options to assist the students financially based on the criteria for detecting the students in need such as special needs allowance, social grant from the National Study Fund, incentive scholarships from the Faculty's scholarship fund, financial support for disadvantaged groups.

Social Support: There are social, cultural and sports activities of the VK that are run by respective students, however there is no information on how OT and PT study programmes encourage social, cultural and sports activities.

Psychological and Personal Support: Students have access to a psychologist who provides psychological help and support services. Head of the Department of Studies and lecturers claim that they support students personally as well.

b) Judgement/indicator analysis

Academic Support: Even though the practice of Academic support is functioning well, it is recommended for VK to put academic support in a systematic order by appointing each student an academic consultant among lecturers. If all of the students have their individual mentor assigned by the management, it will be sustainable and effective to follow up on the academic support services. Academic mentors shall provide a report about the support activities that they have continued to the management. OT students may need extra career support because of the reason that OT profession is still progressing and getting differentiated from PT in Lithuanian context. Academic mentors also should get training on how to deliver those services.

Financial Support: Many students receive different support from different categories of scholarship funds. The criteria for the funds is defined and the allocation is done according to the criteria.

Social Support: Students of the OT and PT programmes should be more encouraged to take part in the social, cultural and sports activities. VK should organise to bring speakers from abroad or outside of the college that students might be interested in listening to. Other social activities can be organised according to the wishes of the students with their active participation. Students should be asked to provide feedback about their social, cultural and

sports needs so that the social support can be improved accordingly. International days related to the rehabilitation profession should be celebrated with various activities.

Psychological and Personal Support: It is not clear if the psychological support in VK is popular among students and whether many students have had appointments. There can be more reminder emails about mental health support and perhaps making these services available online as well for the students that hesitate to talk about their feelings.

3.3.5 Evaluation of the sufficiency of study information and student counselling

a) Factual Situation

First year OT and PT students spend an orientation week in which they are delivered information about the study plan, hope to structure it, the profession and career opportunities, procedures for practical placements, mobility opportunities, study timetable, schedules, educational activities, psychological support and final thesis. Students may apply to any of the heads of the departments for their problems and extra information they need. Students during the site visit seemed to be satisfied to be able to reach out to their responsible staff very easily.

b) Judgement/indicator analysis

It is very impressive that the staff in VK are very welcoming to the students for their needs and expectations, however it is recommended to make a risk assessment about the student support services being dependent on the wishes of the study responsible staff. In more clear words; there is supposed to be a roles and responsibilities policy for the staff that are responsible for the student support in which the support services are defined and roles are distributed. By doing so, VK will set a systematic approach not depending on any personal motivation.

There is information online about the study programme, learning outcomes, methods, the teaching/learning assessment system, reference literature and information sources for independent learning, adapted lecture notes, tasks of independent work and exercises, presents self-assessment questions and tests. During the site visit, students seemed not to be aware of the online information resources and how to reach them. EET also observed a lack of awareness about the final thesis project among students; there should be more introductory information sessions for the purpose, scope and expected results of the final thesis.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Fair, transparent and smooth admission system.
2. Procedures applied for recognition of formal prior learning activities.
3. Sufficient academic, career and professional support for the students and the motivated staff and lecturers.
4. Significant amount of financial support for eliminating the students' disadvantages.
5. International mobility opportunities are encouraged.

(2) Weaknesses:

1. Limited policies in practice to reduce drop-outs and promotional activities for the potential students. Recommended to provide more information about the study programmes and the school itself to the potential candidate students in order to prevent the drop-out rates and enhance the student profile.
2. Students having to take extra semesters due to their prior learning outside of VK is not recognised. Limited non-formal activities recognised. VK should encourage recognition of prior learning.
3. Lacking systematic approach for social, cultural and sports activities. Need assessment should be made about the social, cultural and sports activities and there will be timeline for those activities throughout the academic year.
4. Mental health support should be more visible and online support should be made available.
5. The process of student support is not documented clearly, though during meetings it became evident that the support was in place and the students expressed their satisfaction with the system. There should, however, be a clear documentation and formal protocol defining the roles and responsibilities of the staff and the management in student support services. Individual mentorship and counselling is recommended.
6. In discussions it appeared that students were not aware about online sources available for study information and study relevant information services. Online study information should be disseminated.

