



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
STUDIJŲ PROGRAMOS *ERGOTERAPIJA*
(*valstybinis kodas - 653B32002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *OCCUPATIONAL THERAPY* (*state code - 653B32002*)
STUDY PROGRAMME
at KAUNAS COLLEGE

Experts' team:

1. **Prof. Sandra Buttigieg (team leader)** *academic,*
2. **Prof. Hector Tsang,** *academic,*
3. **Ms. Karin Lilienberg,** *academic,*
4. **Ms. Alma Cirtautas,** *academic,*
5. **Ms. Monika Stančiauskaitė,** *students' representative.*

Evaluation coordinator -

Ms Gabrielė Bajorinaitė

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ergoterapija</i>
Valstybinis kodas	653B32002
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 m.)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ergoterapijos profesinis bakalauras, ergoterapeutas
Studijų programos įregistravimo data	2001-03-12

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Occupational Therapy</i>
State code	653B32002
Study area	Biomedical Sciences
Study field	Rehabilitation
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3 years)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Occupational Therapy, Occupational Therapist
Date of registration of the study programme	12 March, 2001

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team.....	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design	7
2.3. Teaching staff	9
2.4. Facilities and learning resources	10
2.5. Study process and students' performance assessment.....	11
2.6. Programme management	14
2.7. Examples of excellence *	15
III. RECOMMENDATIONS.....	16
IV. SUMMARY.....	17
V. GENERAL ASSESSMENT	19

I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	List of books of OT
2.	List of databases accessible in the library

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

Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

1. Law on Higher Education and Research of the Republic of Lithuania;

2. Procedure of the External Evaluation and Accreditation of Study Programmes;
3. General Requirements of the first degree and integrated study programmes;
4. Methodology for Evaluation of Higher Education Study Programmes.

The evaluation process consists of the main following stages: 1) self-evaluation and self-evaluation report prepared by Higher Education Institution 2) visit of the review team at the higher education institution – Kaunas College, which was conducted by the team on 6/May/2015. The visit incorporated all required meetings with different groups, namely administration of Kaunas University of Applied Sciences and the Faculty of Medicine, staff responsible for SER, teaching staff, students of all years of study, graduates and social partners. The expert team evaluated various study facilities namely auditoria, skills laboratories, computer facilities; video presentation was demonstrated about library. List of books of occupational therapy and the list of databases accessible in the library was asked additionally. Additionally, the expert team (hereinafter – ET) also inspected the final thesis of OT students. Based on the SER, meetings with stakeholders and visits to facilities, the ET discussed findings and prepared general conclusions, which were presented in a final meeting with the self-evaluation team and members of administration of the Kaunas College. After the visit, the expert team met again to discuss and agree the content of the report, which represents the ET consensual views; 3) production of the evaluation report by the review team.

Kauno Kolegija/University of Applied Sciences (hereafter Kaunas College/KK), established in 2000 is one of the largest state-owned HEI in the Baltic Region. KK realizes the first cycle professional bachelor studies in the study areas of biomedicine, humanities, social sciences, technological sciences and arts in 50 study programmes. Since 2013 KK has been participating in the international HEI ranking U-Multirank.

Occupational therapy study programme (hereafter OTSP) belongs to the Faculty of Medicine rehabilitation study field and is taught in KK since 2001. OTSP was accredited by SQAC order No 1-73 of August, 17, 2009 for the period until August, 31, 2015.

However, Occupational Therapy Study Programme has not yet applied for the approval for the entry-level educational programmes of the World Federation of Occupational Therapy.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 6/May/2015.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim and intended learning outcomes of OTSP have been formulated following The Framework of Qualifications for the European Higher Education Area or Dublin Descriptors (2004), Lithuanian Framework of Qualifications 10, regarding normative documents of the Ministry of Healthcare of LR (e.g. On the Lithuanian Medical Standard MN 128:2004 Approval of "Occupational therapist. The rights, duties, competence and responsibility " (Approved: 14-12-2004) Rehabilitation study field description. That was briefly presented in the SER on p.7 to 9 with a full spectrum of knowledge and skills covered by the programme. The learning outcomes are clearly written and highly relevant for the basic education of occupational therapists.

