

APPROVED BY
the Order No. 2021-V-0299 of the Rector of the
Lithuanian University of Health Sciences dated
26 May 2021

PROCEDURE FOR THE SUBMISSION OF DOCUMENTS AND ASSESSMENT BY ALTERNATIVE METHODS FOR LSMU STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

CHAPTER I GENERAL PROVISIONS

1. The Procedure for the Submission of Documents and Assessment by Alternative Methods for Students with Special Educational Needs (hereinafter referred to as the Procedure) establishes the principles and procedures for organising the submission of documents and assessment by alternative methods during studies for students of the Lithuanian University of Health Sciences (hereinafter referred to as the University) who have special educational needs and are studying in first-cycle, second-cycle, third-cycle, integrated and residency study programmes.
2. The provisions of this Procedure shall apply to students with special educational needs enrolled in all forms of studies and in study programmes delivered in Lithuanian and foreign languages at the University.
3. Faculties, the Centre for Postgraduate Studies and the Research Affairs Department, University lecturers, and the Commission for the Coordination of Affairs of Students with Disabilities, when considering issues related to the assessment of students with special educational needs by alternative methods, must comply with the requirements applicable to the processing of personal data.
4. When planning, organising and carrying out the assessment of learning achievements of students with special educational needs by alternative methods, the principles of validity, reliability, clarity, usefulness, impartiality and transparency established in the LSMU Study Regulations shall be followed.
5. This Procedure has been prepared in accordance with the following legal acts:
 - 5.1. The Law on Science and Studies of the Republic of Lithuania.
 - 5.2. The Study Regulations of the Lithuanian University of Health Sciences.
 - 5.3. The Law on Social Integration of Persons with Disabilities of the Republic of Lithuania.
6. The following terms are used in this Procedure:
 - 6.1. **Commission for the Coordination of Affairs of Students with Disabilities** – a commission approved by an order of the Rector, responsible for coordinating the study process of students with special educational needs.
 - 6.2. **Special educational needs** – needs encompassing the following groups of educational needs:
 - 6.2.1. disability;
 - 6.2.2. disorders.

- 6.3. **Students with disabilities** – students who have developmental, sensory, physical function or other congenital or acquired health impairments that hinder the acquisition of academic knowledge.
- 6.4. **Students with disorders** – students who have learning, behavioural, emotional, language or speech disorders.

CHAPTER II

SUBMISSION OF DOCUMENTS BY STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

7. Students with special educational needs shall apply by completing the electronic application form “Regarding the Provision of Alternative Methods of Assessment”.
8. Students shall submit the electronic application form within 7 calendar days from the beginning of the academic year. If a student fails to submit the application within the specified period, or if a special educational need arises during studies, an application for the provision of alternative assessment methods may, as an exception, be submitted and considered at another stage of the study process.
9. Students with special educational needs shall submit the originals of documents confirming their educational needs to the Faculty Dean’s Office; residents shall submit them to the Centre for Postgraduate Studies; and doctoral students shall submit them to the Research Affairs Department. Students enrolled in study programmes delivered in foreign languages shall submit not only the original documents but also a translation of these documents into English prepared by a professional translator if the documents are not issued in Lithuanian or English.
10. The documents must specify the methodology used for assessing special educational needs, the results of the assessment of needs, and recommendations regarding the conditions required for the assessment of the student’s learning achievements. The documents must indicate the date of issue, the name and position of the specialist who issued the document, the licence number, and contact information. The documents must be certified by the specialist’s signature.
11. Documents confirming special educational needs must be issued by a specialist(s) who, in the country where the documents were issued, is authorised to diagnose or determine special educational needs of such a nature.
12. Deans or heads of other units specified in Clause 9 shall appoint a responsible employee who shall examine applications submitted by students with special educational needs. Within 3 working days, the responsible employee shall review the documents submitted by the student and assess their suitability for the provision of alternative assessment methods. The employee may invite the student for an interview intended to clarify information and discuss alternative assessment methods. The final decision regarding the alternative assessment methods specified in the student’s application shall be made by the Dean, who shall approve or reject the student’s request.
13. Information regarding the alternative assessment methods granted to a student shall be recorded in the LSMUSIS system by an employee of the Dean’s Office. The relevant information shall be made available to lecturers through LSMUSIS assessment records and attendance registers.

14. A student with special educational needs shall inform the course lecturer of the alternative assessment methods granted to them at the beginning of the relevant course, but no later than 5 working days before the first assessment.

