



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO  
**STUDIJŲ PROGRAMOS "GYVULININKYSTĖS  
TECHNOLOGIJA" (valstybinis kodas - 6211IX002)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF "ANIMAL HUSBANDRY TECHNOLOGY"  
(state code - 6211IX002)  
STUDY PROGRAMME**  
at LITHUANIAN UNIVERSITY OF HEALTH SCIENCES

**Review' team:**

- 1. Prof. dr. Thomas Wittek (team leader), *academic,***
- 2. Prof. dr. David Arney, *academic,***
- 3. Prof. dr. Piotr Nowakowski, *academic,***
- 4. Rita Naudužienė, *representative of social partners'***
- 5. Simonas Pusvaškis, *students' representative.***

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Gyvulininkystės technologija</i>
Valstybinis kodas	6211IX002
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Gyvulininkystė
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2 m); Iššėstinė (2,5 m)
Studijų programos apimtis kreditais	105
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Źemės ūkio mokslų magistras
Studijų programos įregistravimo data	1997-05-19

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Animal Husbandry Technology</i>
State code	6211IX002
Study area	Biomedical Sciences
Study field	Animal Husbandry
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (2 years); Part time (2,5 years)
Volume of the study programme in credits	105
Degree and (or) professional qualifications awarded	Master of Agricultural Sciences
Date of registration of the study programme	19 <sup>th</sup> May, 1997

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## I. INTRODUCTION

### 1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

### 1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
-	

### 1.3. Background of the HEI/Faculty/Study field/ Additional information

The Study Programme evaluated at Lithuanian University of Health Sciences is a MSc programme in Animal Husbandry Technology (AHT) that commenced in 1997. The last external evaluation of this programme was carried out in 2014. The current evaluation report has been produced by an international team. The evaluation is based on a comprehensive self-evaluation

report (+ annexed data) produced by a team at the LUHS and on findings at a site visit (29 – 30 May, 2017), which included a tour through the teaching facilities and meetings with university faculty management, teaching staff, students, alumni and social partners.

#### **1.4. The Review Team**

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 30/May/2017.

- 1. Prof. Dr. hab. Thomas Wittek (team leader)**, *Professor at Vienna Veterinary University, Austria;*
- 2. Prof. Dr. David Arney**, *Professor at Estonian University of Life Sciences, Estonia;*
- 3. Prof. Dr. hab. Piotr Nowakowski**, *Professor at Wroclaw University of Environmental and Life Sciences, Poland;*
- 4. Rita Naudužienė**, *Deputy Director at JSC "Animal Productivity Control", Lithuania;*
- 5. Simonas Pusvaškis**, *Graduate of Master Programme Applied Economics at Aleksandras Stulginskis University, Lithuania.*

## **II. PROGRAMME ANALYSIS**

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

The animal husbandry technology master's degree programme focuses on the development of AHT competencies required for the organization of livestock production, introducing the latest and most environmentally friendly technologies and biotechnologies for the production of animal origin products, taking into account priorities of the EU CAP, implementation of environmental, food safety and animal welfare requirements (SER p. 11). Generally the title of the programme, the intended learning outcomes, the content of the programme and the qualification to be obtained seemed to be well-tuned according to the social requirements.

The objectives, outcomes of the second cycle AHT study programme and study subjects provided to achieve them (SER, Table 2) are well correlated and corresponds to the type and cycle of the studies and to the mission, operational objectives and/or strategy of the higher education institution. It is noted that the focus during the second cycle is on science and research (subjects: Methodology of research; Scientific research – 1 to 3; 27 ECTS of total 105 ECTS). Other subjects deal with animal feeds and animal technologies (dairy and beef, pork, poultry and apiculture) as well as managing the raw products. There is visible area of study connected with up to date application of scientific achievements (New technologies of animal breeding) as well as with food safety (subject: Hazard Analysis Critical Control Point System in food enterprises).