The programme aims and learning outcomes are accessible through open internet sites of the college, <http://www.kaunokolegija.lt>, <http://www.aikos.smm.lt/aikos/index.htm>, <http://www.studijos.lt/>, <http://lamabpo.lt>, as well as in annual information publication of KK „Modern and practical studies“, flyers that are distributed during the „Open door days“ in FM annual study fairs, visits of schoolchildren to the faculty and student trips to schools; during the events of Lithuanian society of occupational therapists, *etc.* that was confirmed by the teachers, administration, students and social partners during the visit.

The programme's aim (SER, page 6. „*is to educate occupational therapy professional who is able to investigate, assess, and correct individual's functional state and self-sufficiency, to select appropriate technical devices, to encourage people to achieve self-sufficiency in daily activities through the purposeful activity, to teach healthy living principles, to develop occupational and leisure skills on individual and public level; to communicate and cooperate in a multiprofile team*“) was clear and defines the roles of occupational therapists, it will meet more the holistic nature of OT profession if preparing specialist using biopsychosocial model is included. However, the description of the

study cycle descriptors are comprehensive and well-linked to specific learning outcomes, relevant to the programme of occupational therapy. These outcomes are clear, well-defined and focussed on both professional, as well as academic requirements. Stakeholders gave consistent positive comments on the quality of the OT graduates in this OT study programme, very much willing to employ them: good practice skills and high motivation to work was named as main strengths. Graduates expressed good sense of competence: that the programme had prepared them well for entering the job market.

The intended outcomes of the study are defined in line with the Dublin's descriptors and correspond to first cycle of Bologna Framework and 6th level EQF. The study programme is sufficiently detailed with all the subjects clearly described and defined in terms of Learning Outcomes, Study Methods and Methods of Assessments.

It is just suggested to add more explicitly the holistic approach of occupational therapy in the programme aims and learning outcomes, that occupational therapists use biopsychosocial model (e.g ICF) in their clinical reasoning and provision of treatment. This is a distinctive feature of OT education around the world. This suggestion can be implemented in the OTSP, briefly reported on p.9 as an action of development besides implementing rehabilitation study field descriptor.

The name of the programme and the content and learning outcomes seem to be compatible with the qualification offered by the programme.

2.2. Curriculum design

The studies of the first cycle (professional bachelor) focus on practical activity, ability to plan, to organize, to implement practical activities and to cooperate with specialists in specific areas of professional activity. According to the SER the volume and of OTSP corresponds to the legal requirements and is sufficient for the achievement of intended learning outcomes in the level of competences necessary for the future occupational therapist, which is defined by the dimensions of independence and responsibility. The duration of studies is three years, six semesters. The volume of all study semesters is even – 30 credits. The volume of OTSP is 180 credits (4800 hours) that include: general subjects of college education – 15 credits (8,33% of the study volume); 135 credits –study field subjects (75,0% of the study volume); student electives make up 30 credits (16,67%); 21 credits is allocated to deeper specialization.

The programme structure is well constructed and organized that is comparable to many OT programmes around developed places of the world so the content of the subjects seems to be consistent with the type also the level of the studies. There is also a well-balanced structure

between theories and professional practices. The programme is also student oriented with adequate individual consultations after academic classes.

The subjects are spread evenly and the themes seem to be not repetitive. Every semester students study no more than 7 subjects. The volume of one subject is no less than three credits. ET can confirm that subject volume and their place in the study plan are linked to the learning outcomes. The study plan reflects how the contact work in the classroom (in average 60 %) is combined with the self-study of students (in average 40 %). During examination, professional activity practices, qualification examination and Final Thesis students demonstrate learning outcomes achieved. While designing study programme it is suggested to compose the subjects and field practice with sufficient flexibility to facilitate the students' options to go for exchange programs. During the experts' meeting with students, the students seemed to be somehow afraid to go abroad. The College could put more efforts encouraging and supporting students to go on exchange programmes.

The content of study subjects is updated according to the latest scientific developments in the subject field, student feedback and teacher insights. Teachers are familiar with the reflective teaching / learning methods, they actively apply them, teaching methods are directed to enhance communication skills and pursue the harmony of theory and practice.

