

APPROVED BY
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DESCRIPTOR OF THE STUDY FIELD OF REHABILITATION

CHAPTER I GENERAL PROVISIONS

1. The Descriptor of the study field of Rehabilitation (hereinafter referred to as the “Descriptor”) shall govern the special requirements applied to the study programme of the study field of Rehabilitation.

2. The Descriptor has been prepared in accordance with the Law on Higher Education and Research of the Republic of Lithuania, taking into account Resolution No 535 of the Government of the Republic of Lithuania of 4 May 2010 “On the Approval of the Descriptor of the Lithuanian Qualifications Framework”, Order No V-2212 of the Minister of Education and Science of the Republic of Lithuania of 21 November 2011 “On the Approval of the Descriptor of Study Cycles”, Order No V-501 of the Minister of Education and Science of the Republic of Lithuania of 9 April 2010 “On the Approval of the Descriptor of General Requirements for Degree-Awarding First Cycle and Integrated Study Programmes”, Order No V-826 of the Minister of Education and Science of the Republic of Lithuania of 3 June 2010 “On the Approval of the Descriptor of General Requirements for Master’s Study Programmes”, Order No V-2463 of the Minister of Education and Science of the Republic of Lithuania of 15 December 2011 “On the Approval of Recommendations for Developing the Descriptor of a Study Field or Study Fields”, Order No V-222 of the Minister of Education and Science of the Republic of Lithuania of 19 February 2010 “On the Approval of the Lists of Branches Making the Group of Study Fields”, Resolution No 1749 of the Government of the Republic of Lithuania of 23 December 2009 “On the Approval of the List of Study Courses and Fields, Pursuant to Which the Studies in Higher Education Institutions are Carried on and the List of Qualification Degrees”, Order No ISAK-1026 of the Minister of Education and Science of the Republic of Lithuania of 15 May 2009 “On the Approval of the Descriptor of Full-time and Part-time Studies”, Order No V-2538 of the Minister of Education and Science of the Republic of Lithuania of 23 December 2011 “On the Approval of Recommendations of Working Hours for Teachers of Higher Education Institutions”, Recommendations of the European Parliament and the Council 2006/962/EC “On Key Competences for Lifelong Learning”. This Descriptor has been prepared taking into account the recommendations and documents of the World Confederation for Physical Therapy, the European Network of Physiotherapy in Higher Education, the European Network of Occupational Therapy in Higher Education, and the European Federation of Adapted Physical Activity, as well as the standards and other documents of the European adapted physical activity.

3. Study programmes of the study field of Rehabilitation may be carried out in colleges as the professional Bachelor’s first cycle studies or in universities as the first cycle and second cycle studies. This Descriptor shall be applied to the first cycle college and university studies and the second cycle study programmes.

4. This Descriptor aims to:

4.1. Assist higher education institutions in developing, updating and assessing the study programme of the study field of Rehabilitation;

4.2. Inform the future and present students, social stakeholders and the general public about the knowledge, skills and their levels acquired during studies of the study field of Rehabilitation;

4.3. Give guidelines to experts who assess the study programmes of the study field of Rehabilitation, as well as assess and provide accreditation to institutions;

5. The Descriptor shall be applied to the following branches of the study field of Rehabilitation: Physiotherapy, Occupational therapy, Adapted physical activity.

6. After completing the studies of Rehabilitation, the following qualification degrees shall be awarded:

6.1. Professional Bachelor's degree of the study field branch (Physiotherapy, Occupational therapy, Adapted physical activity), after the completion of college studies attested by a professional Bachelor's diploma issued by the College;

6.2. Bachelor's degree of the study field branch (Physiotherapy, Occupational therapy, Adapted physical activity), after the completion of university first cycle studies attested by a Bachelor's diploma issued by the University;

6.3. Master's degree of the study field branch (Physiotherapy, Occupational therapy, Adapted physical activity), after the completion of university second cycle studies attested by a Master's diploma issued by the University.

7. Study programme of the first cycle studies of Physiotherapy may be launched only when the programme developers are entitled to provide the qualification of a physical therapist. Study programme of the first cycle studies of Occupational therapy can be launched only when the programme developers are entitled to provide the qualification of an occupational therapist.