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment shall be evaluated according to the following indicators:

3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes

a) Factual Situation

Section 4 of the SER document was very helpful in understanding student development, performance and employment. Enough detail was provided to satisfy the requirements of the evaluation process and previous recommendations.

VK uses a variety of pedagogical approaches to facilitate learning in the rehabilitation study areas of OT and PT. Good examples are independent study and analysis of scientific articles, problem analysis of individual situations and case studies and developing therapy plans, practice of real professional skills, e. g. splint making (p. 38).

b) Judgement/indicator analysis

It is not clear if MOODLE is used as a simple repository of assignment briefs and related documents rather than as a platform to enhance learning through synchronous or asynchronous discussions and tasks, although there may be some indication of this on page 41.

3.4.2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs

a) Factual Situation

The SER manifests the sensitivity of VK to students with disability within the concept of inclusiveness and this is detailed in p 39, e.g., social commitments. In 2021, the Head of the Faculty's Study Department, participated in a focus group which investigated the impact of the quarantine restrictions caused by COVID-19 on the quality of and accessibility for students with disabilities. The results of this study are used as a basis for recommendations to HEIs on improving accessibility and quality of studies.

b) Judgement/indicator analysis

It is promising to learn that VK is actively involved in national discussions on accessibility issues for students with diagnosed disabilities.

3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress

a) Factual Situation

There appears to be a sound system for monitoring student performance and offering them timely feedback, the latter being fed back to the Department/Faculty to address weaknesses in the programme. Page 39 details some examples e.g., continuing monitoring assessed throughout the entire period of study of the subject. and the change of achievement during the semester monitored by the lecturers of the subjects. It states that the cumulative assessment encourages the student to study steadily and to report his/her achievements consistently. This also avoids repeated assessments of the same learning outcome and missing the assessment of others. The results of the monitoring are summarised and recorded in the semester report card.

b) Judgement/indicator analysis

From discussions with students, expert panel is satisfied that performance feedback mechanisms are in place at VK and the continuing monitoring of the achievement is a good practice and transparent to all.

3.4.4. Evaluation of employability of graduates and graduate career tracking in the study field

a) Factual situation

Expert panel understands that employment issues are not influenced solely by academic or professional issues, but also by national and economic factors. It is satisfied that graduate employment follows a positive trend and that cyclical surveys with alumni and employers increase the potential for heightened relevance of VK courses. Expert panel is aware that a good number of employers also provide practice placements for the students.

b) Judgement/indicator analysis

It is not clear how employers and other stakeholders influenced the content and quality of the study programmes.

3.4.5. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination

a) Factual Situation

VK has a set of regulations that oversee the quality of Academic Ethics and procedures of student assessment within a body of Study Regulations. The SER evidenced a small number of cases of academic dishonesty.

b) Judgement/indicator analysis

The above allows the EET to agree that regulations are being implemented.

3.4.6. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies

a) Factual Situation

VK implements a standard procedure for considering student appeals and the procedure is set out in the document “Vilnius University of Applied Sciences Appeal Regulations”, p 41. According to this document, a student may submit a written appeal within a set time limit regarding the assessment procedure of the various assessments and examinations, including the final thesis and the recognition of prior learning. A five member panel will consider and decide on the appeal outcome.

b) Judgement/indicator analysis

The EET is satisfied that there is a transparent and fair appeals protocol enshrined in the “Vilnius University of Applied Sciences Appeal Regulations”.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Systems in place to offer timely feedback to students on their performance.
2. Systems in place to support student learning and journey at VK.

(2) Weaknesses:

1. Needs specific evidence on how the feedback from employers has improved the course programmes in terms of content and design.

