



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO
STUDIJŲ PROGRAMOS *SVEIKATINIMAS IR
REABILITACIJA FIZINIAIS PRATIMAIS* (621B30003)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *HEALTH REHABILITATION THROUGH PHYSICAL
EXERCISE* (621B30003)
STUDY PROGRAMME
at LITHUANIAN UNIVERSITY OF HEALTH SCIENCES**

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Sveikatinimas ir reabilitacija fiziniais pratimais</i>
Valstybinis kodas	621B30003
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5 m)
Studijų programos apimtis kreditais	90 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Reabilitacijos magistras
Studijų programos įregistravimo data	2011-06-15

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Health rehabilitation through physical exercise</i>
State code	621B30003
Study area	Biomedical studies
Study field	Rehabilitation
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (1,5 years)
Volume of the study programme in credits	90 ECTS
Degree and (or) professional qualifications awarded	Master of Rehabilitation
Date of registration of the study programme	2011-06-15

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I. INTRODUCTION

The Master's study programme in Health Rehabilitation through Physical Exercise (HARPE) was created with financial support from the ERASMUS programme in 2009 and involves cooperation in a Consortium between four European countries (United Kingdom, Bulgaria, Romania and Lithuania). During the Consortium, two teachers from this programme team visited Buckinghamshire University in the UK where the original curriculum was designed. When European funding ceased, there was no more official contact between the four universities involved. It would be an advantage to all the programmes if they were able to maintain contact. The programme at LUHS started in September, 2011 and the first students graduated in January 2013 (8 graduates).

The Self-evaluation Report (SER) is well written with clear organisation of information. There is sufficient detail for readers to understand the context of the programme and the content is structured in a logical way. The document makes it clear what legal and professional requirements (national and international) are considered in developing the programme.

The Evaluation Team (ET) consisted of three physiotherapy educators (from Lithuania, Latvia and the UK), one expert in Adapted Physical Activity from Belgium, a Lithuanian physiotherapy student and a Lithuanian social partner.

The ET came to the conclusions and the review presented in this document taking into account the higher education system in Lithuania and according to the guidelines and procedures of SKVC. The current Report is based on the analysis of the SER, as well as on the observations of a site visit conducted on 3rd April, 2014 at the Lithuanian University of Health Sciences (LUHS). During this visit the ET had the opportunity to meet and discuss with the administration, staff responsible for preparation of SER, teaching staff, students, graduates and employers. The ET also visited auditoriums, library, other facilities used by the programme and familiarized themselves with students' course papers, Final Thesis documents and other documentation.

II. PROGRAMME ANALYSIS

1. Programme Aims and Learning Outcomes

The study programme aims are compatible with LUHS main mission and also compatible with landmarks of World Confederation of Physical Therapy (WCPT). As is stated in the SER, the competencies and expected outcomes acquired by students studying on the programme were discussed and accredited at the Study Programme committee and based on opinions of the graduates, stakeholders and social partners. Aims and Learning outcomes (Los) are based on existing requirements and needs (according SER and site visit). Social partners confirmed that there is a lack of specialists in the field of rehabilitation in nonclinical environments and study programme graduates will fill the gap in rehabilitation in the community.

Programme aims/objectives and learning outcomes are well defined and clear and are available on the LUHS website, study information system, AIKOS database etc. and can easily be found by students or others who are interested or involved in the programme.

Programme aims and learning outcomes are consistent with Master's level study and study in the field of health, rehabilitation and exercise. SER indicates that aims/objectives cover critical thinking, implementation of rehabilitation through physical exercise with different groups of people, research into the appropriateness of exercise programmes and problem solving in the working environment. LOs such as taking moral responsibility for results of activities, supervision of multidisciplinary teams, managing change in the exercise environment and ability to explain health improvements demonstrate that the level of study is at Master's level. Achieving a Master's degree and qualification in rehabilitation gives the possibility to continue studies at 3rd cycle and one of the graduates is already studying on a Doctoral programme in Spain. Social partners assess positively competencies of specialists, who graduate from LUHS.

The aims/objectives and LOs of the programme are compatible with the title of the programme "Health rehabilitation through physical exercise" and correspond to Master's level study. The ET confirmed this by sampling students' Final Thesis documents.