8. The first cycle studies of the study field of Rehabilitation shall be organised only on a full-time basis, and the second cycle studies – on a full-time and part-time basis. Structure of the study programme, its curriculum and outcomes, as well as the scope of the study programme (study credits) and number of contact hours (lectures, seminars, laboratory work, training, consultations, etc.) shall be the same, regardless of the form of studies.

9. General enrolment requirements shall be:

9.1. Persons with at least secondary education shall be enrolled to first cycle study programmes of the study field of Rehabilitation in an enrolment contest, taking into account their learning outcomes, entrance examinations or other criteria established by the higher education institution. Higher education institutions shall establish a list of competitive subjects by field of study and principles for the award of contest points, the lowest possible entrance grade and other criteria, having received the assessment of student representation, and publish them no later than 2 years preceding the start of the school year;

9.2. The persons enrolled to the second cycle studies of a respective branch of Rehabilitation field should have:

9.2.1. Acquired a professional Bachelor's degree of a respective branch of Rehabilitation field and have completed supplementary studies. List supplementary study subjects and curriculum of Rehabilitation studies shall be determined the university;

9.2.2. Acquired at least a Bachelor's degree of a respective branch of Rehabilitation field, taking into account their learning outcomes and procedures established by a higher education institution.

10. The scope of contact work for the study programme shall be determined by the higher education institution, but the contact work in the first cycle study programmes shall be allocated at least 35 percent of the total scope of study programme, whereas in the second cycle studies – at least 15 percent.

11. The granted professional Bachelor's degree and qualification Bachelor's degree shall correspond to the sixth level, and the Master's degree shall correspond to the seventh level of the

CHAPTER II CONCEPT AND SCOPE OF THE STUDY FIELD

12. The purpose of the study field of Rehabilitation shall be to prepare professionals who are able to independently or together with a team of specialists to provide services of disease and injury prevention, health promotion, treatment, abilitation, rehabilitation, education and social services, to promote social inclusion and improve the quality of life, to follow a holistic approach and the system of knowledge, professional principles and values. Rehabilitation specialists shall be able to restore, maintain and compensate the person's impaired biopsychosocial functions, to use medical, social, educational, professional tools in a coordinated and integrated manner, seeking the maximal functional activity, independence and social integration.

13. Rehabilitation field studies shall cover a wide range of interdisciplinary theoretical and practical knowledge and skills; therefore, the definition of programme curriculum should be based on information obtained from the disciplines of humanities, social, biomedical, physical science fields, in collaboration with social stakeholders, taking into account the good practice of Lithuania and foreign countries. The study programme profile is distinguished by historical, political and legal, economic, social and technological factors. New knowledge, technologies and ideas, which may have an impact on contemporary and future development of Rehabilitation studies, science and practice, shall be part of modelling strategy of the curriculum of the study programme.

14. In the light of the European and world rehabilitation professional standards, the Rehabilitation specialist training programmes should reflect the following curriculum elements:

14.1. Theoretical area of the study field of Rehabilitation should include practical justification of general knowledge, information analysis, synthesis and dissemination, assessment of diversity, multiculturalism and international area, social responsibility, and decision-making;

14.2. Professional area of the study field of Rehabilitation should include professional planning and implementation, assessment of outcomes, communication and collaboration, practical training development, professional behaviour and development, and quality of services.

CHAPTER III GENERAL AND SPECIAL LEARNING OUTCOMES

15. Professional activity of specialists prepared in both the first and second cycle study programmes of the study field of Rehabilitation shall be based on a set of knowledge, skills and values, but different features shall be applied to rehabilitation specialists who have completed different study cycles of Rehabilitation field:

15.1. The first cycle professional Bachelor's studies shall be focused on the preparation of rehabilitation professionals who can work in various institutions providing prevention, health promotion, treatment, abilitation, rehabilitation, education and social services and communities in order to enable individuals or groups of individuals;

15.2. The first cycle Bachelor's studies shall be focused on the preparation of rehabilitation professionals who can work in various institutions providing prevention, health promotion, treatment, abilitation, rehabilitation, education and social services and communities in order to enable individuals or groups of individuals; These studies, unlike college studies, shall be more focused on the research performance and application. This requires deeper (universal) rehabilitation knowledge and universal theoretical preparation;

15.3. Professional activities of rehabilitation professionals prepared in the second cycle university studies shall be focused on the development and practical application of the latest expert knowledge, prevention, health promotion, education, social, medical, abilitation and rehabilitation methods, perception of health care and rehabilitation policies, coordination and management of rehabilitation field activities or preparation for academic work.

