STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
STUDIJŲ PROGRAMOS *FILOSOFIJA (valstybinis kodas - 6121NX033 (iki 2017 m. - 612V50001))* VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *PHILOSOPHY* (*state code - 6121NX033 (till 2017 - 612V50001)*) STUDY PROGRAM
at Vilnius University

Experts' team:
1. **Prof. Massimo Leone (team leader)** *academic,*
2. **Assoc. Prof. Solveiga Konkova,** *academic,*
3. **Assoc. Prof. Dr. Werner J. Stueber,** *academic,*
4. **Prof. Tomas Kačerauskas,** *academic,*
5. **Mr. Motiejus Ramašauskas** *students' representative.*

Evaluation coordinator -
Mr. Pranas Stankus

Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Filosofija*
Valstybinis kodas	6121NX033 (iki 2017 m. - 612V50001)
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filosofija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Humanitarinių mokslų bakalauras
Studijų programos įregistravimo data	2009-08-31 NR.1-73

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INFORMATION ON EVALUATED STUDY PROGRAM

Title of the study program	*Philosophy*
State code	6121NX033 (till 2017 - 612V50001)
Study area	Humanities
Study field	Philosophy
Type of the study program	University Studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study program in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Humanities
Date of registration of the study program	2009-08-31 NR.1-73

CONTENTS

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 program SKVC takes a decision to accredit study program either for 6 years or for 3 years. If the program evaluation is negative such a program is not accredited.

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

The program 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 program **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.	Previous Evaluation Report 2011
2.	SER 2017 + Annexes
3.	Summary of Legal Requirements

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

The exemplary self-assessment report produced by the team representing the BA program in Philosophy at Vilnius University already provided a clear and exhaustive overview of the university context in which the program takes place, of its structure and aims, and of its

strengths and weaknesses. The outstanding character of such philosophical training offer in the Lithuanian panorama was presented, by such SER, in a well-argued and balanced contrastive way.

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 *9 November, 2017*.

1. **Prof. Massimo Leone (team leader),** *Professor of Department of Philosophy, University of Torino, Italy;*
2. **Assoc. Prof. Solveiga Konkova,** *Professor of Philosophy and Sociology institute, Latvian Academy of Science, Latvia;*
3. **Assoc. Prof. Dr. Werner J. Stueber,** *Former Rector, German Technical Trainers College, Riyadh, Saudi Arabia;*
4. **Prof. Tomas Kačerauskas,** *Head of Philosophy and Communication Department at Vilnius Gediminas Technical University, Lithuania;*
5. **Mr. Motiejus Ramašauskas,** *student of Kaunas University of Technology study program Media Philosophy.*

Evaluation coordinator – Mr. Pranas Stankus.

II. PROGRAM ANALYSIS
2.1. Program aims and learning outcomes

The exemplary self-assessment report produced by the team representing the BA program in Philosophy at Vilnius University already provided a clear and exhaustive overview of the university context in which the program takes place, of its structure and aims, and of its strengths and weaknesses. The outstanding character of such philosophical training offer in the Lithuanian panorama was presented, by such SER, in a well-argued and balanced contrastive way. Experts during the visits addressed first the weak points that the SER authors themselves had highlighted about the program, that is, the lack of procedures for the devising of individual study plans and the scarce communication of the program through social networks. Although the SER of this program is praiseworthily transparent in arguing that study programs in philosophy are not professionalizing, more information was requested, during the interviews, about the actual labour opportunities usually offered to graduates from the program.

Interviews with management, teaching staff, and students actually revealed that the BA program is sufficiently present in the social networks and especially in the web, through a dedicated website of the Faculty of Philosophy that is constantly refreshed with updated news. Similarly, study plans turned to be reasonably flexible, with 40 to 65 credits allotted for elective choices. The interviews, moreover, clarified that structural constraints limit the establishment of new optional courses (that must be requested by a minimum of ten students).