Subjects connecting animal production with the money market (Animal husbandry business), with rural society problems (Rural economic-social development) and animal welfare issues (Welfare of farm animals) are currently necessary. Objectives and outcomes of the programme were formed based on official State documents (SER, 21); review team recognizes their legality. From the general point of view the programme looks good and awareness of the steady improvement of its documents shows the responsible attitude of the staff for the future. In conclusion, the Programme objectives and intended learning outcomes are linked both to academic and professional requirements.

## ***2.2. Curriculum design***

The scope (SER, Table 3) of the AHT master's study programme (full-time and continuous) conforms to the general requirements of the State regulations. Generally the review team assessed that the content of subjects (as provided in the SER Annex 2) corresponds to the type and cycle of studies and facilitates the achievement of the intended learning outcomes. The order of the subject is logical meaning the subjects of study are taught in a consistent manner without obvious repetition. The subjects covered during the study reflect contemporary academic and technological achievements.

Compulsory subjects ( $n = 6$ ) total 27 ECTS and compose ca 26% of the whole. There are 12 ECTS devoted to elective subjects (ca. 11.4% of the whole), 9 ECTS connected with free choice subjects as well as 9 ECTS with practice. The Thesis preparation and defence dominates the students' workload (48 ECTS and ca 46% of the whole programme) (SER, 35, 36). The distribution of auditorium/classroom work in comparison to the independent work of the students is as follows: 31 : 69% for full-time study and 20 : 80% for continuous study (SER 39). The lectures, as the time of guided learning work, includes total 30% of time while laboratory work, practical's seminars, consultations and examinations requires 70% of the total study time (SER, 45).

When students study independently, they should be very mature and responsible for their tasks to achieve the planned learning outcomes. Review team learned from talks with staff members and students that cooperation in that area is working well for both parties: lecturers are designing tasks for students self-study and students stated that lecturers are available at any time during office hours to discuss problems/tasks with students. Due to the small number of students enrolled on the programme such cooperation and checking to achieve learning outcomes might be sufficient giving students freedom of their activities during the day. During talks with students many of them reported their engagement with part time work in animal production sector companies. Despite the positive staff – student cooperation, and using the internet, for

communication there is a lack of any distance learning tool for AHT students. Such distance learning courses could make students more efficient in their self-study process (69% of time in full-time and 80% of time in continuous studies). There is statement in the Summary of the SER (54) that the Faculty is aware of this weakness and it is planned “to apply innovative teaching methods...”. From review team point of view it is an urgent necessity to implement distance learning, especially for students in the continuous studies system. Practice (9 ECTS) is completed with the assessment of performed work – a project. For practice, the university offers students a list of institutions (with which agreements were signed) (SER, 50). As review team talked with students and staff, both confirmed that there is good cooperation between social partners and students seeking practical training in animal husbandry area. Scientific research in AHT master’s studies is performed due to individual assignments in separate divisions within the University (SER, 51).

In conclusion, the programme structure is in line with the legislative requirements and the scope of the programme is sufficient to achieve the learning outcomes.

### ***2.3. Teaching staff***

Staff appointments and attestations are in agreement with the legal requirements (SER, 55) and staff members undergo attestation every five years. There are 28 staff employed in the AHT programme: eight professors (28.6%), 10 associate professors (35.7%), eight lecturers (28.6%) and two assistants (7.1%). A Doctoral degree is held by 88.2% of teachers. The majority of teachers are aged between 35 and 54 years, and there are no persons older than 65 years (SER, 59 and 61). These statistics give a positive picture of the intellectual potential of the staff. When compared to students numbers admitted to AHT in the years 2012 to 2016 (from 15 (2013) to 22 (2012) and 19 in the year 2016) then the student position is very good – less than one student per academic teacher per year. With such proportions, the process of studying is transparent and efficient (for the student) but very costly to the university. The qualifications of the teaching staff are adequate to ensure learning outcomes, however there is low publishing activity in internationally recognized scientific journals (7.4 articles per year in ISI Web of Science per 24 staff members with PhD degree) (SER, 66 and Table 7). Today, at State university level we should seek global recognition (not just local). The development of competencies of teachers are connected mainly with participation in conferences (SER, 58 and Table 6) while there is low mobility of teaching staff outside university (four persons during five years). Review Team encourages staff to intensify mobility especially considering the statement (SER, 65) that “Teachers have possibilities to go abroad for qualification improvement... which is supported by a special LUHS foundation“. Faculty staff participation in organizing activities changed

positively between period 2012 - 2013 (low activity) to years 2014 – 2016 (2 to 4-fold increase) (SER – Table 8). This is a very positive picture of interactions of staff with the society, scientific community and social partners.