Experts suggest that in order to catch more holistic approach dealing the human occupation, the role of contexts (environmental issues) needs to be more clearly presented. Experts also suggest using the concepts of health promotion and the prevention of health problems in those individuals who may be at risk.

The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes. As to the SER (p. 12) and during the site visit it came clear that study methods used concerned the diversity of students. The following study methods are used: active lecture, group discussion, seminars, tests, oral and written reflections, group work, case study, watching films, demonstration, analysis of documents, role games, analysis of practical situation, creative methods, project work, graphic imagery, professional practice, reflection, etc. In order to check whether the students have achieved their intended learning outcomes the following assessment methods are used: testing, written / oral survey, reflection, case studies, documents analysis, preparation and presentation of a topic, project work, poster presentation, and so on. Learning and assessment methods are chosen based on the study subject learning outcomes to be achieved and on the study environments.

This three-year programme (180 credits) is generally sufficient to ensure learning outcomes. It is clearly reported in SER, table 3 p.11 about the study workload during the

programme: theory 656 hrs, practical training 1596 hrs, consultation 408 hrs, self-study 2171 hrs, final thesis 270 hrs, total – 4860 hrs.

During the site visit the feedback from the students and graduates to the study programme was positive. They felt to be well prepared for entering the job market, social partners felt satisfied with the preparedness of the students, especially due to their professional and practice skills. In this respect the programme is in good accordance with the Minimum Standards of the World Federation of Occupational Therapists (WFOT) where the requirement for practice before going to work is at least 1000 hrs. To the opinion of ET it could be a good starting point to formulate strategies for receiving approval of entry level educational programme from WFOT.

Taking into account the observations of the social partners, the change in the need for rehabilitation services, science and technology innovation, there is the lack of variety in optional subjects for deeper specialization in the same study field (written as weakness in self-report p.12). The rationale for optional subjects is to allow students to be exposed to more specialized areas of practice in OT and prepares them for deeper specialization in the future.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements and the qualifications of the teaching staff are adequate to ensure learning outcomes. All 28 teachers in OTSP are adequately qualified in the subject areas that they are responsible for: all at least Master's degree or MA level, and some are PhD or doctorates. 22 study field subject teachers have practical work experience related to the subjects they teach. Most of the teachers in OTSP have at least 3 years experience in the area of the subject taught - 22 teachers out of 28 in practice (78%), 26 teachers in teaching (92%) and 25 teachers in scientific work (89%). This is in line with the requirements of the LR Law on Higher Education and Research (2009).

Staff-student ratio appears to be adequate to ensure learning outcomes. Altogether 90 students study in OTSP and there are six highly motivated teachers out of 28 who are occupational therapists. During the visit the experts were confirmed by good demonstration of multidisciplinary team work (e.g pathologist, psychologist, social worker, physiotherapist, etc), all active in research activities and keep their hands on in case management.

There is evidence of staff development programme for newly recruited staff to ensure that their teaching will be of high quality. Newly recruited staff members who do not have any teaching experience are provided conditions for developing teaching qualification, such as counseling from experienced teachers. The Faculty have clear regulations (e.g the order of KK

Director No 1-293 of 10-10-2013) for offering pedagogical didactics courses (minimum 40 hrs) for the young, inexperienced specialists.

The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme. Teachers are encouraged to attend the English language, computer courses, to participate in project activities, exchange programmes, etc. The stability of academic staff number allows ensuring proper implementation of OTSP. The teaching staff of the programme is involved in applied research projects, e.g about healthy aging. Research methodology is moving towards qualitative research. Staff teachers are highly enthusiastic and passionate.

Staff mobility is quite low, main issue seems to be teachers' uncertainty in English language. According to SER the major weakness identified by the evaluation team is the lack of international mobility, in particular for a programme that has not been up and running for long. International input is crucial. Most of the international input is from neighbouring countries, that leaves still possibility to widen contacts in whole Europe. During the visit, experts realized that only one person from the office of international relations seems to organise all mobility and at the same time also teaches social sciences. It is recommended to widen the team to strengthen and ease the work of international relations office.

