



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETO  
**STUDIJŲ PROGRAMOS *KINEZITERAPIJA* (621B31002)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *PHYSIOTHERAPY* (621B31002)  
STUDY PROGRAMME**  
at LITHUANIAN SPORTS UNIVERSITY

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Išvados parengtos anglų kalba  
Report language - English

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kineziterapija</i>
Valstybinis kodas	621B31002
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2 m); Iššęstinė (3 m);
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kineziterapijos magistras, kineziterapuetas
Studijų programos įregistravimo data	Įregistruota 1997-05-19 Švietimo ir mokslo ministro įsakymu Nr. 565. Perregistruota 2010-05-03 Švietimo ir mokslo ministro įsakymu Nr. V-635/

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Physiotherapy</i>
State code	621B31002
Study area	Biomedical studies
Study field	Rehabilitation
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (2 years); Part-time (3 years)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Rehabilitation, Physiotherapist
Date of registration of the study programme	Registered on 1997-05-19, Order of the Minister of Education and Science No.565 Re-registered on 2010-05-03, Order of the Minister of Education and Science No. V-635

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

Universities require evaluation systems to assess the educational programs offered to society. The Lithuanian Sports University (LSU) has also undergone an external evaluation aimed at continuous improvement and increasing the quality of teaching and learning.

The external evaluation of LSU Physiotherapy master programme was organised by the Centre for Quality Assessment in Higher Education of Lithuania. The centre nominated an external Evaluation Team (ET) formed by the team leader, Dr. Mark Sacco, (University of Malta, Malta), Prof. Arnd Krüger (University of Göttingen, Germany), Assoc. Prof. Dr. Berta Paz Lourido (University of the Balearic Islands, Spain), Doc.dr. Milda Žukauskienė (Vilnius College, Lithuania), Dalia Janušauskienė, (Social Representative, Lithuania) and Kristina Mendelienė (Student Representative, Lithuania).

The evaluation process was developed in several phases. In the first phase, various documents relating to the university system in Lithuania were analysed, as well as documents on assessment in higher education and programme documents, as the self-evaluation report (SER). Later, a site visit to the university took place and meetings were held with the administrative staff, the staff responsible for preparing the SER, teaching staff, students of all years of study, graduates and employers. The visit, that took place on 12 March 2014, allowed the external Evaluation Team to gather relevant information to discuss and prepare this report. The external evaluation group also evaluated various support services (classrooms, library and computer facilities and research facilities) and examined student's master thesis.

A Report containing the results of the analysis of the program in different sections, as well as recommendations and a final summary is presented in the following paragraphs.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The need for rehabilitation in Lithuania is 'real', this is how the topic of discussion was introduced to the ET at its first meeting. This need for rehabilitation is not only required and desired in Lithuania, but globally has become a necessity, hence the importance for the Masters course in Physiotherapy.

The programme aims and intended learning outcomes are well defined and focused on the academic, professional requirements and health needs as stipulated by the State. The course is intended to match the student's expectations to those of the university. The Master's programme has a very scientific foundation with research being at the core of its studies, this bodes well to the concept of life-long learning and meeting the needs of the ever demanding labour market. The intended learning outcomes of the study programme are defined according to the Dublin's descriptors and match the requirements of the seventh level European qualification framework.

The course's ability to match the proclaimed aims and intended learning outcomes was partly confirmed by the present full-time students, graduates and social partners when interviewed by the Evaluation Team.

One of the fundamental issues in the Master's programmes is whether the programme is geared towards specialisation or generalisation. The document states that this programme is for deepening a student's knowledge which may indicate specialisation but it is questionable if the modules provided in the curriculum allow specialisation in any field of physiotherapy. However the staff themselves told the ET that some students apply for this course because it is a 'sports orientated qualification'. It is the opinion of the ET that the course would be more attractive to students looking at it from a local perspective as well a qualification that will help students to apply for a post overseas, if it could be called a 'Masters in Sports Rehabilitation', indicating an advanced level of both academic or specialised Physiotherapy. Also, the ET recommends an increase in the amount of physiotherapists among the teaching staff, presently should the Master in Sport Rehabilitation be introduced the danger is that this will again be very general and not specific for PT, and hence cannot be called a Master in Sports Physiotherapy.

There is a bit lack of clarity in the direction of the Master - in this sense, some teachers consider that a sport orientation may be a strength because it can be a way to engage physiotherapists in preventive health programs, although this statement is not reflected in the structure of the curriculum.