Review team agrees with the Summary statements written by the staff group (SER, 68) - besides a generally positive outcome there is low international activity of staff and this should be changed in the future. The turnover of staff is relatively low, which seems to have two dimensions: the positive side is that the staff is loyal to the university but at the same time a low mobility of teachers could be problematic on a long term perspective. During the discussion with the management group the review team learned that the university increased the support for teachers who want to attend scientific meetings abroad or plan collaborations with foreign universities. The teachers confirmed this, stated however that they have not used these possibilities widely. In the discussion with the teachers it was stated that teachers regularly improve their pedagogical skills.

As already said there is an impressive high number of teachers with high academic qualifications however, it would likely be a benefit for the students and university if the teachers would be more visible and active on in the international scientific community.

#### ***2.4. Facilities and learning resources***

There is a detailed description of resources in SER (70 – 85). It was confirmed during inspection at LUHS that facilities and laboratories are very well equipped (both size and quality) for the master programme in AHT. The team had the chance to visit a number of facilities (e.g. laboratory for meat characteristics and meat quality evaluation, laboratory of the institute for investigation of biologic systems and genetics, Josifas Tacas centre for milking technology, Vivarium) which were very well equipped, provided a good amount of space and were new or had been recently refurbished. Comparing with other institutions it has been noticed that the current status is excellent. Similar can be said about the class rooms which were absolutely fit for purpose. Students have access to research laboratories and are supervised by technical staff. The cattle unit of LUHS Centre for Practical Training and Experimentation is very well designed and equipped for training and practice of AHT students. It is a dairy farm for around 150 cows with a 2 by 4 milking parlour, and includes examples of the Lithuanian Grey, a local rare breed. It seems to be well organised and equipped for student instruction in this subject and it is clearly a functioning teaching farm. There are several teaching rooms of different capacity and an observation room for the milking parlour. There are changing rooms, rest rooms, a room for sample preparation and storage and a crush for the demonstration of handling and procedures. Members of the team were especially impressed by the strong commitment of the farm manager



for teaching. Talks with students confirmed the intensive use of this facility during their education. Review team learned that field education in other areas of animal production (swine, poultry, etc.) is performed on private farms belonging to social partners with whom the University has signed agreements. Review team concluded that LUHS has more than adequate arrangements for students' practical experience.

The library is equipped with up-to-date textbooks (local and global – mainly in English) and books about different aspects of animal production, and there is access to global scientific journals too. There is enough space for students for self-study within the library premises. The library is holding subscriptions for the essential journal of the field. From review team's observation on the spot, teaching materials are adequate and accessible. Likewise the availability of computers in the library is excellent. In comparison to last visit smaller rooms were made available to facilitate group work.

### ***2.5. Study process and students' performance assessment***

Information on admission to AHT study programme is on the LUHS website and conforms to Lithuanian Republic law regulations. The number of students admitted to AHT the master's differ between full-time (ca 1/3 share of students) and continuous studies (ca 2/3 share) and all state-funded quota are used (100%). Continuous studies appear to be more attractive to students due to possibility of a professional career at the same time. However, this does not mean that any of the two systems should be considered superior. A fair learning environment is ensured for both study systems (full-time and continuous studies) – this is evident in the similar range of students' scores and also confirmed by students (SER, Table 11).

Based on analysis of sampled Master Theses we concluded that the quality of Master Thesis is adequate. According to valuation of master theses in 2013, the quality of the current theses has improved significantly in comparison to the previous evaluation. Review team have noticed no quality differences between full time and continuous study thesis.