16. After completing the first cycle professional Bachelor's degree studies of Rehabilitation, the following learning outcomes should be achieved:

16.1. Knowledge and its application. A graduate shall be able to apply the latest acquired knowledge about:

16.1.1. Development of rehabilitation professions, theories and principles of rehabilitation, physical medicine, physical activity and movement;

16.1.2. Methods of client or patient testing, assessment and treatment, related to the movement, physical and functional activities in all age groups;

16.1.3. Basics and ethical principles of applied research methodology, research planning, performance, qualitative and quantitative methods, data collection, storage and analysis;

16.1.4. Critical assessment of behaviour and communication theories and principles; human rights and national health care and rehabilitation politics, labour organisation, the functioning of organisations, professional communication and collaboration.

16.2. Research skills. A graduate shall be able to:

16.2.1. Carry out practice-centred empirical research: collect and systematise information, properly formulate the problem, select and apply both qualitative and quantitative research methods, collect, compile and analyse research data and formulate findings in accordance with the principles of research ethics;

16.2.2. Apply the research results for solving problems in the field of rehabilitation, developing professional activities, developing health care and rehabilitation innovations.

16.3. Social abilities. A graduate shall be able to:

16.3.1. Interact and cooperate in developing a full-fledged communication relations with the client or patient, group, community and colleagues, as well as work responsibly in a team;

16.3.2. Express his/her thoughts orally and in writing, communicate in a professional environment in the Lithuanian and foreign language;

16.3.3. Generate new ideas and adapt to new situations in his/her practical activities;

16.3.4. Take responsibility for the quality of one's own activity and that carried out by subordinate employees, in accordance with professional ethics and citizenship;

16.3.5. Strengthen professional image of rehabilitation field, take care of its value and importance.

16.4. Personal abilities. A graduate shall be able to:

16.4.1. Critically evaluate one's own professional practice, knowledge and values, reflect one's own growth as a professional and continue lifelong learning;

16.4.2. Make his/her own decisions, assess their impact and act in a determined situation using practical expertise;

16.4.3. Use information technologies, deal with confidential information;

16.4.4. Take care of strengthening his/her professional identity and nurture qualities adequate to his/her profession.

16.5. Special abilities. A graduate shall be able to:

16.5.1. Recognise and assess the needs and strengths of a client or patient (group, community), plan, implement and assess the work process and its results, use a variety of methods, build relations of mutual trust, represent clients or patients' rights and interests;

16.5.2. Prepare, store and analyse professional documentation;

16.5.3. Select and apply appropriate personal functional and physical testing techniques, tools and methods;

16.5.4. Follow the principles of equal opportunities and diversity recognition, values of health care and rehabilitation, ethics and professional responsibility in his/her practical activities;

16.5.5. Analyse problems related to the person's psychosocial, cognitive, emotional, physical state and dysfunction;

16.5.6. Integrate science-based research and practice in the fields of prevention, health promotion, treatment, abilitation and rehabilitation;

16.5.7. Assess and analyse professional performance, in collaboration with the client or patient, family members;

16.5.8. Demonstrate principles of professional ethics and conduct.

17. After completing the first cycle Bachelor's degree university studies of Rehabilitation, the following learning outcomes should be achieved:

17.1. Knowledge and its application. A graduate shall be able to apply the latest acquired knowledge about:

17.1.1. Development of rehabilitation professions, theories and principles of rehabilitation, physical medicine, physical activity and movement;

17.1.2. Methods of client or patient testing, assessment and treatment, related to the movement, physical and functional activities in all age groups;

17.1.3. Basics and ethical principles of applied research methodology, research planning, performance, qualitative and quantitative methods, data collection, storage and analysis;

17.1.4. Critical assessment of behaviour and communication theories and principles; human rights and national health care and rehabilitation politics, management, labour organisation, the functioning of organisations, professional communication and collaboration.