In the Resolution for 2011 – 2020 of the Seimas of the Republic of Lithuania, Medical rehabilitation, and especially outpatient rehabilitation, are named as priorities; in the order for 2012 of the Director of the National Health Insurance Funds medical rehabilitation is considered to be a priority direction also in the order of the Minister of Health Care of the Republic of Lithuania it is stated that it is necessary to give **priority to private activities of independent contractors**, and to develop outpatient rehabilitation services. More and more often physiotherapists work not only in traditional environments, such as a hospital, clinic or sanatorium, but also are **self-employed physiotherapists**. (ET emphasis added). The whole programme is, however, still directed towards the expectation of “traditional environments” and has only one module “Business management and corporate law”, 5 CP) which seems to prepare students for any private activities.

The “Learning outcomes of the second cycle Physiotherapy study programme” as mentioned in Tab. 3 of the SER are a step in the right direction, but the content and the teachers of the modules sometimes counteract these *Learning Outcomes*. There is next to nothing in the modules that relates to “General competences”. In the future the Learning Outcomes could be better represented on the modular level.

## ***2. Curriculum design***

The university has to be commended in that the course curriculum has had major changes carried out to it as was recommended by the previous ET. All the provided literature, as well as the stakeholders has concluded that the course has undergone significant changes that are producing better graduates.

The curriculum design takes into consideration the different needs of full-time and part-time students. The duration of the programme is of 2 years for full-time students and 3 years for part-time students.

The programme has no specialisations and no chance for any elective subjects hence could be considered as a lack of flexibility that means you are limiting the students to what the university offers and not what a student can desire to flourish. ET would recommend solving this question.

Even though the present students stated that they understood and spoke English they were not very forthcoming in communicating with the ET and this gave the impression that they were not as fluent in the language as stated. The course does not provide the student with any further opportunity to deepen their knowledge in the English language, or any other language, so

optional or extra curricular is being recommended. It was also noted by the ET that the students commented they would have liked to have a number of clinical and an increased amount of practical hours included in the course, implicating that a more hands-on approach to the course is being desired.

The reasons why students stated that they applied for this course in order of preference were:

1. As a pathway to obtaining their PhD
2. As a means of getting a better paid job, hence financial reasons
3. To increase their professional knowledge to give a better treatment.
4. After a B.A. elsewhere an emphasis on sport physiotherapy (as it is offered by the Sport University).

This is interesting as it indicates that it is mainly not the service offered to the patient that is pinnacle to the course but their own ambitions to better themselves, which will reinforce the aim of the present course to remain a generic Masters and not opt for specialisation.

It is being recommended that not all the theses use such a quantitative methodology but offer a wider choice of methodology and analysis that is more qualitative lending itself more towards the social sciences. With respect to the theses it is also being recommended that the 'summary' that is written in English have its wording changed to 'abstract' that indicates that this is a research document and not a summary of a chapter for example. This abstract (and where necessary the thesis) should include a paragraph on the methodology selected with a little bit of detail included. This will help anybody, especially an ET to give a fairer opinion of the thesis being presented. In any case, one aspect positively valued by the ET is to encourage students to try to publish their research or participate in seminars and scientific events, which not only enriches the curriculum, but allows students to prepare for other stages as the PhD if they wish.

The themes are not repetitive and active methodologies are being used to teach in this master, favoured by the number of students. The general design of the curriculum is fine, and this section has been positively evaluated, although, as mention before, it could be desirable that the faculty, students and administration open space for reflection regarding the direction of this master, clarifying its structure based on well-defined learning outcomes and not mainly in the availability of expert teachers from different areas.

### **3. Staff**

The second cycle physiotherapy programme involves 31 teacher - 6 of them are professors (19%), 18 (58%) assistant professors, 5 (16%) lecturers and 2 assistants.

Starting from 2008 every year the University has employed more professional staff than the previous year. The distribution of the teacher's workload seems fair and Lecturers stated that they are given enough time to carry out research activities i.e. approximately 60% of their working hours. The staff to student ratio is very low and this promotes a good teaching environment, this information was forwarded by the staff at the meeting and also taken from the SER where it is stated (p.15) that the analysis of the ratio of the teaching staff and students in the last five academic years showed that teacher-student ratio is less than that required by the normative documents.

In the SER there was no reference regarding an important issue of staff turnover that could affect the second cycle physiotherapy programme and only two of the staff terminated their contracts, indicating a good level of student continuity.