Concerning student projects/theses there is an electronic checking system of plagiarism in operation. Analysing content of the theses we suggest that statistical methods should be described in a more detailed manner – the student must explain in the Methods text why he/she decided to perform the chosen statistical procedure for THIS set of data. Review team found standard copies of the same text about statistics in many different theses. The lay-out (form) of the thesis should be standardized (especially the FIRST page and English summary) within and between study Programmes. Some sources of information (Literature) should be not included in the theses due to their poor references. The scoring system of the Master Thesis should be more transparent. There is just one mark signed on the thesis, but this mark describes the total

achievement of the student: written thesis and quality of defence. Review team had problems to correlate the quality of a written thesis with its final mark. It is recommended to show separately the marks for the thesis and for the oral presentation. Review team encourages considering publishing students' research projects in scientific journals if possible, instead of a high volume classic thesis. Review team observed cooperation between the University and social partners in preparation of Master Theses, which suggest some topics for student theses and provide their research funding. Students are encouraged to participate in extra scientific activities (the Student Science Society) – which group was established by AHT students in 2015. There is financial support from the University, however staff are working voluntarily in SSS activities. Laboratories are keen to help students to analyze individual samples brought by students from the field. Talks with management (the Dean), staff and students revealed that students are provided opportunities to make complaints about the study programme and good will exists to improve it. Lectures by visiting researchers/scientist from abroad (recently from Austria, Germany) are compulsory for master students. Students of AHT have opportunities to study and perform practice abroad (Erasmus+, academic net Nordplus and NOVA-BOVA), however review team observed during talks with students little interest in studying abroad. More students have interest in doing practice abroad than studying. Organization/necessity of students' life connected with common part-time (during full-time studies) or permanent jobs (continuous studies) are inconvenient for mobility and there is rather small scope of improvement to be seen in the near future. Career possibilities are very well known among students, not only from the level of LUHS (Students were not impressed with the career advice from the University) but from the social partners, who are actively searching for students to be employed already during the course of studies. Due to the low number of students/graduates in AHT, currently they have guarantee of employment in the areas related to the objectives of the AHT study programme (SER, Table 13). This was also clear from review team's talks with students, graduates and social partners. The Programme corresponds to the State's economic and future development needs. The current job market supports the AHT master programme continuing to be run in the future. Professional careers of the majority of programme graduates correspond to the expectations of programme operators (LUHS) and employers. All in all, organisation of the study process definitely ensures proper implementation of the programme and achievement of the intended learning outcomes.

## ***2.6. Programme management***

The Study Programme Committee – consisting of representatives of staff, students and employers is active in controlling quality standards and the content of the programme. Study

plans approved by the LUHS Senate are accessible on the LUHS website. Based on the previous report review team acknowledges improvement in management of the programme – cooperation between all stake-holders (management, staff, students, alumni and social partners) was evident during review team's visit, however most power in decision making belongs to management and staff.

Programme implementation is discussed at the Study Programme Committee meetings, that meet either monthly (Senior management source) or annually (according to the SER). The review team discussed with the management and SER group but also other groups that data regarding the implementation of the course are collected and analysed periodically, as evidenced from the SER and confirmed by comments by staff and management during the visit.

Students and alumni are involved at various programme management levels, including the senate, faculty boards and the quality assurance board. This is clear and good practice to ensure that course content is current and relevant. The members of the team were also assured by the students, that senior management people are accessible for them.

Information about this study programme is publically available, relevant and accessible, but it is not succeeding in attracting larger numbers of students to the course. Similar to the bachelor programme there seems to be a disconnect between the state, sectoral and societal needs for these graduates and career opportunities, which are all high, and the small numbers of students taking this course. Several reasons were given for this during the visit, from management, students, staff, alumni and social partners, but there is clearly an opportunity to increase the numbers of students and the sustainability of this course. In order to attract more students to this course a coordinated marketing strategy should be developed and implemented – the comment from the last evaluation remains valid.

The evaluation team were provided with an action plan detailing recommendations from the previous evaluation report and responses to recommendations with actions taken in regard to them. The recommendations from the previous report have clearly been taken on board and have either been addressed or are being addressed. These were checked by the team from comments at the meetings with staff and students and social partners where appropriate.