ET suggests that KK should articulate policies more clearly for staff development, including conference attendance, short courses and PhD study. A financial support for research activities and appraisal of academic staff members should be clearer and transparent. The ET recommends that seed funding support for research activities should be provided. Staff should also try to present their work in international peer-reviewed OT journals.

2.4. Facilities and learning resources

Facilities are adequate for occupational therapy students to follow the courses in professional Bachelor OT successfully. While the SER evaluation team identifies lack of specialised OTSP teaching environments as a weakness, the ET noted that the programme has well designed and equipped teaching laboratories with many simulation equipment to facilitate real life learning. There is still room for development for example setting up more advanced OT skills lab such as vocational rehabilitation and assistive technologies. Library facilities although available seem to need more OT journals, important for this type of professional Bachelor degree. The library is resourceful with 160,000 publications in various areas of studies. Databases are adequate and accessible. This was determined during the visit while KK was asked to indicate the list of books of OT and the list of databases accessible in the library. There are still not enough OT textbooks and OT journals. During the site visit the ET was satisfied that OT

teachers used the Model of Human Occupation (MOHO) model, which is the foundation of OT theory accepted at international level. ET suggests to equip more exemplars of updated OT specific books on MOHO or other Person Environment Occupational Performance models. KK should further strengthen the collections in the library.

Classrooms, laboratories and related infrastructure seem to be adequate. During the visit, KK demonstrated smart usage of practice skills laboratories. Students in preparation for their clinical placement and practical examination also use laboratories for professional practice.

The description of OTSP is clear with four major areas of practice (children, mental health issues, physical health issues and elderly). Experts' visit confirmed that the higher education institution has adequate arrangements for students' practice: KK has 48 practice placement contracts with health care institutions. Practice supervisors get 40-hour programme on pedagogics before taking the students into practice placement. This is very well evaluated by ET.

ET noticed that OT practice covers mainly traditional services in hospitals. It seems that OT needs promotion to create OT working area also in community practice and during the site visit it was heard that students do work in the communities as volunteers. This is very positive efforts too.

2.5. Study process and students' performance assessment

The admission process is clearly described. Since 2009 admission to Kaunas College is centralized and organized according to Kaunas College Regulation on studies, Kaunas College student admission rules as well as current order of student admission to the Lithuanian Higher Education institutions approved by LAMA BPO. There are no special requirements for OT study programme. The students that have not been admitted to the state-subsidized place may study in the state-unsubsidized studies for their own money. The competitive scores are on the upward trend implying that the academic quality of the students is becoming higher and higher. The admission statistics show that the OTSP is highly popular and highly competitive. For the past few years, more than 10 applicants competed for 1 study place. During the analyzed period the number of entrants to the first year of OTSP is relatively stable. The Dean's deputy of Faculty of Medicine not only analyzes the causes of dropping out but also conducts individual interviews with students. The ET was convinced that the students in this programme are enthusiastic and expressive, have reasonably good English, are positive about their future, fully aware of their advantages (e.g hands on competences), have a more global perspective on their future career, many already plan their further study. Some of the students are more fluent in English than others, therefore the ET suggests that English standards of the students should be further improved in order to align with international development of OT.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. As to the SER (p.22-29) and confirmed during site meetings, the studies are realized following strict and clear rules of Kaunas College Statute and Kaunas College Regulations on Studies.

The full-time semester is 20 weeks; 2-4 weeks are given for the evaluation of learning outcomes (examinations, projects and work defense). Students with no more than 18 credits of academic debts may be registered for the semester studies. The deadline for full-time students to liquidate the debts of study is the end of the second month of the next semester. The schedules of examination sessions are drawn up by the head of studies with the agreement of teachers and group monitors.

The attendance of practical classes (practicals, seminars, laboratory works, etc.) and a professional activity practice is compulsory. The group monitors collect information and present students' wishes concerning practice places. Head of practical training discusses placement opportunities with the Heads of practice places. Students can choose practice locations themselves that educate their competences and increase employment opportunities; the activity of institutions must comply with the practice programme aims. Students complete the Practice Assessment Questionnaire. A student who receives an unsatisfactory professional activity practice evaluation must repeat the practice during holidays or after the theoretical and practical classes. This was also very clearly stated in the SER (p. 24).

