STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto

APLINKOTYROS IR APLINKOTVARKOS STUDIJŲ PROGRAMOS (62603B103, 621F70001)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF *ENVIRONMENTAL STUDIES AND MANAGEMENT* (62603B103, 621F70001)

STUDY PROGRAMME

at Vilnius University

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Aplinkotyra ir aplinkotvarka***
Valstybinis kodas	62603B103, 621F70001
Studijų sritis	Fizinių mokslų
Studijų kryptis	Aplinkotyra
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Aplinkotyros magistras
Studijų programos įregistravimo data	2007 m. vasario 19 d. Švietimo ir mokslo ministro įsakymu Nr. ISAK – 225

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	***Environmental Studies and Management***
State code	62603B103, 621F70001
Study area	Physical Sciences
Study field	Environmental Sciences
Kind of the study programme	University Studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Environmental Studies
Date of registration of the study programme	19 of February 2007, under the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. ISAK – 225

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The external evaluation of Vilnius University (hereafter VU) 2 years Master's degree study programmme *Environmental Studies and Management* was initiated by the Centre for Quality Assessment in Higher Education of Lithuania, nominating an expert panel, consisting of Professor David Eastwood, as a team leader (University of Ulster, Ireland), Professor Maris Klavins (University of Latvia, Latvia), Professor Dietwald Gruehn (Dortmund University of Technology, Germany), Lina Šleinotaitė-Budrienė, employer representative (Lithuania), and Gražvydas Jakaitis, student representative (Vilnius Gediminas Technical University, Lithuania).

For the evaluation the following documents have been considered:

1. Law on Higher Education and Research of Republic of Lithuania;
2. Procedure of the External Evaluation and Accreditation of Study Programmes;
3. Methodology for Evaluation of Higher Education Study Programmes;
4. General Requirements of the Master Degree Study Programmes.

The evaluation is based on the analysis of the Self-Evaluation Report (hereafter SER) and its annexes, which were finalized by the self-evaluation group in January 2013 and further information obtained during the visit of the expert panel on 14th March 2013.

The visit included meetings with different groups connected with Vilnius University Faculty of Natural Sciences to capture different perspectives on the study programme: the administrative staff of the faculty (2 persons), self-evaluation group (8 persons), teaching staff (4 persons!) responsible for the *Environmental Studies and Management* study programme, stakeholders, including graduates and potential employers, and students of different years of study (5-6 persons). The fact that only few members of the above mentioned groups were interested in meeting with the expert panel made it difficult to capture a broad perspective from each group.

The expert panel evaluated various facilities, such as classrooms, library, computer equipment, and laboratories. Furthermore, students' final works were reviewed. After the expert panel discussions and additional preparations of conclusions and remarks, preliminary general conclusions of the visit were presented. After the visit the experts discussed and agreed on the content of the report, which represents the expert panel's consensual views.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The study programme is intended "to prepare the specialists of high qualification in environmental studies and management by providing competences required for doctoral studies as well as for work in such fields as education, ecology/environmental studies in state, commercial, non-governmental organizations related to the environmental issues and their management, for seeking a career in various governmental institutions of environmental sector (at state or self-government level), and for development of their own business in the field of environmental management" (SER: p. 5).

The programme aims are:

1. To satisfy the market's demand for specialists with education in the field of environmental studies and management;
2. To provide the conditions required for students to gain an integrated education in ecology / nature management;
3. To help to disseminate environmental requirements and attitudes;
4. To constantly improve the quality of the studies by taking into consideration the shifting economic conditions of activities, demands of students and society, as well as international requirements (SER: p. 5).

The programme aims are sound and not only focussed on the competitive labour market, but also on scientific, environmental and societal needs; the programme should fill the market gap of specialists with integrated competences. The programme aims are integrating a large variety of study fields "with the expressed aspect of applicability" (SER: p. 6).