CHAPTER III

SELECTION AND PROCEDURE FOR ASSESSMENT METHODS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

15. When assessing the achievements of students with special educational needs, alternative assessment methods shall be applied, taking into account the student's special needs (e.g. the nature of tasks may be modified; the method of assessment may be changed, such as electronic assessment or oral assessment; the font size of examination tasks may be increased; the time allocated for assessment may be extended; the physical environment for assessing learning achievements may be adapted by ensuring appropriate lighting at the examination (assessment) location, accessibility of the examination location, etc.). Alternative assessment methods are provided in Annex 1.
16. Specific tasks corresponding to the content of the assessment shall be prepared, in accordance with the established procedure, by lecturers of the responsible academic unit who teach the relevant subject (module, cycle). For students with special educational needs, the same task shall, where necessary, be prepared using alternative assessment methods.
17. During assessments, students with special educational needs may use only those information sources and aids that have been agreed in advance with the lecturer prior to the assessment. The use of any other aids or equipment during the assessment shall not be permitted, and any attempt to use such aids shall be considered academic dishonesty.
18. Students with special educational needs shall be assessed using the assessment methods specified in the subject description.
19. The organisation and supervision of student assessments and evaluation shall be carried out by the academic unit responsible for the assessment.

CHAPTER IV

QUALITY MANAGEMENT OF ASSESSMENT AND EVALUATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

20. Information for students with special educational needs regarding alternative assessment methods shall be provided on the University's website and during the "Introduction to Studies" course.
21. The Study Quality Assurance and Monitoring Committee shall establish the procedures and methods for monitoring the quality of assessment of learning achievements of students with special educational needs within the study process, coordinate the implementation of study process assessment procedures in faculties, and submit proposals for improving the quality of the study process.
22. The Department of Innovative Education shall organise courses for the development of lecturers' educational competencies and, together with the Commission for the Coordination

- of Affairs of Students with Disabilities, shall provide consultations to lecturers regarding the selection and application of assessment methods for students with special educational needs.
23. The University Students' Representation shall delegate student representative(s) to the Commission for the Coordination of Affairs of Students with Disabilities. The student representative shall participate in the activities of the Commission and submit proposals regarding study content, the study process, or assessment procedures.
 24. In cases of uncertainty regarding the procedure for applying alternative assessment methods for students, the Commission for the Coordination of Affairs of Students with Disabilities shall provide consultations to Dean's Offices or academic staff.

ALTERNATIVE ASSESSMENT METHODS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AT THE LITHUANIAN UNIVERSITY OF HEALTH SCIENCES

This document establishes alternative assessment methods for LSMU students with special educational needs. The methods provided in the annex to the Procedure are of a recommendatory nature; therefore, in each individual case, they may be selected considering the specific needs of the student concerned.

Alternative assessment methods shall neither improve nor worsen the results of learning achievement assessment.

The following alternative assessment methods and conditions are recommended according to specific educational needs:

1. For students with hearing disabilities:

- 1.1. Ensuring an appropriate seating position in the classroom, not too far from the sound source;
- 1.2. Providing conditions for the use of an available FM system or other devices enabling improved hearing during assessments;
- 1.3. Adapting assessment tasks by using more visual materials;
- 1.4. Extending the time allocated for achievement assessment by up to 25%;
- 1.5. Allowing the use of sign language interpreter services.

2. For students with visual disabilities:

- 2.1. Allowing the use of computers with screen magnification software installed;
- 2.2. Allowing the use of magnifying devices;
- 2.3. Allowing the use of devices intended for students with visual disabilities;
- 2.4. Adapting assessment tasks by providing the required materials in a larger font (Verdana or Arial, size 16–18);
- 2.5. Providing the possibility to complete an assessment orally by making an audio recording, which shall be considered equivalent to a written assignment;
- 2.6. Providing the possibility to complete an assessment using a computer, considering the nature of the task;
- 2.7. Extending the time allocated for achievement assessment by up to 25%.

3. For students with physical disabilities:

- 3.1. Ensuring appropriate adaptation of the environment and the student's workstation;
- 3.2. Providing the possibility to complete achievement assessments remotely, considering the nature of the task;
- 3.3. Providing the possibility to complete assessments orally or in writing, considering the nature of the task;

- 3.4. Allowing the use of computers with software and equipment installed to compensate for physical disabilities;
- 3.5. Extending the time allocated for achievement assessment by up to 25%;
- 3.6. Providing rest breaks during achievement assessments.
- 4. For students with psychosocial disabilities (autism spectrum disorders, mental health disorders, attention and activity disorders, etc.):**
 - 4.1. Providing the possibility to complete assessments in a familiar environment;
 - 4.2. Providing the possibility to complete assessments in a separate room;
 - 4.3. Extending the time allocated for achievement assessment by up to 25%;
 - 4.4. Providing rest breaks during assessments;
 - 4.5. Spelling or calculation errors made by the student in assessment work may be disregarded, considering the nature of the task and the type of learning disorder.
- 5. For students with learning disorders (dyslexia, dysgraphia, etc.):**
 - 5.1. Providing the possibility to use screen-reading software;
 - 5.2. Providing the possibility to complete assessments orally or in writing, considering the nature of the task;
 - 5.3. Spelling or calculation errors made by the student in assessment work may be disregarded, considering the nature of the task and the type of learning disorder;
 - 5.4. Extending the assessment time by up to 25%.
- 6. For students with somatic diseases (diabetes mellitus, multiple sclerosis):**
 - 6.1. Providing the possibility to extend the assessment time by up to 25% or to interrupt the assessment in the event of an episode/acute medical event;
 - 6.2. Providing the possibility to administer medication during the assessment.