Optional subjects are chosen from the offered list published on Kaunas College website; registration is carried out on the internet following the order. The studies based on the individual study plan are organized in Kaunas College. For partial studies students can be sent by College to another Lithuanian/foreign country institution of higher education to study or the student may come from other Lithuanian/foreign country institution of higher education to Kaunas College for partial studies.

Students are encouraged to participate in research, artistic and applied research activities, although only three-years college programme. Students together with academic staff are involved in the research activities (e.g healthy aging, stroke rehabilitation, etc.), keeping in line with international trends of research, demonstrating good team work, as it was told to ET during the meeting. During the site visit meeting the graduates declared their wish to have more collaboration also in research. So ET suggests Kaunas College to go for the direction of continuing education to attain applied research excellence, and collaborate more with graduates in research activities.

Students have opportunities to participate in student mobility programmes. Each semester (SER p.25) the groups have meetings with the Projects Coordinator who provides

information concerning the possibilities of student participation in exchange projects, international relations.

As to SER (p.27) the development of the internationalization of studies has been identified as one of the priorities in the Kaunas College activity strategy for the year 2020 to increase international mobility of students. According to this developmental goal ET finds, there is a need to widen the team responsible for mobility programmes as one teacher carries too much responsibility.

Kaunas College ensures an adequate level of academic and social support. Students explained that when teachers start teaching they introduce to students the study programme, aim, learning outcomes, study and assessment methods, plan of topics, self-study work organization, consultations, cumulative assessment system, evaluation criteria. The students receive psychological help by calling the special phone numbers indicated on Kaunas College website or writing emails. The students have a choice of sports and cultural activities according to the needs, likes and abilities in the centre of physical education and culture. The students of OT study programme receive financial support. Also support from Kaunas College and Faculty of Medicine Student associations and provided other types of support.

The assessment system of students' performance is clear, adequate and publicly available. As to the SER (p. 26) student teaching and learning achievements are evaluated by using cumulative assessment system which consists of mid-term tests, practical works, self-study works and projects. For the assessment of knowledge and skills a ten grade criteria scale is applied. Accumulated mark is recorded in student's study achievement record for a semester as well as examination session register. Most of the assessment tasks are written tests, except for the cases when the study subject content requires special competences. Students received feedback on the assessment of the performed tasks, their weaknesses and strengths. Assessment criteria are directly related to the learning outcomes. This assessment system allows a comprehensive and objective assessment of students' achievements. Final Thesis is assessed by the qualification committee of no less than 5 members.

Regarding the requirements of the Ministry of Education and Science there has been a transfer from the national credit system to the ECTS. The volume of 1 credit is 27 hours of student work, no more than 60% of them are allocated to the contact hours and the rest part is for student self-study. During the site visit and meetings ET found it's good, as the students were satisfied with this.

The employers give positive evaluation to professional competence and practical skills of graduates. Kaunas College constantly receives the information regarding the graduate registration from Lithuanian labor exchange labor market services and monitoring Department.

OT study programme graduates provide the information about their employment and further career themselves because almost everyone becomes a member of Alumni and communicate on virtual environment as it was told and confirmed during the meetings with graduates.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. OT study programme management and decision making involves: OT study programme committee, Head of Department, Dean of Faculty of Medicine, teachers, students and other social stakeholders.

The quality assurance of OT study programme study process is the responsibility of the PO Department staff and OT study program Committee. The composition of the OTSP Committee is well represented by various stakeholders. The responsibilities and duties of different parties are clearly delineated and was presented during the site visit as well. The internal quality assurance system is also reported in details. The internal quality assurance system of Kaunas College is based on the quality management model of principles of Total Quality Management. The Department regularly hosts the meetings of teachers, students and social partners and this was also confirmed by all stakeholders. Process of soliciting opinions from stakeholders seems to be clear and transparent and well evaluated by ET.