All lecturers in the second cycle of physiotherapy are highly qualified and experienced in their subject area - more than half (18 of 31) of the teaching staff have 10 or more years of experience teaching in that specific area of expertise. 21 out of 31 lecturers have 10 or more years of practical experience. The disappointing factor regarding the academic staff is that only 6 of the lecturers have a physiotherapy qualification, which might imply that the slant to what is being taught is speciality-lead and not with a physiotherapeutic point of view. This lack is also evident by only 9 out of the 28 theses dealing obviously with physical therapy.

During the meeting with the teaching staff, it was highlighted that they have enough time to research and generally seem satisfied with the distribution of teaching in the Master. Due to the organization of the Master, several teachers are involved in a same module with just a few hours each one. This distribution seems to have been assigned according to the preference and academic profile of each teacher.

Students considered as positive the fact of having many teachers specialized in different aspects in the same module as well as the use of 'moodle' to facilitate their learning. Among teaching staff, except for some comments, involving several teachers in the same module, with few teaching hours for each one, is not seen as a problem but as a positive aspect. However, despite the existence of a coordinator module, it was difficult for teachers to explain what was being taught by other teachers, particularly if those are allocated in a different module, which shows that the coordination between the various modules could be improved. It seems that a better



coordination among teachers could be useful to the program, but as a first step it should be clear the direction of the program. If not, there is a risk that the program is supported by the preferences of the teachers and not by the needs of students, in particular and society, in general.

In the last five years more than 50 foreign lecturers have come to teach at the university and most of them were exchanged with LSU staff – this proves that the university staff is obtaining foreign professional development, new experience, obtaining new teaching methods and sharing these experiences with their students and other colleagues.

The university supports ‘ professional growth and development (SER p.15) – teachers do belong to research groups, participate in Lithuanian and international projects, present their research results in national and international scientific conferences, journals, seminars. In the SER it is shown that the number of the teaching staff that were involved in local and international projects increased every year for the last five years.

It was also stated by the staff that all were offered an intensive English language course and the administration ought to be applauded for this effort and encouraged to offer this on a regular basis.

#### ***4. Facilities and learning resources***

Lectures, seminars and practice sessions are held in 11 classrooms, 2 computer classes and a library. Two specialized classrooms have a sufficient number of therapeutic plinths: each of these plinths is used by two students. All classrooms have multimedia or computer to help the teaching and learning taking place during any lectures or seminars.

The library has been renovated and adapted to the needs of the public with special needs. It is being recommended to upgrade the pavements / sidewalks in order to have easier access to the library for wheelchair users.

Students said that they have enough equipment and resources to carry out laboratory and practical training; however most of the equipment which is used by these second cycle physiotherapy students are oriented to sports research rather than to physiotherapy in general.

Overall it appears that practice sessions and laboratory work are sufficient in this programme – students following this programme have the opportunity to carry out their research in the Center

of Fundamental and Clinical Movement, the Laboratory of Kinesiology, the Adapted Physical Activity Education and Research Laboratory, the Laboratory of Physical Activity and Epidemiology, as well as the Palanga Rehabilitation Hospital.

The University library has a considerable amount of publications and textbooks; however a lot of them appear dated. The library does have a number of new books but not in sufficient quantities hence are only available for use within the library and will be difficult for students to access should it be one of the recommended books for reading. A number of journals specialized for the physiotherapy programme are available but not in sufficient numbers, limiting the students to a narrow perspective of physiotherapy. A lot of prominent journals from various countries are available in electronic format and this might be an option for the library to pursue.

Library databases are accessible for students as in the library as in the dormitory and other premises of the University too, as a wireless internet connection is installed there.

The University developed and uses extensively an e-learning system (Moodle), which contains a number of lecture materials, tasks for practice sessions and seminars, this together with an online-teaching system whereby lectures are filmed and assessable freely from home over the internet.

##### ***5. Study process and student assessment***

Student admissions are constant and these number 40 new entrants every year, the admission procedures are well formulated, transparent and conform to Lithuanian admission regulations. The entry requirements are such that the university accepts students with a high academic score thus ensuring a better quality student. In addition credit is given for the publication and/or presentation of research results, for elite sports performance, for years of experience as a physiotherapist, for participation in international student exchange and acknowledges physical handicaps. During the last five years the number of applicants has decreased, so that the rate of applicants to students accepted has dropped from a 2:1 ratio to a ration of less than 1.5:1. It remains to be seen whether this has any consequences in the quality of the programme.

The good student support systems and careful academic monitoring lend itself to a very good programme, unfortunately there still are a significant number of student drop-outs and the university ought to research further the cause and where these students are going.