17.2. Research skills. A graduate shall be able to:

17.2.1. Demonstrate basic scientific literature, document search and communication skills;

17.2.2. Plan, perform and carry out scientific research independently, properly formulate the problem, theoretically summarise a set of researches, apply reasoned qualitative and quantitative methods, collect, store and analyse data, formulate conclusions and follow research ethical principles;

17.2.3. Interpret and apply health care and rehabilitation research results, by simulating solutions of professional activity and work problems, improving professional activities and developing innovative services;

17.2.4. Assess the suitability of theories and methods of the performed scientific work following the trends of national and international researches, critically reflect and assess the scientific and/or novelty aspect in the context of research and practice of the study field of Rehabilitation.

17.3. Social abilities. A graduate shall be able to:

17.3.1. Responsibly work in a team, effectively communicate and collaborate with clients or patients, colleagues, scientists, exchange information needed for effective health care and the rehabilitation process while creating high quality interpersonal interaction in professional activities;

17.3.2. Express his/her thoughts orally and in writing, communicate in a professional environment, community and public area in the Lithuanian and foreign language;

17.3.3. Take responsibility for the quality of one's own activity and that carried out by subordinate employees, in accordance with professional ethics and citizenship;

17.3.4. Strengthen image of rehabilitation field professions, take care of its value and importance.

17.4. Personal abilities. A graduate shall be able to:

17.4.1. Objectively evaluate one's own professional practice, knowledge and values, reflect one's own growth as a professional and continue lifelong learning;

17.4.2. Take an independent decision in a difficult situation that requires innovative (holistic) approach, differentiation of priorities, self-reliance and continuous improvement of professional skills;

17.4.3. Understand the moral responsibility for the impact of activity and its results on social, economic and cultural development, welfare and the environment;

17.4.4. Use national and international sources of information, assess their reliability, use information technologies, and deal with confidential information;

17.4.5. Critically assess current and present and validate new theories and aspects of practical activity;

17.4.6. Demonstrate skills of application of theoretical and practical knowledge in practical activities, in accordance with the principles of professional ethics and conduct.

17.5. Special abilities. A graduate shall be able to:

17.5.1. Recognise and assess the needs and strengths of a client or patient (group, community), plan, implement and assess the work process and its results, use a variety of methods, and build relations of mutual trust;

17.5.2. Analyse health care and rehabilitation policy approaches in an international comparative context, explain the impact of health and social security policy on health care and rehabilitation services, give proposals for improving health care and rehabilitation policy;

17.5.3. Follow the principles of equal opportunities and diversity recognition, values of health care, rehabilitation and reduction of social exclusion, ethics and the principle of professional responsibility in his/her practical activities;

17.5.4. Discuss actual professional issues in professional and interdisciplinary environments, assume responsibility for the development and enhancement of rehabilitation professions, and use professional terminology;

17.5.5. Analyse problems related to the person's psychosocial, biosocial, cognitive, emotional, physical state and dysfunction;

17.5.6. Integrate science-based research and practice in the fields of prevention, health promotion, treatment, rehabilitation and abilitation, assess treatment outcomes in collaboration with a client or a patient or his/her family members.

18. After completing the second cycle studies of the study field of Rehabilitation, the following learning outcomes shall be achieved:

18.1. Knowledge and its application. A graduate shall be able to:

18.1.1. Critically, systematically analyse and apply (create) in the rehabilitation practice and research the latest specialised knowledge about:

18.1.1.1. Development of rehabilitation professions, rehabilitation theories, assessment and treatment methods, related to the physical activity, movement and functional activities in all age groups;

18.1.1.2. Principles and ethical principles of applied research methodology, research planning, performance, qualitative and quantitative methods, data collection, storage and analysis;

18.1.1.3. Critical assessment of behaviour and communication theories and principles; human rights and national health care and rehabilitation politics, organisation of professional activities, organisation functioning, human rights and social justice, national and international health care and rehabilitation politics, management, professional communication and collaboration.

18.1.2. Apply advanced knowledge of the studies of Rehabilitation field at national and international level.

18.2. Research skills. A graduate shall be able to:

18.2.1. Critically analyse various sources of information searching for a scientific justification;

18.2.2. Predict, initiate and research and innovative projects, take into account the current research methodology and ethical requirements;

18.2.3. Carry out independent research, interpret the results applying the interdisciplinary approach in a national and international context;

18.2.4. Apply the research results, organise the solution of health care, rehabilitation and social integration problems, improve professional activities, introduce innovative services, influence the formation of health and social security systems and policies;

18.2.5. Initiate and develop cooperation with academic and practical training institutions at the national or international level.