The management of the study programme is determined by the resolutions of KK Directorate, Kauno Kolegija Academic Board, Faculty of Medicine deanery and PO Department meetings. Division of responsibilities enables close cooperation between teachers, students and Committee. Information and data on the implementation of the programme are regularly collected and analysed. Since the OT programme has no previous external evaluation, internal quality assurance mechanism works according the documents governing the activities of OTSP implementation and supervision in electronic document management system" Kontora" (Office), "Document Catalogue" <https://dok.kauko.lt/>. Basing on all stakeholders' positive feedback during the site visit and changes implemented, ET considers the system to be effective and working efficient.

The analysis of the results of the last five years reveals a positive tendency– in the opinion of the majority of the qualification Committee members Students demonstrate increasingly better practical skills. This was clearly written in SER (p.33) and also expressed by the students, graduates and social partners during the meetings of the site visit. Taking into account the comments of the Committee members, research results, final exam tasks and the areas of the Final Thesis topics promoting their practical applicability in professional activities are corrected.

To further support professional development of OTs in Lithuania ET suggests to consider possible development of professional master degree.

During the meetings with the students, graduates and social partners ET noticed that further cooperation with social partners is needed to negotiate for more support from government or at political level to create more OT posts and at the same time improve employment opportunities for graduates (also employment of OTs in social settings).

2.7. Examples of excellence *

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

III. RECOMMENDATIONS

To further maintain and improve the high level of quality of the OT study programme, the expert team recommends to:

1. Go further for more in-depth internationalization: establish more international network, do more teamwork for promoting internationalization, support staff exchange, encourage students to go for longer exchange (as long as semester).
2. Encourage improvement of English language in teaching staff for more effective teaching and international exchange.
3. Find resources to support career development of teachers to achieve international levels.
4. Include in programme aims and learning outcomes the holistic nature of OT profession, striving towards preparing occupational therapists using the biopsychosocial model.
5. Consolidate the OT knowledge using the Model of Human Occupation (MOHO) model, which is the foundation of OT theory accepted at international level, or other Person Environment Occupational Performance models.
6. Complement library resources on OT specific textbooks and journals.
7. Consider possible development of professional master degree.
8. Further cooperate with social partners to negotiate for more support from government or at political level to create more OT posts and at the same time improve employment opportunities for graduates (also employment of OTs in social settings).
9. Formulate strategies to enter the approved list of entry level educational programmes of WFOT.

IV. SUMMARY

In conclusion, this is a well structured and organized study programme with good quality in all areas and approaching example of excellence in the programme management.

The programme aims and learning outcomes are profoundly defined following the needs of the labour market and covering the roles of occupational therapists. The description of the study cycle descriptors are comprehensive and well-linked to specific learning outcomes, relevant to the programme of occupational therapy. There is still place for improvement in the wording so as to be explicit regarding having a biopsychosocial approach.

The programme structure is well constructed and organized that is comparable to many OT programmes around developed places of the world. There is also a well-balanced structure between theories and professional practices. The programme is also student oriented with adequate individual consultations after academic classes. Main strength of the programme is the focus on practice skills of students and very good relationships with social partners (both hospitals and community settings).

The programme can be improved by moving from the biomedical orientation towards biopsychosocial. While designing study program it is also suggested to compose the subjects and field practice with sufficient flexibility to secure safe transfer of ECTS for the students who go into exchange programs.

The programme has enthusiastic and experienced staff with required qualification from a wide spectrum of expertise across different disciplines. Good demonstration of multidisciplinary team work (e.g pathologist, psychologist, social worker, physiotherapist, etc), active in research activities and keep their hands on in case management. All of them are work towards the goal of implementing a study programme of high quality. All OT teachers have practice experience in the field they teach. The teaching staff of the programme is involved in applied research projects.

Teaching staff needs support in resources for career development to achieve international levels.

Also improvement of English language skills is highly recommended to become more effective in teaching and international exchange

The programme has well designed and equipped teaching laboratories with some simulation equipment to facilitate real life learning. Smart usage of practice skills laboratories shared with other study programmes, e.g PT was demonstrated. The library is resourceful with 160,000 publications in various areas of studies. Databases are adequate and accessible. Also strong point is that KK has 48 practice placement contracts with health care institutions. Practice

supervisors get 40-hour programme on pedagogics before taking the students into practice placement.