The course programme is European Credit Transfer and Accumulation System (ECTS) compliant, and has integrated study units into modules this has created greater opportunities for students to learn subjects in a broader manner but is still very reliant on a medical model of health. This emphasis is supported by the lack of theses with a socio-psychological emphasis (only 2 out of 28).

2008 – 2012, the programme included four elective subjects, which accounted for 16 credits. Unfortunately, these were taken out of the programme as of 2012. Although the SER called this an “upgrading”, the ET is concerned that this lack of electives is counter-productive to a programme that aims at a high academic quality. Without the necessary elective study to support the work on the elective final thesis, there is the risk of insufficient methodological preparation for a thesis which is worthwhile to be published. It is hoped by the ET that the intended “offer (of) several new elective modules” will help to improve on this deficiency.

Students have learning facilitated by a very experienced teaching team that lend their support to students either directly or via a student representative. The staff all has foreign experience and all have participated in various exchanges overseas and this was evident by the enthusiasm generated by the staff during the meetings with the ET. The positive development of electronic journals, distance learning teaching, including the use of the University’s Moodle system has also made learning more flexible and must contribute to the programme’s popularity.

All students and graduates stated that the means of assessment throughout the course is fair, transparent and should a revision of paper or grade be necessary, then there is a procedure to follow that can have the issue resolved. It complements the fact that students have the capacity to review an examination paper or allotted grade and if they disagree then a procedure to make their grievances known is possible.

## ***6. Programme management***

The programme is managed very efficiently. It is highly applauded by the ET that LSU is attempting to implement the quality management system according to the ISO 9001 standard. The involvement of the student and the teaching staff – as well as the consequences in case teachers evaluated by the students as not being on par with their tasks – made a very favourable impression on the ET. The representation of the social partners is somewhat problematic. As some of the graduate students plan to continue on to their PhD, the LSU is itself a social partner. For those who will work in a “traditional biomedical environment” as employees the social partners are well represented and involved regularly. As mentioned under “Programme aims and

learning outcomes” the lack self-employment as a professional venue is also visible in the lack of stakeholders in this area. A shift in emphasis of the programme should also involve the selection of social partners in this field.

This includes social data and living conditions which are the basis for successful studies. Programme management is aware of the social needs of its students.

The differences between the Learning aims and what is actually being done at modular level should be aligned.

During the interview with the students, it was said that they are actively involved in the process of quality management, although their behaviour during the ET visit was extremely passive and therefore it was very difficult to obtain information from them.

Despite having a clear organizational process oriented to quality management, students recognize that sometimes use shortcuts to improve aspects of the organization of the programme, such as speaking directly with teachers with responsibility for the organization of the program, for example after a lesson. Although this is a flexible way to solve problems, it would be suggested that students use the channels that the institution has established.

Stakeholders also recognize their participation in quality processes, for example by filling out questionnaires aimed at the continuous improvement of the program.

### III. RECOMMENDATIONS

1. Regarding the objectives of the programme, it is recommended that the programme states more clearly whether its orientation is towards specialization in any field of physiotherapy, towards a specialization in research in physiotherapy or if it is aimed at providing general knowledge to be applied in a clinical setting.

2. Since the Programme does not offer any elective subjects, it is recommended that these be introduced into the curriculum, as well as give the students the opportunity to deepen their knowledge in foreign languages.

3. As for the modules on research and the Master's thesis, it would be desirable to further develop qualitative research, in order to provide students with other methodologies and perspectives of research.

4. Regarding the teaching staff, it is being recommended that a greater percentage of qualified physiotherapists join the academic staff, which would contribute to giving the programme a more physiotherapeutic orientation.

5. Finally, it would be desirable to increase availability of specific literature in the field of physiotherapy, as well as the research infrastructure to allow to do research in various fields of physiotherapy.

#### IV. SUMMARY

First of all, the ET is very pleased to see that in the current Master programme are reflected many of the recommendations of the previous external evaluation, and further more, it is possible to see the great effort to improve the quality of the programme at all levels.

Nevertheless, it would be desirable to state more clearly the paradigm underlying the curriculum of this master programme. Given the new challenges for physiotherapists in a changing social environment, it is important that the programme better reflects its aims and how the competences acquired with this degree will allow students to work not only in traditional clinical settings but also undertaking their own businesses or research projects. It is possible to see that the master programme is planned to be attractive to a wide range of students, although this makes it difficult to see the orientation of the programme and what distinguishes it from other Masters in Physiotherapy.