18.3. Social abilities. A graduate shall be able to:

18.3.1. Communicate and collaborate with clients or patients, colleagues, politicians, the media, scientists, work in a team, organise a team work and build a team work atmosphere; assume professional responsibility, demonstrate leadership skills in both national and international context;

18.3.2. express his/her thoughts orally and in writing, conveying professional issues, research findings and conclusions to specialist and non-specialist audiences at national and international level;

18.3.3. Strengthen the image of rehabilitation profession, take care of its value and importance in the public life;

18.3.4. Take responsibility for the quality of one's own activity and that carried out by subordinate employees, its assessment and improvement, in accordance with professional ethics and citizenship.

18.4. Personal abilities. A graduate shall be able to:

18.4.1. Critically assess his/her own and other's professional practical training, systematically reflect his/her constant professional development as a professional following the principles of lifelong learning;

18.4.2. Make his/her own decisions in situations requiring to demonstrate the perception of a junction of various scientific fields, deep and critical assessment of scientific knowledge and experience in dealing with the problems of health care, rehabilitation and integration of the disabled, and create problem-solving strategies;

18.4.3. Use national and international sources of information, assess their reliability, use information technologies, and appropriately deal with confidential information;

18.4.4. Manage change, innovate, plan challenges and follow the principles of lifelong learning.

18.5. Special abilities. A graduate shall be able to:

18.5.1. Systematically assess the needs, strengths and weaknesses of a client or patient (group, community); organise, coordinate and assess the health care and rehabilitation process and its outcomes; use specialised work methods, therapies and assistance strategies, and innovate following a interdisciplinary approach, international experience and research results;

18.5.2. Independently initiate and coordinate the preparation of plans and projects for health care and rehabilitation services, manage their implementation and assess the effectiveness of the implementation, attracting both national and international human and financial resources, applying the principles of entrepreneurship, and ensuring quality of health care and rehabilitation services;

18.5.3. Coordinate activities, create interdepartmental, interinstitutional cooperation models, organise professional services, justify their effectiveness for personal, family, community empowerment and social well-being;

18.5.4. Explain health care, rehabilitation policy models and public policy interfaces, critically analyse and assess the impact of implemented health care and rehabilitation politics on human health and quality of life in a global context;

18.5.5. Follow the principles of equal opportunities, diversity recognition and justice, human rights, professional values, professional ethics and the principle responsibility in his/her practical activities;

18.5.6. Discuss actual professional issues in professional and interdisciplinary environment at the national and international level, develop the health care and rehabilitation terminology, and apply scientific and practical experience when reasoning.

CHAPTER IV TEACHING, LEARNING AND ASSESSMENT

19. Teaching shall be based on the latest fundamental research and practical achievements of the studied field of science. Active and research learning methods (case and situation analysis, performance of procedures, practical skills demonstration, role playing, reality simulation, practice diary, work with a client or patient, etc.) shall be focused on the understanding and application of the major theories of the study field of Rehabilitation, develop analysis, design skills and professional skills. Teaching shall help students form their professional values and the need for continuous improvement.

20. Learning shall help students gain professional motivation of a rehabilitation specialist, form professional identity, and achieve the intended learning outcomes.

21. Study process shall promote the concept of lifelong learning; students shall be prepared and encouraged to be responsible for their own learning. The programme, its curriculum and didactic system shall motivate students to use other available resources and sources for their studies, and teachers – to involve innovation in the study process.

22. Teaching and learning approach shall include flexible, student-centred teaching and learning methods. A significant part of the curriculum shall be devoted to practical teaching and learning. It shall include students' clinical practical training and practicals that are organised in classrooms (analysis of practical cases, simulation tasks, etc.).