3.5. TEACHING STAFF

Study field teaching staff shall be evaluated in accordance with the following indicators:

3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes

a) Factual Situation

The OT and PT study programmes are staffed by 3 (13,6 %) associate professors (PhDs) and 19 (86,4 %) lecturers. One lecturer has obtained her doctorate in 2021. Lecturers have an average teaching experience of 17,6 years and an average practical experience of 23 years in the subject they teach. A great variety of age groups of academics/lecturers ensures continuation of knowledge in the staff.

b) Judgement/indicator analysis

P. 43, table 15 provides a clear overview of names, year of birth, subject taught, degree of qualification, research activities, years of teachers experience and practical experiences. However the professional background of the teachers is not detailed, and this is important to ensure that appropriate professional content is included. Hence it is recommended to have a strong core teaching team of occupational therapy and physiotherapy educators.

3.5.2. Evaluation of conditions for ensuring teaching staffs' academic mobility (not applicable to studies carried out by HEIs operating under the conditions of exile)

a) Factual Situation

As can be seen in table 17 and 18 mobility of staff relocated abroad and incoming is promising and ensures international tuning competences of the student taught. In the SER it is suggested that the amount of incoming lecturers working at the university might improve (p. 48).

b) Judgement/indicator analysis

The focus on mobility is on international exchange. It might be valuable to exchange within the VK and with Lithuanian other programmes.

3.5.3. Evaluation of the conditions to improve the competences of the teaching staff

a) Factual Situation

An information seminar for beginning teachers is organised at the beginning of the school year. VK also offers in-house training for teachers to improve their pedagogical and general skills, which is a quick and convenient way to integrate into the team, to get acquainted with the institution's principles of operation and the information systems used.

During the site visit possibilities for teachers to take the in-house training was confirmed. It is the policy of the VK which is good, because it is not obligatory by the government for all the teachers of Applied Sciences in the country as a whole.

In the SER page 47 is stated that VK provides conditions for the systematic and comprehensive development of teachers in Lithuania and abroad. This is also provided for in the “Description of the Procedure for Establishing and Accounting for the Full-Time Workload of Lecturers at Vilnius University of Applied Sciences”, which includes competence development as one of the components of the workload structure in the provisions on the establishment of the workload of a lecturer. When planning the institution’s budget for the year, funds are earmarked for the development of teachers’ competences.

b) Judgement/indicator analysis

The expert panel is satisfied with the conditions to improve the competences of the teaching staff. The introductory seminars, in-house training and continuing competence training for the teachers, supported by earmarked funds, as described in the documentations, demonstrate that the KV is investing time and funds to the quality of teaching and teachers’ development.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Lecturers have an average teaching experience of 17,6 years and an average practical experience of 23 years in the subject they teach. A great variety of age groups of academics/lecturers ensures continuation of knowledge in the staff.
2. VK offers in-house training for teachers to improve their pedagogical and general skills.

(2) Weaknesses:

1. Due to the combination of two programmes in the SER its difficult to identify the difference between the two teacher groups. In the additional document the names of OT and PT teachers seem to be different from the SER document. This should be clarified in the documentations.
2. Mobility is focused on international exchange. Exchange of knowledge and teaching approaches within the VK and in the country would benefit and strengthen both professions.

3.6. LEARNING FACILITIES AND RESOURCES

Study field learning facilities and resources should be evaluated according to the following criteria:

3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process

a) Factual Situation

The expert panel visited the relevant teaching and learning facilities including libraries, lecture halls, classrooms, and skills laboratories which are within the same building.

The size and quality of both OT and PT facilities are comparable to the basic international standards. The laboratories align with the curriculum design and learning outcomes. It is good to see that there are skills labs in core occupational therapy and physiotherapy skills in physical rehabilitation, ADL training, paediatric rehabilitation and IT.

The skills labs are equipped with necessary equipment, computers and stimulators to facilitate teaching and learning. The equipment of PT skills labs are more extensive and complete. They meet modern standards. For both programs, the skill rooms are biomedically oriented.

In the nursing care laboratory, there are many stimulation equipment for learning basic nursing procedures. In the IT laboratories, there are computers for hands-on practice to help learn.

The skill labs are available for students to practise their clinical skills on their own. In addition, the OT study programme has a close relationship with occupational therapists in hospitals and private practices that students may have practice in these settings either during their clinical placement or at their own time. Students' feedback regarding skills learning facilities was positive.

