

THE ORDER FOR ALTERNATIVE METHODS OF ASSESSMENT AND DOCUMENT SUBMISSION FOR LSMU STUDENTS WITH SPECIAL ACADEMIC NEEDS

I. GENERAL CONDITIONS

1. The order for document submission and alternative methods of assessment for students with special academic needs (hereafter – Order) is established by the Lithuanian University of Health Sciences (hereafter – University) for students, who are studying in first, second, third cycle, integrated and residency study programmes and who have special academic needs. The Order defines the submission of documents and the organisational principles of providing the alternative methods of assessment during studies.
2. The conditions of the Order apply to all the students with special academic needs in all the University programmes in Lithuanian and foreign languages.
3. Deans' Offices, Centre for Postgraduate Studies and Research Centre, University lecturers and Disabled Student Affairs Coordination Committee shall follow personal data management criteria when considering issues related to the alternative methods of assessment for students with special academic needs.
4. When planning, organising and delivering the alternative methods of assessment for students with special academic needs, LSMU Study Regulation regarding justification, reliability, clarity, benefit, objectivity and publicity principles shall be followed.
5. The Order was prepared based on these legal acts:
 - 5.1. Republic of Lithuania Law on Science and Studies.
 - 5.2. Study Regulation of the Lithuanian University of Health Sciences.
 - 5.3. Republic of Lithuania Law on Social Integration of the Disabled.
6. Terminology used in the Order:
 - 6.1. **Disabled Students' Affairs Coordination Committee** – committee approved by the Rector's Order, coordinating the study processes of students with special academic needs.
 - 6.2. **Special academic needs** – these are the needs that cover the following groups of needs: 1) disability; 2) disorders.
 - 6.2.1. **Students who have a disability** – students who have developmental, sensory, physical function or other congenital or acquired disabilities, which interfere with the pursuit of academic knowledge.
 - 6.2.2. **Students who have disorders** – students who have learning, behavioural, emotional, speech or communication disorders.

II. SUBMISSION OF DOCUMENTS FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS

7. Students with special academic needs, apply by filling out an online request form *Regarding provision of alternative methods of assessment*.
8. Students submit their online form within 7 calendar days from the beginning of the academic year. If a student has not submitted the request in the time provided or the special academic need arose during studies, by the order of exception, the request for alternative methods of assessment can be submitted and considered during other time of studies.
9. Students with special academic needs shall provide original documents confirming their special academic needs to their Faculty Dean's Office, residents – to the Centre for Postgraduate Studies, doctoral students – to the Research Centre. Students who study in foreign language programmes in addition to the originals of their documents shall submit a

professional translation into English, if the document was not issued in Lithuanian or English languages.

10. The documents shall specify the methodology for the assessment of special learning needs, the investigation results of the needs, and recommendations on the conditions for the assessment of the student's required achievements. The documents shall contain the date of issue, name, position, licence number and contact details of the professional who issued them. Documents must be confirmed by the signature of the specialist.
11. Documents confirming special academic needs shall be issued by a specialist(s) who has the right to diagnose or establish special academic needs of such nature in the country where they have been issued.
12. Deans or heads of other departments named in para. 9 assign a responsible employee who will analyse the requests of the students with special academic needs. The responsible employee reviews the documents provided by the student within three working days, evaluates their suitability for assigning alternative methods of assessment. The employee can invite the student to a meeting, intended for confirming information and discussing alternative methods of assessment. The final decision regarding the student's request for alternative methods of assessment will be made by the Dean, who approves (disapproves) the student's request.
13. Information about the alternative methods of assessment provided to the student will be registered in the LSMUSIS system by an employee of the Dean's Office. Lecturers shall access this information via registers and attendance registers.
14. The student with special academic needs will inform the lecturer of the subject in the beginning of studies, but no later than five days prior to the first assessment about the alternative methods of assessment they are entitled to.