The ET is not fully convinced that the objective of the second cycle HARPE study programme; "to develop the ability to implement rehabilitation through physical exercise for

the patients, suffering from cardiovascular and other chronic non-infectious diseases” is broad enough to cover the whole topic of rehabilitation. The term “cardiovascular and other non-infectious diseases” which are used in World Health Organisation (WHO) in rehabilitation does not include patients/clients with chronic musculoskeletal and neurological conditions that should be included in rehabilitation. The ET would like to recommend that these patient groups would be also added to the study programme to increase the orientation of the study programme towards rehabilitation.

2. Curriculum design

The total credit volume of the HARPE study programme is 90 credits over three semesters and the duration of studies is 1.5 years. Sixty credits are meant for study subjects, while 30 credits are for preparation and defending of the final master degree thesis work. HARPE study programme design is based on legislation and regulation in Republic of Lithuania as well as in accordance with regulatory documents of studies in LUHS. During the 4th semester students can take 30 additional credits (5 from 6 elective courses). These features meet the legal requirements for Master’s programmes. Students expressed satisfaction about the possibilities of accessing other courses and the opportunity to discuss the content and LOs of this 2 year programme.

Consideration of the literature used for course reading, it is not clear if there is repetition of subject content from what has already been taught in study programmes in physiotherapy. Study subjects are spread evenly through the programme and subject matter does not seem to be much repetition. However course descriptions do demonstrate the deeper level at which subjects are taught and students commented that repetition became less after discussion with teachers. Students also think their knowledge is deepened and broadened from studying in this programme. The ET recommends that the study programme team reconsiders possible repetition of subject matter in their programme development.

The ET has the impression that the title of some study course units does not fulfil the objectives and the content of courses. For example, the course title of “Methodology of Rehabilitation Research” is not reflected in the content of the course as there is no consideration of the particular types of research used in rehabilitation. Also, the course unit title of “Physical and Motor Ability Assessment Techniques“ does not match the Learning Outcomes of this course (eg. to think critically and self-critically, to become creative, to treat honestly and keep ethical responsibilities; realize the moral responsibility for the activity and

its impact of the results on social, economic and cultural development; integrate the knowledge and the complicated information; evaluate his own and the professional practice of others and to accept the solution self-sufficiently in complicated situations) and to the content (eg. topics of medical history, physical and motor ability assessment and follow up; different physical and motor ability assessment techniques, their application and evaluation of results; methods of musculoskeletal assessment). ET would like to recommend reconsidering these subjects' descriptions and renewing it as appropriate according the subject.

Students also told the ET that they would like to learn and be assessed at the end of each module rather than at the end of each semester (for example in Methods of Scientific Research).

Overall, the content and subjects are consistent with the type and level of the studies. However, the health promotion and exercise section in the study programme hours of study should be increased (Contemporary Study of Non-infectious Conditions and Physical Activity and Health). The emphasis in the SER appears to be on topics appears biased towards physiotherapy, such as muscle function and assessment techniques. The ET would also like to suggest that Applied Kinesiology might be a core subject, rather than an elective.

The content and methods of subjects/modules are appropriate for the achievement of intended LOs. Both students and teachers indicated that a variety of teacher and learning approaches were used in the programme with lectures and seminars mainly used, but not many practical classes. Teachers indicated that there are plans to decrease the number of lectures given and increase the use of other educational activities. Students indicated they wanted more practical/lab hours.

The scope of the programme is sufficient to ensure learning outcomes, particularly if the sections on health promotion and exercise are strengthened and community and public health issues are included. Students know where to find the LOs of the programme and have read them.

Course outlines such as "Contemporary Study of Non-infectious Conditions." and "Cultural Anthropology in Health Care" and the range of academic activities listed for teachers, such as publishing research, reviewing research articles and presence on editorial boards of peer reviewed journals indicate the use of the latest achievements in science and technologies

The ET observed that students have very good access to the newest literature and databases and was told by the students that they actively use them in self-study.

3. Staff

The ET reviewed the study programme requirements and is convinced it meets legal requirements both at university and country levels.

The qualifications of staff are adequate to ensure LOs. Most of the teachers (90%) teaching on this programme have PhDs. The involvement of many experienced and highly qualified teachers provides breadth and depth of learning. Thirty teachers from five different departments in three faculties are involved in the programme, including teachers from Department of Rehabilitation and Institute of Sport. ET confirms that this number is adequate to ensure learning outcomes. Also, students commented and gave a good suggestion that the programme team would benefit from the addition of an expert in Applied Physical Activity.