However some internationally leading journals in OT and rehabilitation are hardly available.

The major strength of this programme is that it is able to attract students with high motivation to be occupational therapists. The students feel competent in clinical practice, but do not feel that they are disadvantaged in research and theories. The students in this programme are enthusiastic and expressive, have good English, are positive about their future, fully aware of their advantages (e.g hands on competences), have a more global perspective on their future career, many already plan their further study. Graduates are appreciated by the social partners in terms of their work attitude and skills.

The only limitation is that opportunity for international exchange is limited.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The senior management is extremely correct and serious about the evaluation. Management is facilitative, there is good and clear delineation of roles and responsibilities, policies are clear and transparent (e.g promotion), very good preparation of staff for the evaluation process.

V. GENERAL ASSESSMENT

The study programme OCCUPATIONAL THERAPY (state code – 653B32002) at KAUNAS COLLEGE is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	19

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

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

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

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

Grupės vadovas: Team leader:	Prof. Sandra Buttigieg
Grupės nariai: Team members:	Prof. Hector Tsang
	Karin Lilienberg
	Alma Cirtautas
	Monika Stančiauskaitė

**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ERGOTERAPIJA (VALSTYBINIS KODAS – 653B32002) 2015-08-21 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-243 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

KAUNO KOLEGIJOS studijų programa *ERGOTERAPIJA* (valstybinis kodas – 653B32002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
Iš viso:		19

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Apibendrinant galima teigti, kad ši studijų programa yra gerai sudaryta ir organizuota, pasižymi gera kokybe visose srityse ir gali tapti išskirtinės programos vadybos kokybės pavyzdžiu.

Programos tikslai ir studijų rezultatai išsamiai apibrėžti, atsižvelgiant į darbo rinkos poreikius, ir apima ergoterapeutų funkcijas. Studijų pakopų aprašų apibūdinimas yra išsamus ir puikiai susietas su konkrečiais studijų rezultatais, kurie yra svarbūs Ergoterapijos studijų programai. Formuluojęs dar gali būti tobulinamos, aiškiau aprašant biopsichosocialinį požiūrį.

Programa gerai sudaryta bei organizuota ir gali būti lyginama su daugybe Ergoterapijos studijų programų, siūlomų išsivysčiusiose pasaulio šalyse. Pasiiekta puiki teorijos ir profesinės praktikos pusiausvyra. Programa taip pat orientuota į studentus, suteikiant jiems galimybę po akademinį užsiėmimą gauti kompetentingas individualias konsultacijas. Pagrindinė programos stiprybė yra orientacija į praktinius studentų įgūdžius ir ypač geri santykiai su socialiniais partneriais (tiek ligoninėmis, tiek bendruomenėmis).

Programą galima tobulinti pereinant nuo biomedicininio prie biopsichosocialinio požiūrio. Rengiant studijų programą, taip pat rekomenduojama išdėstyti dalykus ir praktiką

pakankamai lanksčiai, kad būtų galima saugiau perkelti studentų, dalyvaujančių mainų programose, ECTS kreditus.

Programos personalas entuziastingas ir patyręs, turintis reikiamų skirtingų sričių kvalifikacijų. Puikus įvairių sričių specialistų (pvz., patologo, psichologo, socialinio darbuotojo, fizioterapeuto ir kt.) komandinis darbas, aktyvumas tiriamojame veikloje ir praktinė atvejų vadyba. Dirbdami visi siekia įgyvendinti aukštos kokybės studijų programą. Visi Ergoterapijos studijų programos dėstytojai turi praktinės savo dėstomų sričių patirties. Programos dėstytojai vykdo taikomųjų tyrimų projektus.

Reikia išteklių paremti dėstytojų karjeros vystymą ir pasiekti tarptautinį lygį.

Taip pat labai rekomenduojama tobulinti anglų kalbą, siekiant veiksmingesnio dėstymo ir tarptautinių mainų.