The library is also spacious with a good environment to facilitate learning and study of students. Access to international literature and journals is provided by (inter)national databases, such as American Journal of OT, International Journal of Therapy and Rehabilitation, Psychiatric Rehabilitation Journal, Canadian Journal of Occupational Therapy and Scandinavian Journal of Occupational Therapy.

b) Judgement/indicator analysis

The PT skills labs are well equipped. The OT skills labs are not fully equipped with the latest evidence, knowledge and technology for the teaching and learning of more specialised occupational therapy skills in some areas of practice such as hand therapy and splinting, assistive technologies, cognitive assessment and rehabilitation methods as well as vocational rehabilitation. These laboratories have become standard teaching and learning facilities in many countries where OT has been developed earlier.

3.6.2. Evaluation of the planning and upgrading of resources needed to carry out the field studies

a) Factual Situation

Vilnius College continuously invests in new computer software: an interactive cognitive training system, a mobile wireless gait analysis system, a gerontology simulation suit. It also tries to acquire modern physiotherapy equipment, such as shock wave therapy equipment.

The available teaching and learning equipment (laboratory and computer equipment, consumables) for students is adequate both in terms of quantity and quality.

b) Judgement/indicator analysis

In a country where a relatively young profession is developed, it is advisable to work together to strengthen the profession. The implementation of evidence Based occupational therapy and physiotherapy in education and in practice should preferably be coordinated nationally.

It is likely that the practice facilities in the rehabilitation departments of university and municipal hospitals provide college students with the opportunity to familiarise themselves with the latest equipment and working methods. As the expert panel understands, most of the practice bases are in Vilnius. It would be appropriate to expand the search for practice bases for students in other regions of the country. The expert panel would also encourage the participation of lecturers in the preparation of methodological literature for their own and other higher education institutions.

The participation of social partners in the life of the College and in scientific and practical conferences should be appreciated, but more attention should be paid to the monitoring of graduates' employability and to collecting information from alumni in more active and varied ways.

As the FIM (Functional independence measurement) assessment for children and adults is planned to be introduced at national level next year, more time and resources should be devoted to teaching the assessment of this scale.

A slight disparity between the two programmes in terms of facilities and equipment was observed and therefore it would be recommended to review and upgrade the facilities for the OT programme as a priority.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Well equipped libraries and skills labs.
2. The institution is equipped with new learning and research software, and has acquired some state-of-the-art therapeutic equipment that is widely used in practice today.
3. It has a large sports and basketball hall for students recreational use.

(2) Weaknesses:

1. Collaboration of OT and PT academics within the VK and the country
2. Implementation of evidence based assessments.
3. A slight discrepancy in the number of teaching and practice materials between the programmes.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

Study quality management and publicity shall be evaluated according to the following indicators:

3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies

a) Factual Situation

Despite the fact that the quality assessment system is quite complex, with several committees, a vice-dean and several departments, it is well organised and functioning.

There is continuous monitoring of the quality of studies, the competence of teachers, and satisfaction with the knowledge received. This greatly complicates and distorts the data on which to draw conclusions.

b) Judgement/indicator analysis

The authors of the report themselves identify weaknesses, e.g. low student involvement in surveys, lack of student participation in the evaluation of the practice bases, etc.

3.7.2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance

a) Factual Situation

Students are considered as important stakeholders therefore asked to provide feedback in the educational, academical, social, practical settings within the University. These feedbacks

are evaluated on an institutional and a programme level through the defined committees. However the participation rates of the students to the surveys remains very low.

The social partners are quite active in the provision of graduate jobs and internships, but after meeting with them, it can be assumed that they are not sufficiently involved in the management of the quality of the studies and the programmes.

b) Judgement/indicator analysis

It is recommended to encourage students to fill in the surveys through innovative methods to ensure reliable data that will be key to improving the activities within the OT and PT programmes. When updating the curriculum and reviewing the learning outcomes of the programme, it is highly recommended to also receive feedback from the alumni and social partners which seems to be missing. Also, the outcomes of the roundtable discussions that are held with the student body of the university should be monitored and evaluated with written recordings in order to ensure the effectiveness of these meetings.