The turnover of teaching staff is low and if necessary; teachers are replaced with other equally qualified colleagues. These measures ensure an adequate provision of staff for the programme

LUHS creates conditions for the professional development of staff necessary for the provision of the programme in a number of ways. Qualifications of teachers are assessed each five years during a Teachers Certification process. LUHS provides opportunities to raise qualification levels by participation in scientific conferences and practical seminars at national and international level, seminars at LUHS Teachers Educational Competence Centre. In total, ET hasn't got negative feedback from teachers regarding their professional development. What could be improved in this area - the possibility for international exchange for teachers should be increased for those involved in the HARPE programme.

Teachers of the HARPE program are involved in different scientific activities, not all of them directly related to this programme but appropriate to the level and area of study. Examples of related scientific activity topics are utilizing eHealth technologies, functional evaluation of elderly populations, health care ethics, health care management, fitness and physical exercise, physical activity and health and sports traumatology.

4. Facilities and learning resources

Classrooms and equipment available seem suitable and sufficient for the existing number of students. The ET saw a gymnasium, practical classrooms, seminar/tutorial rooms and lecture rooms on their site visit. Facilities for students to practice exercise skills should be more developed. Teaching and learning equipment is adequate in both size and quality. The ET gained the impression from discussions with staff and students during their site visit that these facilities are continually being developed, with more classrooms and more equipment made available to students.

Overall, LUHS has adequate arrangements for student practice. Social partners from nonclinical areas should be more involved in new placement arrangements and expressed their readiness to increase their involvement. Their involvement would help to emphasise health promotion more in the programme and work in community and public health, areas in which the students wanted to work. ET would like to note, that there seems to be a lack of practice placements in health promotion centres, gym and fitness clubs. This needs to be improved in the future.

The ET also observed that LUHS has a new and modern library, which meets the highest standards and there appear to be plenty of electronic learning resources available for teaching and learning. In total, students are happy with these learning resources. Such learning resources included Biodex and other evaluation equipment, electronic databases, ebooks, paper-based books and journals available electronically.

5. Study process and student assessment

Admissions requirements are well founded and clear. Graduates with bachelor in physiotherapy degrees from university or college have the opportunity to continue their studies in the HARPE programme. College graduates must have supplementary rehabilitation studies before entering the HARPE programme. It is worthwhile to discuss the possible inclusion of students from other programmes, also using the supplementary studies. ET thinks this could increase the number of students in the HARPE programme.

ET confirms that the organisation of the study process ensures an adequate provision of the programme and the achievement of learning outcomes. HARPE teachers are planning to implement a Problem-based learning approach and seem to be well prepared for this.

HARPE students confirmed they are encouraged to participate in the activities of Students Scientific Association and present their work in Lithuania and outside. For example, one of the graduates already is in PhD studies, in Barcelona.

This study programme is new and there were no students who had participated in mobility programme yet. This should be considered in the future.

LUHS ensures an adequate level of academic and social support by means of sufficient numbers of academic and technical staff, psychological support, recreational facilities and careers advice. A student hostel is available for students from outside of Kaunas.

Students indicated that the assessment system of student performance is clear, adequate and publically available by means of guidelines for assessment being clear and appropriate feedback being given on performance. That is really commendable.

Social partners indicated that they are satisfied with the study programme. Most graduates said they continued to work as physiotherapists in their previous places of employment and said that the new knowledge gained is very useful in their job. It should be noted that so far study programme graduate number is low. LUHS has a careers centre to help students plan their professional career.

The majority of the students said they were satisfied with the studies, but some students see the need to improve the study process by adding more projects and practice time and more focus on healthy living and injury prevention. ET recommends introducing these ideas into study programme committee's meetings and discussing it among all stakeholders.

6. Programme management

Positive aspects of the programme include cooperation between four different European countries. This co-operation is part of European strategy and health promotion is a World Health Organisation (WHO) priority area. The idea and efforts to start such a programme is commendable but it seems to ET that the present communication between these four countries is weak and is not as beneficial as it could be, so ET would like to recommend renewing the

communication between those countries and improving its activity and usefulness to the study programme.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated to the Study Programme Team who reports to the Dean of the Nursing Faculty.