The expert panel appreciates the commendable efforts to move the programme into a broader interdisciplinary management context, as recommended by the previous evaluation. However, despite increased interdisciplinarity, several final theses still appear to be technically specific and lacking a sufficiently breadth of context and environmental perspective, e.g. the final thesis "Babrukas Lake Condition Assessment on the Basis of Phytoplanktonic Indications" (Annex 4 of SER). Therefore, the expert panel recommends to extend the number of integrative courses, such as European Environmental Law, Environmental Impact Assessement etc., at the cost of more specialized subjects. Furthermore, the internationalisation of the programme remains restricted, e.g. in the use of English, staff mobility and the use of foreign lecturers.

Programme learning outcomes are associated with the Dublin Descriptors and reflect the requirements established for the Master's degree qualification (SER: p. 5):

1) to widen and deepen the competence of the students of environmental studies and management;
2) to provide knowledge and competences required to understand and solve the problems of environmental studies and management;
3) to develop competences required to perform scientific work;
4) to develop the constructive systematic thinking, perspective designing attitude and feeling of civic responsibility.

Learning outcomes comprise "research skills and special competences: skills to analyze, synthesize and evaluate the research data required for scientific, professional activities and implementation of innovations, to integrate knowledge and handle complicated situations; skills to make decisions when there is no explicit and precise information and to consider alternative decisions on environmental problems as well as the potential impact on environment, to apply the gained knowledge and use it as the basis for preparation of environmental projects" (SER: p. 7). Thus, the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered.

There is a clear and logical connection between generic as well as subject specific competences on the one hand and learning outcomes of the programme on the other hand (SER: table 1 and 2, p. 7-10), but only a general description of programme aims is available on Vilnius University website. It would make sense to provide future students with the information given in the SER (table 1 and 2).

A further positive aspect is the evidenced development of social skills reflecting in the development of student self-confidence.

Since the term "Environmental Studies" is very broad, the expert panel suggests more accurately reflecting and redefining the programme title, at least in English language.

2. Curriculum design

The volume of the study programme is 120 ECTS. At least 60 ECTS of the studies consist of study field subjects with high quality in problem-solving or scientific innovation. The number of subjects studied during one semester does not exceed 5 and not less than 30 credits of the studies

are intended for preparation and defence of a final paper. Thus, the curriculum design meets the legal requirements.

Work load is evenly distributed in terms of hours / credits with a strong focus on Master thesis / seminar in 4th semester, the themes of study subjects are are not repetitive.

Despite the general tendency to implement previous recommendations, and notably the broadening of the programme to increase elements of interdisciplinarity and management, some study subjects still appear to be very narrowly specific, e.g. Isotopic Methods in Environmental Hydrogeology. Therefore the expert panel recommends to replace such specialized subjects by more integrative courses, such as European Environmental Law or Environmental Impact Assessement, in order to achieve a higher degree of consitency between the content of the modules and the type and level of the studies, and to ensure learning outcomes.

Another weak point is that the internationalisation of the programme is limited, which necessarily leads to a time-lag in reflecting latest achievements in science and technologies. Furthermore, the visit gave evidence, that the programme to a certain extent lacks practice. This was addressed by students as well as by social partners.

An individual study plan is theoretically possible, but is not regularly applied. Hence, the expert panel recommends making the study programme more flexible in future. There should be the possibility to study the programme for part-time students.

3. Staff

The study programme is provided by the staff meeting legal requirements. Of the 15 teachers who are involved in the programme, 15 teachers hold a PhD degree and 11 of them are professors (6 associate professors and 5 full professors). Hence, without exception, the teaching staff have a scientific degree, and their qualifications are adequate to ensure learning outcomes.

The teaching staff turnover seems to be sufficient to ensure an adequate provision of the programme. There were no complaints by the students about the age structure of the teaching staff. On the contrary, the excellent staff – student relations is one of the strengths of the programme.

Since the programme has a decreasing number of applicants, while the number of admitted students remains stable, the number of teaching staff is excellent to ensure learning outcomes at least in a mid-term perspective (in 2012: 15 teachers for 25 students).