Another key issue raised during the interview is the foreseeable impact of the impending rector's reform, aiming at strengthening the research component of the Department, with the

possibility of creating new research clusters. To that regard, the experts recommended the establishment of study programs committees, so as to monitor the administrative costs and benefits of this restructuring.

As far as the specific professional training provided by the BA program is concerned, interviews revealed that, within this BA program, imparting analytical thinking capabilities and a general philosophical mentality is seen as more important than teaching precise skills. The former, indeed, are more multi-applicable than the latter, turning out useful in as various fields as financial counselling and media strategy.

Regarding the specific evaluation criteria of the program aims and learning outcomes, the thorough examination of the SER and, above all, the visit at the University of Vilnius, together with extensive meetings with all stake holders, allowed the assessment team to reach the following conclusions:

The program objectives and intended learning outcomes are well defined. This BA program plans and manages to provide students with a training in the history of philosophy that is in line with the best international standards; the perusal of curricula, the interview with teachers and students, and the in-depth examination of dissertations made it clear that the program has no lacunae as far as a classical formation in philosophy is concerned. This is a traditionally organized learning path, which delivers what it promises.

The programs objectives and intended learning outcomes are also clear, meaning that they make the object of a precise and exhaustive communication to prospective and actual students. These program objectives and learning outcomes are also publicly announced, through clear leaflets and similar traditional supports, as well as through the websites and social networks that pertain to the local faculty of philosophy.

Also, the program objectives and intended learning outcomes are linked to the state, societal, and labour market needs, but in a quite non-conventional way, meaning that the relation between the kind of training that the program offers and such needs is mostly indirect and relies on the nature itself of the philosophical training. Interviews with alumni, above all, confirmed that reasoning, conceptualization, and abstraction skills that graduates acquire from the program are subsequently spendable in many professional fields, including those that are apparently the most remote from the philosophical field, such as banking or financial counselling.

To this regard, program objectives and intended learning outcomes correspond to the mission, operational objectives, and strategy of the University of Vilnius, Faculty of Philosophy, which is the oldest institution in the country, offering the oldest program of philosophy, and understandably choosing to satisfy the Lithuanian demand for traditional, mostly historical and philological training in philosophy.

Program objectives and intended learning outcomes are, therefore, linked with academic and professional requirements, meaning that most graduates from the BA program under examination acquire encompassing knowledge of the most important voices in the history of western philosophy, with some incursions also in contemporary and non-western thought. Future teachers of philosophy in secondary schools, as well as future philosophy MA and PhD students receive from the program what will be needed from them in their future professional field. At the same time, also those who destine themselves to other walks of life will benefit from the training in abstraction and conceptualization that is the core of the program.

The examination of the SER, together with the relevant national documentation, allows the evaluation team to reach the conclusion that objectives and intended learning outcomes of the program correspond to the type and cycle of studies and the level of qualifications that are usually required to this kind of program at the international level.

As a result, there is a consistent coherence between the title of the program (quite clear in its simplicity), its intended learning outcomes, and the content of the program itself, which is aptly organized and managed so as to provide the most suitable qualification to Lithuanian students of philosophy.

2.2. Curriculum design

The curriculum design is in accordance with the existing legal national regulations of Higher Education in Lithuania, such as the Descriptor of the Study Field of Philosophy (2015), the Description of study cycles (2016), the Lithuanian Qualifications Framework (2010), and the general regulations of studies at VU. The scope of the program is 240 ECTS during eight semesters. Among them, 165 credits are allocated to courses within the study field and fifteen credits to courses focusing on general university studies. Compulsory courses sum up 157 credits. The total number of courses per semester is no more than seven. The preparation and defence of the final thesis receive 12 credits.