The social partners are not sufficiently involved in the management of the quality of the studies and the programmes.

3.7.3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes

a) Factual Situation

Electronic survey information systems are widely used to collect and process survey data, but they are not popular with students, as student participation in surveys and questionnaires is low – only 10-69%.

b) Judgement/indicator analysis

More attractive data collection methods for student feedback should be explored to increase student engagement in various aspects of the school.

3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI

a) Factual Situation

Only half of the students stated that their studies met their expectations, while 39% stated that the knowledge and skills acquired during their studies are marketable on the labour market.

b) Judgement/indicator analysis

It would be useful to strengthen the close cooperation between stakeholders (in particular internship bases and internship mentors) to improve students' relevant practical skills.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The quality assessment system is quite complex, with several committees, a vice-dean and several departments, it is well organised and functioning.
2. The process of feedback is evaluated at the committees both at the programme and institutional level and the procedure is clearly laid out and is transparent and gives confidence in the fair system.
3. The social partners are active in the provision of graduate jobs and internships.

(2) Weaknesses:

1. The social partners are not sufficiently involved in the management of the quality of the studies and the programmes.
2. The feedback is evaluated on an institutional and a programme level through the defined committees. However the participation rates of the students in the surveys remains very low.
3. Electronic survey information systems are widely used to collect and process survey data, but they are not popular with students, as student participation in surveys and questionnaires is low.
4. Half of the students stated that their studies met their expectations, while 39% stated that the knowledge and skills acquired during their studies are marketable on the labour market. **The low response rate on the feedback surveys, may partially explain the low satisfaction, most commonly those who are not satisfied will answer, and therefore these results need to be taken cautiously. This is a common phenomenon and perhaps more effective feedback mechanisms could be put in place.**

IV. RECOMMENDATIONS

<i>Evaluation Area</i>	<i>Recommendations for the Evaluation Area (study cycle)</i>
<i>Intended and achieved learning outcomes and curriculum</i>	<ol style="list-style-type: none"> 1. The competencies, learning outcomes and the learning teaching activities and assessment tasks could be reviewed in light of the EQF level 6 to ascertain that the appropriate level is achieved. The constructive alignment between those curriculum components should also be reviewed and revised as appropriate at the courses' level. It would also be recommended that the documents of the two study programmes are aligned, so that the same type and level of competencies are made explicit in each programme. 2. Competencies on interprofessional and multidisciplinary working between the two rehabilitation study programmes as well as other health and social care programmes should be strengthened and the learning synchronised and integrated as appropriate. 3. The study courses are numerous and it is recommended that these are reviewed to form a more structured study plan to allow generic as well as professional studies to take a more holistic view on the study area. 4. Consider the approval of the Programmes through the international associations WFOT and WPT. This would strengthen the recognition of the diploma world wide.
<i>Links between science (art) and studies</i>	<ol style="list-style-type: none"> 1. It is recommended to evaluate the impact of the outcomes of the small student research projects on the profession and possibly on the community.
<i>Student admission and support</i>	<ol style="list-style-type: none"> 1. It is recommended to provide more information about the study programmes and the school itself to the potential candidate students in order to prevent the drop-out rates and enhance the student profile. 2. VK should encourage recognition of prior learning.

	<ol style="list-style-type: none"> 3. Need assessment should be made about the social, cultural and sports activities and there will be timeline for those activities throughout the academic year. 4. Mental health support should be more visible and online support should be made available. 5. There should be documentation about defining the roles and responsibilities of the staff and the management in student support services. Individual mentorship and counselling is recommended. 6. Online study information should be disseminated.
<p><i>Teaching and learning, student performance and graduate employment</i></p>	<ol style="list-style-type: none"> 1. It is recommended to encourage students to fill in the surveys through innovative methods to ensure reliable data that will be key to improving the activities within the OT and PT programmes. While updating the curriculum and reviewing the learning outcomes of the programme, it is highly recommended to also receive feedback from the alumni and social partners which seems to be missing. There can be new elective courses or practical arrangements to be introduced to the OT and PT programmes according to the needs of the working sector and graduates. Also, the outcomes of the roundtable discussions that are held with the student body of the university should be monitored and evaluated with written recordings in order to ensure the effectiveness of these meetings. 2. The social partners are not sufficiently involved in the management of the quality of the studies and the programmes.
<p><i>Teaching staff</i></p>	<ol style="list-style-type: none"> 1. Provision of an overview of the professional qualifications of the teaching staff of both programs OT and PT separately. 2. In order to update the recent knowledge on evidence-based occupational therapy with the new OT models of practice and recently developed outcome measures, the expert panel