According to SER (p. 17), teachers are appointed by public competition. Agreements with teachers are signed for a five-year term. Furthermore, a commission decides whether or not applicants for the positions satisfy the requirements. Despite of the fact, that these regulations promote competition among the teachers, there is still potential to further develop the scientific activities of most teachers. International staff mobility is quite low, English knowledge is not well developed and publication output of most teachers could be improved. According to the SER (p. 17), in the years 2010 – 2012 teachers of the programme have published 36 scientific articles referred to in various international data bases (7 of them in ISI Web of Science). Given, that there are 15 teachers involved in the programme, the mean value of publications per teacher is therefore less than 1 article per year (taking into account that there is a considerable variation among the teachers). Hence, the higher education institution only partly creates conditions for the professional development of the teaching staff necessary for the provision of the programme.

The teaching staff of the programme are partly involved in research directly related to the study programme being reviewed. However, the programme ethos of broad interdisciplinarity is not always clearly reflected in the apparent research interests of the teaching staff on the programme. Staff research interests often remain essentially mono-disciplinary instead of including interrelations between water, soil, vegetation, land use and others.

In the future, teaching staff should focus on:

1. Increasing the volume of studies in foreign languages, including elements of the study process in a foreign language (English and / or Russian);
2. Inviting English speaking guest lecturers from abroad, as well as from other Lithuanian institutions;
3. Motivating students to take more actively part in study abroad programmes.

4. Facilities and learning resources

The premises, teaching and learning equipment for studies, including laboratory and computer equipment, are mostly adequate both in their size and quality, because of the commendable faculty level efforts to improve infrastructure and resources, especially the involvement of external funding and the similar efforts by some individual members of staff in this direction. At the same time, the accessibility of on-line international journals at Faculty level and the exciting planning opportunities offered by the current major resource developments (new premises and equipment) are also very positive.

5. Study process and student assessment

"Procedure and conditions for admission to the study programme as well as the composition of a competitive score is published every year in VU newsletter, VU and FNS websites" (SER: p. 22). The admission requirements are well-founded, but the major problem is the decreasing number of applicants, which has so far no impact on the number of student. The shrinking population in Lithuania will, at least in the long term, lead to severe problems for the study programme if no counter strategy is evolved.

Student mobility on national level is not addressed in SER. Student mobility (especially on an international level) is on a surprisingly low level and should be increased. Theoretically, students have opportunities to participate in student mobility programmes, such as ERASMUS. In fact, only a few students take the opportunity to stay abroad: "Two students of the programme have already used the opportunity to partial studies at the universities in Germany in accordance with ERASMUS exchange programme" (SER: p. 24). The main reasons for this seem to be insufficient preparation in English, insufficient financial support, as well as a lack of awareness of the potential of international experience among students, especially for their own career prospects.

Students are encouraged to participate in applied research, but during the visit it became obvious that due to insufficient English knowledge of parts of the teaching staff and students, publications in international top-journals are neither sufficiently recommended by teachers, nor used by the students. In general, the awareness about relevant international journals was surprisingly low, despite of the fact, that a considerable number of international journals are available online in the library.

The higher education institution ensures an adequate level of academic support by supervising students during their studies. Social support is formally established as well, even if there is a good relationship between students and teachers. A good support is given by different types of financial support, including memorial, incentive, and social scholarships, which are appropriate for students in different individual situations (SER: p. 24). There were no contradictory statements by the students on this point.

The assessment system of students' performance is clear, adequate and publicly available (at a subject level). Criteria for student achievement assessment are announced at the beginning of the semester, and teachers introduce students to their achievement assessments by commenting on

them in writing and orally – by pointing out the mistakes they have made and other shortcomings (SER: p. 25).

The professional activities of the majority of graduates appear to meet the programme providers' expectations with graduate employment according to their speciality seeming to be good. However, this conclusion is based on small figures: for instance, 8 graduates work in the Ministry of Environment and its subsidiary bodies, 6 graduates are engaged in educational activities in secondary schools and gymnasiums, 3 graduates work in the subsidiary bodies of the Ministry of Agriculture (SER: p. 26).