The BA program in philosophy at VU is based on the classical model of philosophy studies: units on the history of philosophy and traditional philosophy areas are mandatory. The curriculum design and the content of courses show that this program meets the highest international standards of programs of this kind, offering an education in classical philosophy. The curriculum is well designed and matches with the described outcomes of the program. The program is designed on the principle of cumulative competence, which provides the basis for lasting knowledge. The range and division of mandatory, optional, and minor studies available to students is entirely acceptable. The variety of learning methods is also sufficient. Meetings with students, alumni, and social partners showed that the program is held in high esteem by different groups of stakeholders. The BA final theses reflect the deep level of students' knowledge in the field of classical philosophy as well as an appropriate level of the students' skills of critical analysis. Nevertheless, feedback from the alumni shows also a possible area of improvement: more training on writing publishable academic papers (articles, philosophical essays, reviews) could be introduced.

Weaknesses in the curriculum pointed out in the 2001 assessment (focusing mainly on the history of philosophy) have been subsequently taken into account, and the design of the curriculum and the content of courses have been improved. For example, courses on "Philosophy of Science", "Philosophy of Culture", "Philosophy of Law" and some others have been introduced. A new research and teaching line in cognitive sciences has been developed in the last years. As a result, the proportion between traditional courses in the history of philosophy and other philosophical subjects has become more balanced.

The program's content reflects the latest academic, artistic, and technological achievements, as it is vouched for also by the level of the students' final theses.

A possible area of further improvement stems from the fact that both regular and new courses in the programme appear to be less problem-oriented (in particular, links to actual philosophical discussions could be better introduced). The introduction of more problem-oriented courses on current philosophical discussions would be desirable (for consideration of future development, a course on post-modern philosophy, globalisation, feminism, or gender issues). However despite these minor suggestions the curriculum and the programme is of the highest international standard.

2.3. Teaching staff

The study program's teaching staff generally meets the existing legal national regulations of Higher Education in Lithuania. The BA study program in philosophy involves 30 academic staff members – professors, associate professors, and lecturers, 27 of which are primarily employed by Vilnius University. Other teachers from the whole university are also involved in teaching course units on general education. On average, teachers have 22.7 years of total work experience, including 22.1 years of teaching, and 22.5 years of scientific and practical work experience. There are nine professors, nine associate professors, and six lecturers with a doctoral degree, together covering more than 80% of the scope of teaching in the program. The

turnover of the academic staff has been hitherto quite slow. In total seven teachers left the VU and ten signed the first-time agreement with VU from 2012 up to 2016. The attraction of six lecturers/doctors, as well as lecturers and assistant lecturers, will ensure the replacement of the professoriate in the future. For example, the renewal of the teaching staff is evidenced by the fact that two lecturers have become associate professors.

The distribution of teachers by age groups is optimal. The average age of the teachers participating in the program of philosophy is 50 years, and the age of most teachers is between 35 and 54. Two lecturers are under the age of 34. Since the four years of the undergraduate program contain up to 105 students and the program is implemented by teachers holding 9,6 relative posts, the ratio of teachers to students is one full time teaching position per 10,9 students. This ratio is sufficient for the work in small groups.

The number and qualifications of the teaching staff are adequate to ensure the program's learning outcomes. The teaching staff is highly professional and excellent also in research, which is the primary strength of the program. The program includes such highly qualified and well-known international experts in the field of philosophy as J. Dagys, T. Sodeika, K. Sabolius, M. Gutauskas, V. Dranseika, and others.

The content of the courses shows contiguity between research and the preparation of courses, whose content is regularly updated with the latest research results. A recommendation for possible improvement in this area would be to include such research results in the courses to a greater extent, making them more strongly oriented towards actual research problems and discussions. Feedbacks from the alumni also points at a further area of possible amelioration: it would be desirable to complement traditional teaching methods with new technological possibilities which would be more attractive for the new generation of students.

The teaching staff can rely on sufficient opportunities for improvement of its academic qualifications, for instance through the Erasmus +, Erasmus Mundus, and NordPlus programs. Most Erasmus agreements about the mobility of the teaching staff, however, are established through personal contacts. As a consequence, the participation of teachers in the exchange program is not high, and a better organisation of this exchange at the university level would be needed. The invitation of guest lecturers from abroad, moreover, should be intensified, since there were only two such guest teachers in the period 2014-2016.