As ET found in SER and gathered information from meetings during site visit, it seemed that information and data on the implementation of the programme are regularly collected from students, graduates, stakeholders and social partners and analysed by the Study Programme Team. This practice should be also continued in the future.

The HARPE study programme has not had external evaluation before this year, but internal audits are regularly used to improve the programme. Improvements already made as a result of internal evaluation include students' request for more practical projects. Less lectures and more educational activities which have been addressed.

Stakeholders do participate in study programme evaluation and improvement but they could be more involved. Information from the students and graduates highlighted a lack of stakeholders from gymnasia, fitness clubs and health promotion centres, so it would be good to pay more attention to communication between stakeholders and university in order to improve the study programme.

What concerns internal quality assurance, it's measures appear to be effective and efficient and students are satisfied with the quality of the study programme.

III. RECOMMENDATIONS

1. Restart cooperation between the four universities involved in the HARPE programmes and continue development of other international exchange programmes.
2. Reconsider the objectives of the study programme including patients/clients groups with chronic musculoskeletal and neurological diseases.
3. Rethink the correlation between the course unit titles, learning outcomes and course content.
4. Put greater emphasis on the health promotion part of the study programme and continue to develop practical placements for health promotion.
5. Develop wider contacts with social partners, especially with potential employers, improve the communication with current social partners and assure their greater involvement in programme management.

IV. SUMMARY

The Master's study programme in Health Rehabilitation through Physical Exercise (HARPE) was created with financial support from the ERASMUS programme in 2009 and involves cooperation between four European countries (United Kingdom, Bulgaria, Romania and Lithuania). This co-operation is part of European strategy and health promotion is a World Health Organisation (WHO) priority area. The idea and efforts to start such a programme is commendable but it seems to ET that the present communication between these four countries is weak and is not as beneficial as it could be, so ET would like to recommend to renew the communication between those countries and to improve its activity and usefulness to the study programme.

The study programme aims are compatible with LUHS main mission and also compatible with landmarks of World Confederation of Physical Therapy (WCPT). Social partners confirmed that there is a lack of specialists in the field of rehabilitation in nonclinical environments and study programme graduates will fill the gap in rehabilitation in the community. Programme aims/objectives and learning outcomes are well defined and clear, also consistent with Master's level study and study in the field of health, rehabilitation and exercise. The ET is not fully convinced that the objective of the second cycle HARPE study programme; "to develop the ability to implement rehabilitation through physical exercise for the patients, suffering from cardiovascular and other chronic non-infectious diseases" is broad

enough to cover the whole topic of rehabilitation. The term “*cardiovascular and other non-infectious diseases*” which is used in World Health Organisation (WHO) in rehabilitation does not include patients/clients with chronic musculoskeletal and neurological conditions that should be included in rehabilitation. The ET would like to recommend that these patient groups would be also added to the study programme to increase the orientation of the study programme towards rehabilitation.

Study subjects are spread evenly through the programme and subject matter does not seem to be much repetition. The content and subjects are consistent with the type and level of the studies although, the health promotion and exercise section in the study programme hours of study should be increased (Contemporary Study of Non-infectious Conditions and Physical Activity and Health). Overall, the scope of the programme is sufficient to ensure learning outcomes, particularly if the sections on health promotion and exercise are strengthened and community and public health issues are included.

The involvement of many experienced and highly qualified teachers provides breadth and depth of learning. Thirty teachers from five different departments in three faculties are involved in the programme, including teachers from Department of Rehabilitation and Institute of Sport. This number is adequate to ensure learning outcomes. However, students commented that the programme team would benefit from the addition of an expert in Applied Physical Activity. Furthermore, LUHS creates conditions for the professional development of staff necessary for the provision of the programme in a number of ways.

Classrooms and equipment available seems suitable and sufficient for the existing number of students. Also, LUHS has adequate arrangements for student practice. Social partners from nonclinical areas should be more involved in new placement arrangements and expressed their readiness to increase their involvement. Their involvement would help to emphasise health promotion more in the programme and work in community and public health, areas in which the students wanted to work. ET would like to add, that there seems to be a lack of practice placements in health promotion centres, gym and fitness clubs.