23. The following study methods may be used:

23.1. Information methods:

23.1.1. Presentation (story, lecture, discussion, demonstration);

23.1.2. Reproductive (retelling, written work, repeating conversation, practicals).

23.2. Practical operational methods:

23.2.1. Laboratory (test demonstration, experimental, laboratory works);

23.2.2. Practical (performance of tasks, analysis of practical situations, demonstration of practical skills, performance of procedures);

23.2.3. Training (commenting, creative tasks, simulation tasks).

23.3. Creative methods:

23.3.1. Heuristic (heuristic conversation, logical proof, searching, designing);

23.3.2. Research (observation, experiment, work with scientific literature, statistical calculation).

24. Student's learning outcomes shall be assessed using a ten-point criteria assessment system. A higher education institution shall elaborate and approve the assessment procedure of learning outcomes within its institution. The assessment system and procedures of learning outcomes shall be based on the following basic principles: validity – assessment shall measure the level of achievement; impartiality – assessment outcomes shall be objective and independent of the change of an assessor, assessment methods shall be equally suitable for all assessed persons; clarity – the assessment system shall be informative, understandable to assessors and the assessed; usefulness – the

assessment shall be positively evaluated by the assessed persons and contribute to the achievement of programme objectives and learning outcomes.

25. The assessment system shall include a variety of assessment methods allowing to monitor the student's achievements in the aspect of the intended outcomes, and to assess the theoretical knowledge and practical skills in a coherent manner.

26. Various assessment methods and their forms may be used, such as examination, colloquium, abstract, oral report, project paper, essay, reflection, "portfolio", self-assessment, peer assessment, test, practice magazine (report, diary), course work, final thesis, etc.

27. Assessment of students' knowledge and skills shall be reliable and based on clearly defined and predictable criteria, and work performance conditions and available resources shall be taken into account. Students shall be given the opportunity to participate in taking decisions concerning the assessment methods and criteria of learning outcomes, the number of tasks and their scope.

28. The system of assessment of students' learning outcomes related to the study programme shall be clearly documented and allow higher education institution to make sure that graduating students have achieved the intended learning outcomes.

CHAPTER V

REQUIREMENTS FOR THE IMPLEMENTATION OF STUDY PROGRAMMES

29. Study programmes of Rehabilitation study field shall be continually developed and updated, reflect the innovations in biomedical science and the study field of Rehabilitation, by supplementing its curriculum, extending and/or redesigning it. The programme should include new emerging topics that students are encouraged to discern and foresee the prospects of the developments in the study field.

30. Study programmes of the study field of Rehabilitation shall be completed with the final thesis (project) in which students must demonstrate the level of their knowledge, understanding and application.

31. The Evaluation Commission of the defence of a final thesis (project) shall be composed in the procedure established by a higher education institution. At least half of the members of the Commission shall consist of social partners; one of them shall be appointed as the chairman of the Commission.

32. Requirements applied to the teachers of study programmes of Rehabilitation field shall be:

32.1. Persons holding a degree not lower than Master's degree or an equivalent qualification acquired in a higher education institution shall teach Rehabilitation study field subjects and general subjects in the first cycle studies; research fields of all teachers of study field subjects shall be linked with rehabilitation issues; at least 10 percent of the scope of the subjects of college programmes of the study field of Rehabilitation and at least 50 percent of the scope of the subjects of university programmes of the study field of Rehabilitation shall be taught scientists with a doctoral degree, performing rehabilitation field research, publishing their results in scientific journals and participating in national and international rehabilitation scientific events;

32.2. All teachers teaching the subjects of the branch of the study field of Rehabilitation of the first cycle studies (Physiotherapy, Occupational therapy, Adapted physical activity) shall have a qualification degree corresponding to that branch of the study field and/or qualification and at least 3 years of practical work experience;

32.3. Only persons having acquired a qualification corresponding to the study programme may supervise professional practical training. Supervisors of practical training (clinical instructors) shall have at least 3 years of practical work experience in accordance with their qualifications;

32.4. In the second cycle studies, at least 80 percent of the subjects of the study field of Rehabilitation should be taught by teachers who have a doctoral degree; at least 20 percent of the study field subjects should be taught by teachers holding professor's position; teachers should carry out rehabilitation field researches, publish their results in peer-reviewed scientific journals and participate in national and international rehabilitation scientific events.