From the information supplied from LUHS the University had 164 active Erasmus+ cooperation agreements in 27 European countries, but among FAHT students and lecturers this mobility is used not very often. There is information about LUHS activity in developing distance learning methods (Moodle system) however these applications are not seen yet at the level of AHT studies.

## **2.7. Examples of excellence \***

### **III. RECOMMENDATIONS**

1. Continue to development and improvement of the programme according to social needs and academic achievements
2. Improve the system of guiding students and monitoring students' achievements during self-study
3. Develop and implement distance learning, especially for students in the system of continuous studies.
4. Continue to promote international activity of staff (publications and mobility) and students (mobility)
5. Further improvement of Master Thesis quality and a more transparent system of their evaluation is advised.

#### **IV. SUMMARY**

The objectives, outcomes of the second cycle AHT study programme and study subjects provided to achieve them are well correlated. Objectives and outcomes of the programme were formed based on official State documents (SER, 21) and review team respects their legality. From the general point of view the programme looks good, and awareness of the steady improvement of it evidences the responsible attitude of the staff for the future. The Programme objectives and intended learning outcomes are linked both to academic and professional requirements. The distribution of auditorium/classroom work in comparison to independent work of students is as follows: 31 : 69% for full-time study and 20 : 80% for continuous study. Lecturers design tasks for students self-study. Despite positive staff – students cooperation and use of the internet for communication, there is a lack of a distance learning tool for AHT students. Such distance learning courses should make students more efficient in their self-study. Scientific research in AHT master's studies is performed due to individual assignments in separate divisions within the University, and the scope of the programme is sufficient to achieve the learning outcomes. The qualifications of the teaching staff are adequate to ensure learning outcomes, however there is little publishing activity in recognized internationally scientific journals. The development of competencies of teachers are connected mainly with participation in mainly local conferences. While there is low mobility we encourage staff members to intensify international mobility. It was confirmed during inspection at LUHS that facilities and laboratories are very well equipped (both size and quality) for the master programme in AHT. LUHS has adequate arrangements for students' practical experience and teaching materials are adequate and accessible. Concerning student projects/theses there is an electronic checking system of plagiarism in operation. Review team had problems to correlate the quality of written theses with the final mark. It is recommended to show separately the marks for the thesis and for the oral presentation. Review team encourages considering publishing students' research projects in scientific journals if possible, instead of a high volume classic thesis. Students of AHT have opportunities to study and perform practice abroad (Erasmus+, academic net Nordplus and NOVA-BOVA), however review team observed little interest in studying abroad - more students have interest in practice abroad than study. Due to the low number of students/graduates in AHT, currently they have no problem of employment in the areas related to the objectives of the AHT study programme. The Programme corresponds to the State economic and future development needs. Professional careers of the majority of programme graduates correspond to the expectations of programme operators (LUHS) and employers. In order to attract more students to this course a coordinated marketing strategy should be developed and implemented.

## V. GENERAL ASSESSMENT

The study programme *Animal Husbandry Technology* (state code – 6211IX002) at Lithuanian University of Health Sciences is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	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.

Excellent teaching facilities

Grupės vadovas: Team leader:	Prof. dr. Thomas
Grupės nariai: Team members:	Prof. dr. David Arney
	Prof. dr. Piotr Nowakowski
	Rita Naudužienė
	Simonas Pusvaškis

**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO ANTROSIOS PAKOPOS  
STUDIJŲ PROGRAMOS *GYVULININKYSTĖS TECHNOLOGIJA* (VALSTYBINIS  
KODAS – 6211IX002) 2017-08-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-181  
IŠRAŠAS**

## **V. APIBENDRINAMASIS ĮVERTINIMAS**

Lietuvos sveikatos mokslų universiteto studijų programa *Gyvulininkystės technologija* (valstybinis kodas - 6211IX002) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
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**