ET confirms that the organisation of the study process ensures an adequate provision of the programme and the achievement of learning outcomes. LUHS ensures an adequate level of academic and social support by means of sufficient numbers of academic and technical staff, psychological support, recreational facilities and careers advice. Students indicated that the assessment system of student performance is clear, adequate and publically available by means of guidelines for assessment being clear and appropriate feedback being given on performance. Most graduates said they continued to work as physiotherapists in their previous places of employment and said that the new knowledge gained is very useful in their job. Information from the students and graduates highlighted a lack of stakeholders from gymnasia, fitness clubs and health promotion centres, so it would be good to pay more attention to communication between stakeholders and university in order to improve the study programme.

In conclusion, the study programme is good and is developed systematically; still there are areas to improve in order to be even better in the future.

V. GENERAL ASSESSMENT

The study programme Health rehabilitation through physical exercise (state code – 621B30003) at LITHUANIAN UNIVERSITY OF HEALTH SCIENCES is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

*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.

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**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO ANTROSIOS PAKOPOS
STUDIJŲ PROGRAMOS SVEIKATINIMAS IR REABILITACIJA FIZINIAIS
PRATIMAIS (VALSTYBINIS KODAS – 621B30003) 2014-07-18 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-410 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sveikatos mokslų universiteto studijų programa *Sveikatinimas ir rehabilitacija fiziniais pratimais* (valstybinis kodas – 621B30003) 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	3
	Iš viso:	18

* 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

Sveikatinimo ir rehabilitacijos fiziniais pratimais magistrantūros studijų programa buvo sukurta pasinaudojant 2009 m. gauta programos ERASMUS finansine parama. Įgyvendindamos programą bendradarbiauja keturios Europos šalys (Jungtinė Karalystė, Bulgarija, Rumunija ir Lietuva). Šis bendradarbiavimas yra Europos strategijos dalis, o sveikatos ugdymas yra vienas iš Pasaulio sveikatos organizacijos (PSO) prioritetų. Idėja sukurti tokią programą ir tam įdėtos pastangos yra pagirtinos, tačiau ekspertų grupei susidarė įspūdis, kad dabartinis šių keturių šalių bendradarbiavimas yra silpnas ir neduoda tokios naudos, kokios galėtų duoti, taigi ekspertų grupė norėtų rekomenduoti atnaujinti ir suintensyvinti šių keturių šalių ryšius ir siekti didesnės jų naudos studijų programai.

Studijų programos tikslai atitinka ir pagrindinę LSMU misiją, ir Pasaulinės kineziterapeutų konfederacijos (WCPT) pagrindinius siekius. Socialiniai partneriai patvirtino, kad trūksta rehabilitacijos specialistų neklinikinėje aplinkoje, o studijų programos absolventai gali užpildyti šią rehabilitacijos bendruomenėje spragą. Programos tikslai, uždaviniai ir mokymosi rezultatai yra tiksliai apibrėžti ir aiškūs, nuosekliai atitinka magistrantūros lygio studijas ir studijas sveikatos, rehabilitacijos ir fizinių pratimų srityse. Ekspertų grupė nėra iki galo įsitikinusi, kad antrosios pakopos Sveikatinimo ir rehabilitacijos fiziniais pratimais studijų programos tikslas „ugdyti gebėjimus vykdyti pacientų, sergančių širdies ir kraujagyslių ligomis bei kitomis lėtinėmis neinfekcinėmis ligomis, reabilitaciją fiziniais pratimais“ yra pakankamai platus, kad apimtų visas rehabilitacijos sritis. Pasaulio sveikatos organizacijos

(PSO) reabilitacijos srityje vartojama sąvoka „širdies ir kraujagyslių ir kitos neinfekcinės ligos“ neapima lėtinėmis kaulų ir raumenų ligomis sergančių bei neurologinių sutrikimų turinčių pacientų, kurie turėtų būti įtraukti į reabilitaciją. Ekspertų grupė norėtų rekomenduoti šias pacientų grupes taip pat įtraukti į studijų programą ir šią studijų programą siekti labiau orientuoti į reabilitaciją.