33. A higher education institution implementing the study programmes of the study field of Rehabilitation shall have sufficient academic and operating personnel, material and information resources to carry out the study programme qualitatively. Studies shall be organised in such a way that, when teaching the study field subjects, the number of students in practicals would not exceed 14 persons in a group. Successful implementation of the study programme requires the following material base:

33.1. Auditoriums, meeting hygiene and work safety requirements and equipped with modern audio and video equipment;

33.2. A sufficient number of computers with the programmes for processing texts, quantitative and qualitative data, and innovative educational programmes;

33.3. Subjects of the study field of Rehabilitation shall need the measures such as:

33.3.1. Visual aids, educational posters, moulages, patterns;

33.3.2. Functional assessment instruments and tools;

33.3.3. Special rooms (with sliding furniture, medical couches (1 couch for 2 students), equipment suitable for working in groups and developing communication skills, and similar tools; a modern rehabilitation equipment and tools;

33.3.4. Techniques for the disabled.

33.4. Libraries and reading rooms shall have sufficient scientific literature necessary to implement the study programme, textbooks, methodical publications, manuals, and other publications in the Lithuanian and foreign languages. Libraries shall be provided with computers and internet access to the international databases;

33.5. Study information (study plans, descriptors of subjects, schedules, etc.) shall be published on the website of a higher education institution;

33.6. When implementing the study programmes for persons with disabilities, a higher education institution's environment shall be adapted following the requirements for adapting environment to the disabled.

34. Requirements for practical training performance shall be as follows:

34.1. Professional practical training (hereinafter referred to as Practical training) shall be an integral and mandatory part of the study field of Rehabilitation. It is understood as a place for developing student's practical skills in a real workplace;

34.2. The scope of practical training of the first cycle studies shall be at least 37 credits. Full practical training together with internships shall consist at least 30 percent of the scope of studies;

34.3. Practical training shall be organised in accordance with the procedure for practical training organisation established by the higher education institution, which shall define the requirements for practical training, specific practical training tasks, learning outcomes and the system for the assessment of learning outcomes, support for students during practical training, as well as the criteria used to recognise and assess the level of skills acquired by a student during practical training.

34.4. Practical training organisation shall enable learning from the experience by linking professional activity, education and personal growth;

34.5. Recommended reflective nature of practical training tasks (writing or practical training diary (“Portfolio”), reflective analysis of experience acquired during practical training in a report, etc.);

34.6. At least 0.5 hours shall be given to assess the student’s practical skills in real working conditions every practical training week. Supervisor of practical training (a clinical instructor) shall assess demonstration of practical skills in specific work situations; communication and collaboration in a team; responsibility, and professional ethics;

34.7. Supervisors of practical training in a higher education institution and in the place of practical training (clinical instructors) shall be included in the process of improving content of practical training tasks and practical training organisation;

34.8. A higher education institution shall be responsible for the organisation of training for supervisors (clinical instructors) in order to ensure the quality of collaboration, integrity of rehabilitation theory and development of practical training;

34.9. Practical training tasks shall be chosen according to the direction of professional development, linking students’ academic preparation with the competence of practical activities. In the first cycle study programmes, practical training shall be organised so that the student during the study period could familiarise with a variety of practical experiences and develop professional competencies, ranging from the role of an observer to independent performance of functions under the supervision of a supervisor of practical training (a clinical instructor);

34. 10. A higher education institution shall offer the students a list of possible practical training bases, in relation to which cooperation contracts are signed. A student may find its practical training place himself/herself, in agreement with the higher education institution. After selecting the practice institution, a tripartite agreement is signed between the student, higher education institution and practice institution.

CHAPTER VI

DESCRIPTION OF LEVELS OF ACHIEVED LEARNING OUTCOMES BY GRADUATES

35. Levels of knowledge and abilities of the first cycle studies (professional Bachelor’s) shall be:

35.1. Threshold level:

35.1.1. Basic understanding of Rehabilitation science knowledge is demonstrated;

35.1.2. Recognition of the kind of knowledge that may be applied to changing situations;

35.1.3. Ability to plan, implement and apply appropriate professional standards according to typical standards;

35.1.4. Ability to explain the professional performance, but support when analysing and interpreting them may be needed;

35.1.5. Special abilities shall be basic, properly demonstrated in typical or certain particular practical situations;

35.1.6. Ability to assess the client’s or patient’s problems;

35.1.7. Ability to reflect, collect and organise information pertaining to professional activities, work independently and in a health care professionals and interdisciplinary team in typical situations.