The programme has among its strengths an experienced teaching team, specialized in many different fields, although, in fact, not many are specialized in the field of physiotherapy. Teaching is fragmented into modules allowing students to have learning experiences with specialists in each area, but requires significant coordination at various levels. This coordination seems to be achieved in this masters programme, although it is important that the study quality systems continue with the collection of perspectives of teachers and students throughout the course with this modular system to make the necessary adjustments.

Finally, the overall evaluation of this Master program is very good, so the external ET congratulates those responsible for it. Hopefully the recommendations contained in this document ought to be taken into consideration in the future.

## V. GENERAL ASSESSMENT

The study programme Physiotherapy (state code – 621B31002) at LITHUANIAN SPORTS UNIVERSITY 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	4
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
	<b>Total:</b>	<b>19</b>

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

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

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

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

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**LIETUVOS SPORTO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ  
PROGRAMOS KINEZITERAPIJA (VALSTYBINIS KODAS – 621B31002) 2014-06-23  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-372 IŠRAŠAS**

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sporto universiteto studijų programa *Kineziterapija* (valstybinis kodas – 621B31002) vertinama teigiamai.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

## IV. SANTRAUKA

Pirmiausia, ekspertams labai malonu pastebėti, kad dabartinėje magistro programoje atsispindi daugelis per ankstesnę išorinę vertinimą pateiktų rekomendacijų. Be to, galima matyti, kad buvo dedama daug pastangų, siekiant pagerinti programos kokybę visais lygmenimis.

Vis dėlto, pageidautina aiškiau nurodyti paradigmą, pabrėžiančią šios magistro programos studijas. Atsižvelgiant į kintančioje socialinėje aplinkoje kineziterapeutams iškytančius naujus iššūkius, svarbu, kad programoje geriau atsispindėtų jos tikslai ir būtų nurodyta, kaip įgytos šio



laipsnio kompetencijos padės studentams dirbti ne tik tradicinėse medicinos įstaigose, bet taip pat ir vystant savo verslą ar mokslinių tyrimų projektuose. Pastebima, jog stengiamasi, kad magistro programa būtų patraukli daugeliui studentų, nors sunku numatyti programos kryptį ir kuo ji išsiskiria iš kitų magistro programų kineziterapijos srityje.

Dar viena programos stiprybė – patyrusių dėstytojų komanda, kurios nariai specializuojasi įvairiose srityse, nors, tiesą sakant, nedaugelis specializuojasi kineziterapijoje. Studijos išskaidytos į modulius, todėl studentai gali įgyti patirties dirbdami su specialistais įvairiose šios specialybės srityse, tačiau reikia geresnio koordinavimo įvairiais lygiais. Koordinavimas šioje magistrantūros studijų programoje, atrodo, yra įgyvendinamas, nors svarbu, kad studijų kokybės sistemoje ir toliau būtų renkami dėstytojų ir studentų atsiliepimai per visus studijų metus, kad šioje modulinėje sistemoje būtų atlikti reikiami pakeitimai.

Apskritai, šios magistro programos vertinimas yra „labai gerai“, todėl ekspertai sveikina tuos, kurie už ją atsakingi. Tikimasi, kad ateityje bus atsižvelgta į šiame dokumente pateiktas rekomendacijas.

### **III. REKOMENDACIJOS**

1. Kalbant apie programos tikslus rekomenduojama, kad programoje būtų aiškiau nurodoma, ar ji orientuota į bet kurios kineziterapijos srities specializaciją, į mokslinius tyrimus kineziterapijos srityje, ar skirta suteikti bendrąsias žinias, kurios būtų taikomos klinikinėje aplinkoje.
2. Kadangi programa nesiūlo jokių pasirenkamųjų dalykų, rekomenduojama juos įtraukti į studijų programą ir tokiu būdu suteikti studentams galimybę gilinti užsienio kalbų žinias.
3. Dėl mokslinių tyrimų modulių ir magistro baigiamojo darbo būtų pageidautina toliau tobulinti kokybinius tyrimus tam, kad studentai būtų supažindinami su kitomis metodologijomis ir mokslinių tyrimų perspektyvomis.
4. Kalbant apie dėstytojus rekomenduojama, kad daugiau kvalifikuotų kineziterapeutų papildytų akademinį personalą, kuris padėtų programą labiau orientuoti į kineziterapiją.

5. Galiausiai, būtų pageidautina padidinti kineziterapijos srities literatūros apimtį, taip pat pagerinti prieigą prie mokslinių tyrimų infrastruktūros, kad tyrimus būtų galima atlikti įvairiose kineziterapijos srityse.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341.