Antrosios pakopos GT studijų programos tikslai ir rezultatai yra puikiai susiję su dėstomais studijų dalykais. Programos tikslai ir rezultatai buvo apibrėžti remiantis oficialiais valstybiniais dokumentais (SS, 21), ir vertinimo ekspertai pripažįsta jų teisėtumą. Bendrąja prasme, programa atrodo gerai, tai, kad ji nuolat tobulinama, įrodo, jog personalo požiūris atsakingas. Studijų programos tikslai ir numatomi studijų rezultatai yra susiję su akademiniiais ir profesiniais reikalavimais. Nuolatinių studijų studentų darbo auditorijose (klasėse) santykis su jų savarankišku darbu yra 31 su 69 %, o išėstinių studijų studentų 20 su 80 %. Dėstytojai sudaro užduotis studentams savarankiškoms studijoms. Nepaisant palankaus personalo ir studentų bendradarbiavimo ir ryšių palaikymo internetu, GT studentams trūksta nuotolinio mokymosi programos. Tokie nuotolinio mokymosi dalykai padėtų studentams našiau dirbti mokantis savarankiškai. GT magistro studijų moksliniai tyrimai atliekami pagal asmenines užduotis atskiruose universiteto padaliniuose, studijų programos apimtis yra pakankama, kad būtų pasiekti



studijų rezultatai. Dėstančiojo personalo kvalifikacija yra tinkama numatytiems studijų rezultatams pasiekti, tačiau nepakanka publikacijų pripažintuose tarptautiniuose moksliniuose leidiniuose. Dėstytojų kompetencijos tobulinimas daugiausia susijęs su dalyvavimu nacionalinėse konferencijose. Kadangi judumo lygis yra žemas, skatiname personalą aktyviau dalyvauti tarptautinio judumo programose. Vizito metu LSMU buvo patvirtinta, kad patalpos ir laboratorijos yra puikiai įrengtos (tinkami tiek jų dydis, tiek kokybė) ir tinkamos GT magistro programai. LSMU tinkamai organizuoja studentų praktiką, dėstomoji medžiaga yra tinkama ir prieinama. Studentų projektai, baigiamieji darbai tikrinami elektroninėje sistemoje dėl plagiatų. Vertinimo grupei buvo sudėtinga susieti parašytų baigiamųjų darbų kokybę su baigiamuoju pažymiu. Rekomenduojama išskirti pažymius už baigiamąjį darbą ir už žodinį jo pristatymą. Vertinimo grupė skatina, jei įmanoma, apsvarstyti klausimą dėl studentų tiriamųjų projektų spausdinimo moksliniuose žurnaluose vietoj didelio skaičiaus klasikinių baigiamųjų darbų. GT studijų programos studentai turi galimybę studijuoti ir atlikti praktiką užsienyje („Erasmus+“, akademinis tinklas „Nordplus“ ir NOVA-BOVA), tačiau ekspertai pastebėjo, kad studijomis užsienio šalyse domisi mažai studentų, daugiau domimasi praktikos atlikimu užsienyje nei studijomis. Dėl mažo GT studijų programos studentų ir absolventų skaičiaus šiuo metu jiems nekyla problemų įsidarbinant tose srityse, kurios susijusios su GT studijų programos tikslais. Studijų programa atitinka valstybinius šalies ūkio ir ateities plėtros poreikius. Daugumos programos absolventų profesinė karjera atitinka programos vykdytojo (LSMU) bei darbdavių lūkesčius. Siekiant į šią studijų programą pritraukti daugiau studentų, reikėtų sukurti ir įgyvendinti koordinuojamą rinkodaros strategiją.

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### **III. REKOMENDACIJOS**

1. Reikėtų toliau tobulinti ir gerinti studijų programą pagal socialinius poreikius ir akademinis pasiekimus.
2. Reikėtų gerinti studentų nukreipimo sistemą ir studentų pasiekimų stebėseną, kai jie mokosi savarankiškai.
3. Reikėtų sukurti ir įgyvendinti nuotolinio mokymosi galimybę, ypač tiems studentams, kurie studijuoja nuolatinėse studijose.

4. Derėtų ir toliau skatinti personalo (publikacijų bei judumo) ir studentų (judumo) tarptautinę veiklą.
5. Reikėtų toliau gerinti magistro baigiamųjų darbų kokybę, taip pat rekomenduojama sukurti skaidresnę jų vertinimo sistemą.

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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)