Overall the organisation of the study process ensures an adequate provision of the programme and achievement of learning outcomes with exception of above mentioned shortcomings.

6. Programme management

The programme is coordinated by the Committee of the Master's study programme *Environmental Studies and Management* of Vilnius University Faculty of Natural Sciences, and the major part of the subjects included in the programme are taught by the employees of the Centre for Ecology and Environment (SER: p. 4). Since the last external evaluation the programme has considerably improved and further developed, which would not have been possible without sound and responsible programme management.

However, despite this, during the evaluation visit it seemed clear to the expert panel that responsibilities for decisions and monitoring of the implementation of the programme (including internal quality assurance measures) are not clearly enough allocated. There is evidence that, currently, there is no clear sense of ownership of the programme. Even if there are some formal arrangements, regular (monthly) meetings are missing. Thus, there is a lack of dynamism and energy put into the further development of the programme. Strategic direction and planning development processes remain somewhat obscure; e.g. there is lack a of use of social partners, alumni in programme planning.

On the other hand the following strengths have to be mentioned:

1. The apparent support of social partners for the broadening process (towards a more interdisciplinary programme) which they feel is in touch with employment market demands;
2. The improved staff appraisal system leading to incentivised staff development, notably in the area of research and teaching competencies;

3. The currently stable student recruitment figures, which reflect the appropriateness of the programme for current labour market demands.

III. RECOMMENDATIONS

1. Despite the increased interdisciplinarity, the majority of final theses still appear to be technically-specific and lacking a sufficiently breadth of context and environmental perspective. Therefore, the expert panel recommends an extension in the number of integrative courses, such as European Environmental Law, Environmental Impact Assessement etc., at a cost to more specialized subjects. Furthermore, the internationalisation of the programme has to be improved in terms of use of English, staff mobility and the use of foreign lecturers. Since the term "Environmental Studies" is very broad, the expert panel suggests more accurately reflecting and redefining the programme title, at least in English language.

2. Despite the general tendency to implement previous recommendations, and notably the broadening of the programme to increase elements of interdisciplinarity and management, some study modules still appear to be very narrowly specific, e.g. Isotopic Methods in Environmental Hydrogeology. Therefore the expert panel recommends replacing such specialized subjects by above mentioned integrative courses, to achieve a higher degree of consitency between the content of the subjects and / or modules and the type and level of the studies. At least some courses should be tought in English to contribute to the internationalisation process of the programme. Furthermore, the programme should include more practice. The expert panel recommends making the future study programme more flexible, especially to create possibilities for part-time students.

3. Teachers should be encouraged to take more active part in scientific work and improve their scientific qualifications, especially to strengthen their international relationships, to participate more frequently at international conferences and to publish more frequently in international journals. Teachers should also encourage students to read and reflect results of the latest research published in international journals. In future, teaching staff should focus on:

1. Increasing the volume of studies in foreign language, including elements of the study process in a foreign language (English and/or Russian);
2. Inviting English speaking guest lecturers from abroad, as well as from other Lithuanian institutions;
3. Motivating students to take more actively part in study abroad programmes.

4. The expert panel recommends continuing the successful improvement of technical infrastructure, including applications for European Union structural funds or funded research.

5. International student mobility should be promoted and increased. Demographic change and its potential impact on the number of future students should be taken more into account in the future planning process.

6. Responsibilities for decisions and monitoring of the implementation of the programme (including internal quality assurance measures) should be more clearly allocated. In future, the programme needs a clearer ownership and regular (monthly) meetings of stakeholders. Further steps should be a strategic development plan which involves a closer co-operation with social partners, alumni in programme planning.

IV. SUMMARY

The education quality of the *Environmental Studies and Management* programme is on a good level. However, a stronger focus on integrative subjects and practice could help to improve the programme and the programme title should reflect this.