	<p>recommends teacher/s study take part in studies in European programmes e.g. the European Master of Occupational therapy or other international masters or doctoral level programmes .</p> <p>3. Collaboration and exchange of teaching staff nationally and internationally in teaching, research and other academic activities, would benefit the VK as well as the whole profession..</p>
<p><i>Learning facilities and resources</i></p>	<ol style="list-style-type: none"> 1. As the expert panel understands, most of the practice bases are in Vilnius. It would be appropriate to expand the search for practice bases for students also 2. in other regions of the country. The expert panel would also encourage the participation of lecturers in the preparation of professional teaching material together with other higher education institutions in Lithuania. 3. More attention should be paid to the monitoring of graduates' employability and to collecting information from alumni in more active and different ways in order to develop the programmes more future proof.. 4. As the FIM (Functional independence measurement) assessment for children and adults is planned to be introduced at national level next year, more time and resources should be devoted to teaching the assessment of this scale.
<p><i>Study quality management and public information</i></p>	<ol style="list-style-type: none"> 1. It is recommended to encourage students to fill in the surveys through innovative methods to ensure reliable data that will be key to improving the activities within the OT and PT programmes. 2. When updating the curriculum and reviewing the learning outcomes of the programme, it is highly recommended to also receive feedback from the alumni and social partners which seems to be missing.

	<ol style="list-style-type: none"><li data-bbox="635 147 1527 416">3. The outcomes of the roundtable discussions that are held with the student body of the university should be monitored and evaluated with written recordings in order to ensure the effectiveness of these meetings and utilising their outcomes efficiently .<li data-bbox="635 439 1527 528">4. The social partners should be involved in the management of the quality of the studies and the programmes.
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V. SUMMARY

Note: *In this EER document the expert team considers the issues under “weaknesses” as areas for improvement throughout the documentation..*

The International Expert Team thanks the Vilnius College for hosting the visit and their hospitality during the visit. The expert panel was impressed with the lively and engaging participation of all the different teams and also with the strong professional teams behind the programmes.

The subjects and the practice placements form a comprehensive rehabilitation field programmes including the study areas required by local, national, European and international regulatory bodies. The teaching learning facilities are adequate and updated to follow the general standard in Europe and support the provision of the curriculum .

The teaching staff is of high standard and experienced academically and professionally and keeps up their professional and pedagogic skills with continuing study study and frequent involvement in international exchanges.

The students were satisfied with their teaching and the facilities and also seem to be able to acquire jobs after graduation. They enjoyed the supportive atmosphere and communication with the teachers in both programmes and the alumni were also involved in the activities in many ways with the school.

All the stakeholders and the social partners provided strong support in practice placements, teaching, thesis supervision and offering jobs for the graduates.

It was positive to see that the programme had a strong profession specific lead and teacher cohort.

What could be improved:

The interprofessional teaching, research and working in the faculty between the two rehabilitation programmes and also with other similar programmes nationwide could be improved by offering studies together for the two programmes from the start and engaging staff and students in the national collaboration and communication with other rehabilitation field programmes. It would further strengthen the status and standing of the two professions in Lithuania and also outside the country.

To further improve the programmes and bring them to the current day and future proof the professions, it may be useful to look at the programme structure, and develop larger learning modules to encapsulate and facilitate the modern view and theory of the professions,

as promoting, rehabilitating and treating individuals, groups and societies in a holistic way to promote healthy lifestyle, facilitate functioning, participation and well being in all spheres of life.

Expert panel chairperson signature:

Raija Kuisma

(signature)