III. SELECTION OF ALTERNATIVE METHODS OF ASSESSMENT AND PROCESS FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS

15. When evaluating the achievements of students with special academic needs, alternative methods of assessment are applied according to the student's special needs (i.e., the nature of tasks can be changed, method of assessment can be changed: digital assessment, *viva voce* assessment, enlarged font of assessment tasks, extended time of assessment, adjusted physical environment for assessments – ensured good lighting for examination (assessment) space, accessibility of the examination (assessment) room, etc.) Alternative methods of assessment are provided in Appendix 1.
16. Specific tasks, which meet the content of assessment, are prepared by the lecturers of the department who teach the subject (module, cycle) in a specified order. The same tasks for students with special academic needs are prepared by implementing alternative methods of assessment.
17. During the assessment, students with special academic needs can use only sources of information and tools which have been coordinated with the lecturer prior to the assessment. No other tools or equipment can be used during the assessment, and attempts to use them will be considered as academic dishonesty.
18. The methods of evaluation defined in the subject description are used for assessing students with special academic needs.
19. Student assessment and evaluation supervision is organised by the department responsible for evaluation.

IV. ASSESSMENT AND EVALUATION QUALITY ASSURANCE FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS

20. Information about alternative methods of assessment for students with special academic needs is provided on the University website and during the subject Introduction to Studies.
21. Commission for Monitoring and Study Quality Assurance establishes the achievement evaluation, quality observation and evaluation methods, coordinates the study process continued evaluation at the faculties, provides suggestions for improvement of the study process quality for students with special academic needs.
22. Innovative Education Department organises educational competence improvement courses for lecturers, and along with the Disabled Students' Affairs Coordination Committee consults lecturers regarding the choice of achievement evaluation methods for students with special academic needs.
23. University Student Association delegates student representative(s) to the Disabled Student Affairs Coordination Committee. Student representative takes part in the Committee's activities, provides suggestions regarding study content or evaluation procedures.
24. In the instance of lack of clarity regarding the order of the alternative methods of assessment, Deans' Offices or the academic staff are consulted by the Disabled Student Affairs Coordination Committee.

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

This document foresees alternative methods of assessment for students with special academic needs at LSMU. Methods provided in the Appendix to the Order are of an advisory nature; therefore, adjustments in each case can be chosen according to specific needs arising for an individual student. Alternative methods of assessment must not improve or worsen the results of the evaluations. The following alternative methods of assessment and conditions according to special academic needs are recommended:

2. For students with hearing impairment:

- 2.1. assurance of suitable seating in the auditorium, not too far from the source of sound;
- 2.2. creation of conditions to use the existing FM system or other devices, which provide for better hearing during the assessments;
- 2.3. adjustment of assessment tasks using more visual materials;
- 2.4. extension of assessment time up to 25%;
- 2.5. permission to use sign language translation service.

3. For students with visual impairment:

- 3.1. permission to use computers with image enlargement software;
- 3.2. permission to use image enlargement devices;
- 3.3. permission to use devices which are intended for students with visual impairment;
- 3.4. adjustment of assessment tasks providing the required materials in larger font (size 16-18 Verdana or Arial fonts);
- 3.5. opportunity to be assessed *viva voce* by making a voice recording, which would be comparable to a written work;
- 3.6. opportunity to be assessed using a computer, depending on the nature of the task;
- 3.7. extension of assessment time up to 25%.

4. For students with mobility impairment:

- 4.1. suitable adjustment of environment and working place;
- 4.2. opportunity to complete the assessment remotely, depending on the nature of the task;
- 4.3. opportunity to be assessed *viva voce* or in writing, depending on the nature of the task;
- 4.4. opportunity to use computers which have software/equipment installed compensating for mobility impairment;
- 4.5. extension of assessment time up to 25%;
- 4.6. rest breaks during the assessment.

5. For students with psychosocial disability (autism spectrum disorder, mental, activity, attention span disorder, etc.):

- 5.1. opportunity to be assessed in a familiar environment;
- 5.2. opportunity to be assessed in a separate room;
- 5.3. extension of assessment time up to 25%;
- 5.4. rest breaks during the assessment;
- 5.5. spelling or calculation errors made during assessment can be dismissed depending on the task and the nature of the impairment.

6. For students with learning disorders (dyslexia, dysgraphia, etc.):

- 6.1. opportunity to use screen reader software;
- 6.2. opportunity to be assessed *viva voce* or in writing, depending on the nature of the task;
- 6.3. spelling or calculation errors made during assessment can be dismissed depending on the task and the nature of the impairment;
- 6.4. extension of assessment time up to 25%.

7. For students with somatic diseases (diabetes, multiple sclerosis):

- 7.1. opportunity to extend the assessment time up to 25% or to suspend the assessment (during a seizure);
- 7.2. opportunity to inject medication during the assessment.