To sum up beside some minor improvements which could be made in the future and are well resulted by academic environment current in Lithuania, the teaching staff is well qualified not only to provide such programme in philosophy, but also to make high quality research. The review team considers current teaching staff of BA programme a very qualified and of a very high international standard.

2.4. Facilities and learning resources

The program's premises are suitable and adequate for their purposes. The University buildings are in the historical centre of Vilnius. This prestigious environment together with the increasing number of students might result in limitations on the use and availability of facilities in the future (but not at the moment). On the other hand, the problem is clearly acknowledged, and improvements are explicitly planned in terms of using rooms in other places (in Čiurlionio str. and in Saulėtekio av.). Finally, students and staff have well adapted to the situation.

There is sufficient number of attractive lecture and seminar rooms for various kinds of audiences; they are mostly well located, and their quality enables efficient and productive teaching and learning. Facilities are provided with appropriate teaching and presentation equipment, and the available computers are sufficient for all the present teaching purposes.

The library collection, supervised by committed staff, holds unique historical collections. It offers access to the main databases (including Scopus and Clarivative Analytics Web of Science). Only very dedicated students, however, uses them. In the final dissertations, students quote mostly their teachers. Showing knowledge of the broader philosophical context both in Lithuania and in the world would be beneficial in this respect.

The teaching staff expressed a certain insecurity as regards the future restructuration of the units. The administration informed them that such restructuration was needed in view of expected better scientific results. The teaching staff, however, is sceptical about it. According to them, research only depends on individual initiatives. The decision to merge the departments into the Institute of Philosophy is generally seen as rather top-down. However the results of the merge will be visible only in few years as at the moment the facilities and study environment is well in line with high international standard.

Overall, the program provides the expected facilities and resources. To summarize, the facilities, premises, and equipment of the program are suitable and sufficient for its purposes. The library collections and electronic databases are very good. Moreover, the programme operates in a unique historical surrounding.

2.5. Study process and students' performance assessment

The team of experts evaluated the study process and student assessment in a positive way. The admission requirements are fairly regular and administered by LAMA BPO.

Students praise the program for the teaching staff's ability to help them to develop critical thinking. Participation in the program is seen as a milestone by most students who want to acquire general knowledge through their bachelor studies and then move on to more specialized programs. The students' council is fairly active and most of the students who came to the meeting agreed that it takes care of the students' needs.

Students get all information on their assessments as well as the schedules of examinations, etc.,on the VU website. The progress is assessed through the regular 10 point system and the final mark consists of the marks for the participation in classes, examination paper and the final examination. If the students disagree with the procedure of the exam or the grade they may launch an appeal to the Appeal Commission of the Faculty no later than five days after the results have been announced. The decision of the commission is final. However, the examination procedure can be further appealed at the VU Dispute Tribunal.

VU puts a great care to academic honesty. The staff and the students are encouraged to adhere to the principles that are laid down in the Code of Academic Ethics of Vilnius University. It defines the basic norms of teaching, research and studies ethics. The graduation theses are checked by the Electronic Plagiarism Detection System.

The students are encouraged to take part in research and scientific activities. Students take part in VU Research Society of Philosophy Students and organize annual 'Philosophical Crumbs' event. The conference papers are published on http://filosofija.info.

Most students, moreover, do not take part in international mobility programs. That seems to be due to the fact that the Erasmus experience does not look as smooth enough to them – difficulties usually arise when outgoing students come back from the exchange and have troubles validating the courses taught in universities abroad.

To summarize the main findings in this area: students are overall very satisfied with the program and are likely to use the analytical skills that they have acquired in their professions or personal projects. On the minus side, however, the improvements could be made at the level of the internationalization of the program. Interviews revealed that students are not enough encouraged to write, to practice their academic English, and to participate in international mobility programs.