Studijų dalykai programoje yra tolygiai paskirstyti – neatrodo, kad temos dažnai kartotųsi. Turinys ir dalykai nuosekliai atitinka studijų tipą ir lygį, nors sveikatos ugdymo ir fizinių pratimų daliai studijų programoje reikėtų skirti daugiau valandų (Šiuolaikinis neinfekcinės būklės, fizinio aktyvumo ir sveikatos tyrimas). Apskritai programos apimtis yra pakankama siekiant užtikrinti mokymosi rezultatus, ypač jei bus sustiprintos sveikatos ugdymo, fizinių pratimų dalys ir įtrauktos bendruomenės ir visuomenės sveikatos temos.

Daugelio patyrusių ir aukštos kvalifikacijos dėstytojų dalyvavimas užtikrina išsamų ir gilų mokymąsi. Programoje dalyvauja trisdešimt dėstytojų iš trijų fakultetų penkių skirtingų katedrų, tarp jų – Reabilitacijos katedra ir Sporto institutas. Šis skaičius yra pakankamas siekiant užtikrinti mokymosi rezultatus. Tačiau studentai pateikė pastabų, kad būtų naudinga, jeigu tarp programos dėstytojų būtų taikomosios fizinės veiklos ekspertų. Be to, LSMU savo darbuotojams įvairiais būdais sudaro profesinio tobulinimosi, reikalingo programai vykdyti, sąlygas.

Turimos auditorijos ir įranga atrodo tinkama ir pakankama pagal esamą studentų skaičių. LSMU turi tinkamas sąlygas studentų mokomajai praktikai. Neklinikinių sričių socialiniai partneriai turėtų būti aktyviau įtraukiami į naują mokomosios praktikos sistemą – jie informavo, kad yra pasirengę dalyvauti aktyviau. Jų dalyvavimas programoje padėtų stipriau pabrėžti sveikatos ugdymą, darbą bendruomenėje ir visuomenės sveikatą – sritis, kuriose studentai nori dirbti. Ekspertų grupė dar norėtų pridurti, kad susidarė išpūdis, jog trūksta mokomosios praktikos vietų sveikatos ugdymo centruose, sporto salėse ir klubuose.

Ekspertų grupė patvirtina, kad studijų proceso organizavimas užtikrina tinkamą programos vykdymą ir mokymosi rezultatų siekimą. LSMU užtikrina tinkamo lygio akademinę ir socialinę paramą, nes turi pakankamai akademinio ir techninio personalo, teikia psichologinę pagalbą, turi poilsio infrastruktūrą, konsultuoja karjeros klausimais. Studentai nurodė, kad studentų rezultatų vertinimo sistema yra suprantama, tinkama, vieša – vertinimo gairės yra aiškos, atitinkamai yra teikiamas grįžtamasis ryšys apie programos vykdymą. Dauguma absolventų minėjo, kad toliau dirba kineziterapeutais ankstesnėse darbo vietose ir kad įgytos naujos žinios jiems labai praverčia darbe. Iš informacijos, kurios gauta iš studentų ir absolventų, matyti, kad trūksta sporto salių, klubų, sveikatos ugdymo centrų – socialinių dalininkų, todėl būtų gerai daugiau dėmesio skirti universiteto ryšiams su socialiniais dalininkais, siekiant patobulinti studijų programą.

Apibendrinant, galima teigti, kad studijų programa yra gera, sistemiškai plėtojama; kelias sritis dar galima patobulinti, kad ateityje ji būtų dar geresnė.

<...>

III. REKOMENDACIJOS

1. Atnaujinti keturių universitetų, dalyvaujančių sveikatinimo ir reabilitacijos fiziniiais pratimais programose, bendradarbiavimą ir tęsti kitų tarptautinių mainų programų plėtojimą.
2. Persvarstyti studijų programos tikslus – įtraukti lėtinėmis kaulų, raumenų ir neurologinėmis ligomis sergančius pacientus ir (arba) klientų grupes.
3. Persvarstyti studijų dalykų pavadinimų, mokymosi rezultatų ir studijų turinio sąsajas.
4. Stipriau akcentuoti studijų programos dalį, skirtą sveikatinimui, toliau tęsti praktikos vietų sveikatinimo srityje vystymą.

5. Užmegzti daugiau ryšių su socialiniais partneriais, ypač su galimais darbdaviais, stiprinti ryšius su dabartiniais socialiniais partneriais ir užtikrinti jų aktyvesnį įsitraukimą į programos vystymą.

<...>

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)