The curriculum design meets legal requirements. However, some changes in the curriculum seem to be needful, such as strengthening Environmental Law and Environmental Impact Assessment, including subjects taught in English, and making the programme more flexible, especially to admit part time students.

Teachers do a good job in terms of the achievement of intended learning outcomes. Nevertheless, teachers should be encouraged to take a more active part in scientific work and improve their scientific qualifications, especially by strengthening their international relationships, participating more frequently at international conferences and publishing more frequently in international journals.

The study programme is equipped with good infrastructure and a good library. The expert panel recommends continuing this process of improvement of technical infrastructure, including software, latest technical equipment etc.

Programme management has been an important positive issue since the last external evaluation. However, the expert panel nevertheless recommends reorganizing the management structure of the programme in terms of creating ownership of the programme. Finally, a strategic plan should be implemented.

V. GENERAL ASSESSMENT

The study programme *Environmental Studies and Management* (state code – 62603B103, 621F70001) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

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.

Grupės vadovas: Team Leader:	Prof. David Eastwood
Grupės nariai: Team members:	Prof. Maris Klavins Prof. Dietwald Gruehn Lina Šleinotaitė – Budrienė Gražvydas Jakaitis

Vertimas iš anglų kalbos

VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *APLINKOTYRA IR APLINKOTVARKA* (VALSTYBINIS KODAS – 621F70001) 2013-05-16 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-145 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Aplinkotyra ir aplinkotvarka* (valstybinis kodas – 621F70001) 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

Aplinkotyros ir aplinkotvarkos studijų programa teikiamo išsilavinimo atžvilgiu apibūdintina kaip aukštos kokybės. Vis dėlto didesnis dėmesys tarpdisciplininiams studijų dalykams ir praktikai prisidėtų prie studijų programos tobulinimo. Tai turėtų atsispindėti ir studijų programos pavadinime.

Studijų programos sandara atitinka teisės aktų reikalavimus. Visgi tam tikri pakeitimai galėtų prisidėti prie studijų programos kokybės gerinimo, pavyzdžiui, reikėtų daugiau dėmesio skirti tokiems studijų dalykams kaip, „Aplinkos apsaugos teisė“ ir „Poveikio aplinkai vertinimas“, įtraukti anglų kalba dėstomų studijų dalykų, orientuotis į studijų programos „lankstumą“, ypač iš ištęstinių studijų perspektyvos.

Dėstytojų pastangos sukuriant sąlygas numatomų studijų rezultatų siekimui yra sėkmingos. Vis dėlto dėstytojai turėtų būti skatinami aktyviau dalyvauti mokslinėje veikloje ir kelti savo mokslinę kvalifikaciją, ypatingai stiprinant tarptautinius ryšius, dažniau dalyvaujant tarptautinėse

mokslinėse konferencijose, taip pat daugiau publikuojant tarptautiniuose moksliniuose žurnaluose.

Studijų programa yra aprūpinta gera infrastruktūra ir biblioteka. Ekspertų grupė rekomenduoja tęsti techninės infrastruktūros tobulinimo procesą, įskaitant programinę bei naujausią techninę įrangą ir pan.

Studijų programos vadyba žvelgiant iš paskutinio išorinio vertinimo perspektyvos vertintina kaip patobulėjusi. Vis dėlto ekspertų grupė rekomenduoja pertvarkyti studijų programos vadybos struktūrą ir nustatyti aiškią atsakomybę už studijų programos valdymą ir vykdymą. Taip pat reikėtų įgyvendinti strateginį veiklos planą.