Studijų programos mokymo laboratorijos yra gerai suprojektuotos ir įrengtos; dalis imitavimo įrangos padeda atkurti tikrąsias sąlygas. Praktinių įgūdžių ugdymo laboratorijomis sumaniai naudojamos kartu su kitų studijų programų, pvz., kineziterapijos, vykdytojais. Bibliotekos išteklių gausūs; joje yra 160 000 įvairių studijų sričių leidinių. Duomenų bazės tinkamos ir prieinamos. Dar viena Kauno kolegijos stiprybė yra 48 su sveikatos priežiūros įstaigomis sudarytos praktikos atlikimo sutartys. Praktikos vadovai išklauso 40 valandų pedagogikos programą prieš pradėdami vadovauti studentų praktikai.

Vis dėlto, trūksta kai kurių svarbiausių tarptautinių ergoterapijos ir reabilitacijos srities žurnalų.

Pagrindinė šios programos stiprybė yra ta, kad ji geba pritraukti studentus, kurie ypač motyvuoti tapti ergoterapeutais. Studentai jaučiasi kompetentingi klinikinės praktikos srityje, tačiau nesuvokia, kad „nukenčia“ tyrimų ir teorijos srityse. Programos studentai entuziastingi ir ekspresyvūs, puikiai moka anglų kalbą, teigiamai įsivaizduoja savo ateitį, puikiai žino savo pranašumus (pvz., praktinius gebėjimus), turi pasaulietiškesnę požiūrį į savo būsimą karjerą, o daugelis jau planuoja tolesnes studijas. Socialiniai partneriai vertina absolventus dėl jų požiūrio į darbą ir įgūdžių.

Vienintelis trūkumas yra ribotos tarptautinių mainų galimybės.

Atsakomybė už sprendimų priėmimą ir programos įgyvendinimo stebėseną aiškiai paskirstyta. Vadovybės požiūris į vertinimą ypač korektiškas ir rimtas. Vadovybė linkusi pagelbėti, funkcijos ir pareigos yra gerai ir aiškiai apibrėžtos, politika aiški ir skaidri (pvz., dėl paaugstinimo), personalas puikiai pasirengęs vertinimo procesui.

<...>

III. REKOMENDACIJOS

Siekiant toliau išlaikyti aukštą Ergoterapijos studijų programos kokybę ir ją gerinti, ekspertų grupė rekomenduoja:

1. Labiau stiprinti tarptautiškumą, t. y. kurti daugiau tarptautinių tinklų, daugiau dirbti komandoje skatinant tarptautiškumą, palaikyti personalo mainus, skatinti studentus dalyvauti ilgesnėse (semestro trukmės) mainų programose.
2. Skatinti dėstytojus tobulinti anglų kalbą, siekiant veiksmingesnio dėstymo ir tarptautinių mainų.
3. Rasti išteklių paremti dėstytojų karjeros vystymą ir pasiekti tarptautinį lygį.
4. Į programos tikslus ir studijų rezultatus įtraukti visuminį ergoterapeuto profesijos pobūdį ir siekti paruošti ergoterapeutus naudoti biopsichosocialinį modelį.
5. Stiprinti ergoterapijos žinias, naudojant Žmogaus užimtumo modelį (MOHO), kuris tarptautiniu mastu laikomas ergoterapijos teorijos pagrindu, arba kitus asmens, aplinkos ir veiklos atlikimo modelius.
6. Papildyti bibliotekos išteklius specializuotais ergoterapijos vadovėliais ir žurnalais.
7. Apsvarstyti profesinės magistrantūros studijų galimybę.
8. Toliau bendradarbiauti su socialiniais partneriais derantis dėl didesnės vyriausybės paramos arba politiniu lygiu, siekiant sukurti daugiau ergoterapeuto darbo vietų ir padidinti absolventų įsidarbinimo (taip pat ergoterapeutų įdarbinimo socialinėje aplinkoje) galimybes.
9. Parengti strategijas, kaip būti įtrauktiems į Pasaulinės ergoterapeutų federacijos patvirtintą atitinkamo lygmens, leidžiančio užsiimti profesine veikla, ugdymo programų sąrašą.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)