35.2. Standard level:

35.2.1. Understanding of the study field of Rehabilitation is good, but limited to what is contained in the programme;

35.2.2. Ability to understand the kind of knowledge that may be applied to changing situations;

- 35.2.3. Ability to easily and confidently acquire new knowledge;
- 35.2.4. Ability to plan, implement and apply appropriate professional elements, as well as to model, coordinate and interpret them;
- 35.2.5. Ability to apply appropriate knowledge and abilities in new situations;
- 35.2.6. Ability to demonstrate interpersonal oral and written communication skills in everyday working life;
- 35.2.7. Ability to work independently and in a team;
- 35.2.8. Ability to take responsibility for professional actions and decisions and to ensure the quality of provided services;
- 35.2.9. Ability to choose the research methodology and apply it in the research.
- 35.3. Excellent level:
 - 35.3.1. Understanding of the study field of Rehabilitation is comprehensive, greater than the information provided during the studies;
 - 35.3.2. Knowledge and special abilities are critically and flexibly applied in changing situations;
 - 35.3.3. New knowledge and abilities are acquired quickly and confidently;
 - 35.3.4. Ability to independently and qualitatively plan, implement and assess the development of professional activities;
 - 35.3.5. Excellent personal and social skills are applied in daily (professional) life;
 - 35.3.6. Ability to plan and carry out applied professional research.
- 36. Levels of knowledge and abilities of the first cycle studies (Bachelor's) shall be:
 - 36.1. Threshold level:
 - 36.1.1. Basic knowledge of Rehabilitation science;
 - 36.1.2. Recognition of the kind of knowledge that may be applied to changing situations;
 - 36.1.3. Ability to plan professional elements according to standards, but help when practically applying, analysing and interpreting them may be needed;
 - 36.1.4. Ability to assess the client's or patient's problems;
 - 36.1.5. Ability to reflect, collect and organise information pertaining to professional activities, work independently and in health care professionals and interdisciplinary teams;
 - 36.1.6. Ability to carry out research, but support when interpreting and analysing research results may be needed.
 - 36.2. Standard level:
 - 36.2.1. Understanding of the study field of Rehabilitation is good, but limited to what is contained in the programme;
 - 36.2.2. Ability to understand the kind of knowledge that may be applied to changing situations;
 - 36.2.3. Ability to easily and confidently acquire new knowledge;
 - 36.2.4. Ability to plan, implement and apply appropriate professional elements, as well as to model, coordinate and interpret them;
 - 36.2.5. Ability to apply appropriate knowledge and abilities in changing situations;
 - 36.2.6. Ability to demonstrate interpersonal oral and written communication skills in everyday working life;
 - 36.2.7. Ability to work independently and in a team;
 - 36.2.8. Ability to take responsibility for professional actions and decisions;
 - 36.2.9. Ability to choose the research methodology and apply it for scientific applied research, but support when planning, carrying out the research and analysis of the results may be needed.
 - 36.3. Excellent level:

36.3.1. Understanding of the study field of Rehabilitation is comprehensive, greater than the information provided during the studies;

36.3.2. Knowledge and special abilities are critically and flexibly applied in changing situations;

36.3.3. New knowledge and abilities are acquired quickly and confidently;

36.3.4. Ability to independently and qualitatively plan, implement, assess and develop professional activities;

36.3.5. Excellent personal and social skills are applied in daily (professional) activities;

36.3.6. Ability to plan, carry out and disseminate scientific applied professional researches.

37. Levels of knowledge and abilities of the second cycle studies (Master's) shall be:

37.1. Threshold level:

37.1.1. Basic understanding of Rehabilitation science knowledge is demonstrated;

37.1.2. Ability to rather successfully plan and carry out scientific research, but support when performing analysis of data, summarising and interpreting the results may be needed.

37.2. Standard level:

37.2.1. Good knowledge of Rehabilitation science;

37.2.2. Activities are based on independent scientific or applied research;

37.2.3. Ability to justify the research methodology and apply it for scientific applied research, to analyse results and formulate conclusions, but it may be difficult to carry out a comparative analysis of research results.

37.3. Excellent level:

37.3.1. Understanding of the study field of Rehabilitation is comprehensive, greater than the information provided during the studies;

37.3.2. Knowledge is critically and flexibly applied in changing situations;

37.3.3. New knowledge and abilities are acquired quickly and confidently;

37.3.4. Expert knowledge is demonstrated.