III. REKOMENDACIJOS

1. Nepaisant plėtojamo tarpdisciplinišku mo, dauguma magistro baigiamųjų darbų vis dar pasižymi konkrečiu techniniu pobūdžiu, t. y. jiems trūksta platesnio konteksto ir aplinkosaugos perspektyvos. Todėl ekspertų grupė rekomenduoja padidinti integruotų studijų dalykų, tokių kaip, „Europos aplinkos apsaugos teisė“, „Poveikio aplinkai vertinimas“ ir pan., skaičių sumažinant specializuotus studijų dalykus. Be to, dėmesys turėtų būti skiriamas studijų programos tarptautiškumo plėtojimui, skatinant anglų kalbos vartojimą, dėstytojų mobilumą, taip pat kviečiant dėstytojus iš užsienio šalių. Kadangi terminas „Aplinkotyros ir aplinkotvarkos studijos“ yra labai platus, ekspertų grupė siūlytų peržiūrėti studijų programos pavadinimą (bent jau anglų kalba) siekiant konkretumo ir aiškumo.

2. Nepaisant bendros tendencijos įgyvendinti ankstesnes rekomendacijas, susijusias su studijų programos tobulinimu iš tarpdisciplinišku mo ir vadybos perspektyvos, kai kurie studijų dalykai vis dar yra siauro specifinio pobūdžio, kaip pavyzdį galima paminėti studijų dalyką „Aplinkos hidrogeologijos izotopiniai metodai“. Dėl šios priežasties ekspertų grupė rekomenduoja pakeisti specializuotus studijų dalykus anksčiau paminėtais tarpdisciplininiais studijų dalykais, taip padidinant nuoseklumą tarp studijų dalykų turinio ir (arba) modulių bei studijų rūšies ir pakopos. Bent keletas studijų dalykų turėtų būti dėstomi anglų kalba, siekiant studijų programos tarptautiškumo skatinimo. Taip pat studijų programa turėtų pasižymėti didesne praktine orientacija. Žvelgiant iš ateities perspektyvos, ekspertų grupė rekomenduoja suteikti studijų programai lankstumo, ypatingai daug dėmesio skiriant ištęstinių studijų studentų „lankstesnių“ studijų galimybių suteikimui.

3. Dėstytojai turėtų būti skatinami aktyviau dalyvauti mokslinėje veikloje ir kelti savo mokslinę kvalifikaciją. Ypatingas dėmesys turėtų būti skiriamas tarptautinių ryšių stiprinimui, dažnesniam dalyvavimui tarptautinėse mokslinėse konferencijose, taip pat didesniems tarptautinio publikavimo rodikliams. Dėstytojai taip pat turėtų skatinti studentus susipažinti su naujausiais tarptautiniuose mokslo žurnaluose skelbiamais tyrimais bei reflektuoti jų rezultatus savo studijose. Ateityje dėstytojai turėtų:

1. Didinti studijų dalykų dėstomų užsienio kalba, taip pat studijų eigos elementų užsienio kalba skaičių (anglų ir (arba) rusų);
2. Kviesti anglų kalba gebančius dėstyti lektorius iš užsienio bei kitų Lietuvos aukštojo mokslo institucijų;
3. Motyvuoti studentus aktyviau dalyvauti studentų mainų programose.

4. Ekspertų grupė rekomenduoja tęsti sėkmingą techninės infrastruktūros tobulinimo procesą, įskaitant paraiškas dėl finansavimo iš Europos Sąjungos struktūrinių fondų, taip pat mokslinių tyrimų lėšas.

5. Reikėtų skatinti ir didinti tarptautinį studentų mobilumą. Ateities planavimo procese reikėtų daugiau dėmesio skirti demografiniams pokyčiams ir jų galimam poveikiui būsimų studentų skaičiui.

6. Atsakomybė už priimamus sprendimus ir programos vykdymo stebėseną (įskaitant vidinio kokybės užtikrinimo priemones) turėtų būti aiškiau paskirstyta. Studijų programa stokoja aiškaus valdymo, taip pat reguliarių (mėnesinių) socialinių dalininkų susitikimų. Tarp studijų programos tobulimo prioritetų turėtų būti strateginės plėtros plano parengimas, kuriame turėtų atsispindėti glaudesnis bendradarbiavimas su socialiniais partneriais ir absolventais planuojant studijų programos vykdymą.

<…>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

[1] Žin., 2002, Nr.37-1341.