2.6. Program management

The program features a well-differentiated architecture of major, minor, and general study courses, including the training of teachers as a minor; nevertheless, at times some elective courses in general studies are intermittently cancelled due to low enrolment. That which could be improved is the access to practical courses such as "negotiation", "event and conference management", "fund raising" etc., given that many students do not intend to go for a minor in teaching but seem to opt for manifold occupations in the public and the private sector.

Quite an array of guidelines, standards, mechanisms, and respective bodies in charge is described as central pillar of quality assurance (cf. p. 49 SER 2017), which was plausibly confirmed during the site visit. VU's Quality Manual is the main source adhered to, which in turn reflects the Standards set for the European Higher Education Area. VU's Procedure of Ensuring Feedback to all Involved in the Study Process is itemized extensively, at the same time convincingly covering the very points one is inclined to look for. Interviewing those involved in the process confirmed that, on the level of day-to-day operations, a comprehensive system of monitoring, processing, evaluating, and, above all, improving a study program functions satisfactorily. The main body in which also social partners — the latter potentially featuring as stakeholders from off campus — are represented, including students, is the SP Committee. The latter is quite active, and functions by showing tangible results – for example as regards fine-tuning of the program; moreover, students and staff alike seem to hold such SP Committee in high esteem. Hence, the recommendation given during the previous external assessment in 2011 has been followed: a more formal mechanism to take into account the students' feedback is given in terms of the Regulations the SP Committee adheres to, to the satisfaction of the students' representatives.

In contrast, relations with social partners and alumni alike, though existing, have not yet been benefited from in terms of developing such relations into a "hub" for outreach, job training, and employment opportunities.

The international outreach has basically remained poorly developed. Although, as indicated in the SER 2017, visiting professors could be gained for teaching complete courses over a full semester, the process of internationalizing still seems to be sluggish. A more systematic approach is recommended, particularly since sufficient expertise is given in the university's International Office.

Along with this goes a perceivable reluctance to put extra stress on public relations and branding of the study program, which holds convincing, high-calibre features in covering a "classical" philosophy-program. It could well be that the prevailing unsecure career perspectives, which apply at least for a number of non-tenure track staff members, as a result of an on-going government-led debate on potentially merging with other departments, faculties, or institutions impact on motivation and, at least temporarily, lame commitment for any further outreach of whatever kind. Furthermore, some fear that consolidating the current two departments of Philosophy as Institute of Philosophy may directly impact in negative terms on capacity calculation. This in spite of assurances made by senior managerial and administration personnel during the site visit that downsizing is not in the offing.

2.7. Examples of excellence *

Study program holds convincing, high-calibre features in covering a "classical" philosophy-program.

III. RECOMMENDATIONS*

(1) Establishing a unit or body within VU, for soliciting funds from abroad, primarily from the European Commission, could prove advantageous and contribute to internationalizing both study and staff at VU. Along with this, a determined approach by staff and administration to foster international exposure of students, first and foremost, via the ERASMUS-scheme, appears recommendable;

(2) Developing public relations, in particular with social partners, but also with alumni, into a "hub" for outreach, job training, and employment opportunities;

(3) Enriching the program by providing more structured access to skills courses.

IV. SUMMARY

Among the positive features of the programme, the experts underline the extraordinary facilities and the ability to match international standards as regards the teaching of classical philosophy. This is a high-calibre, well-differentiated programme with a sound architecture of major, minor, and general studies in philosophy. Monitoring, feedback, and fine-tuning of the programme in terms of quality assurance is well in place, involving major stakeholders to their satisfaction. Freshmen are also increasing, thus potentially consolidating studies in philosophy.

The interviews also highlighted some areas for improvement, such as the low level of internationalization and the fact that alumni should be consulted more systematically and invited to more structurally commit to the programme. Potentially demotivating insecurity as regards pending structural adjustments in terms of merging departments, institutes, faculties, and other higher education institutions is also an issue.

V. GENERAL ASSESSMENT

The study program *Philosophy* (state code – 6121NX033 (till 2017 - 612V50001)) at Vilnius University is given **positive** evaluation.

Study program assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Program aims and learning outcomes	4
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Program management	3
	Total:	**22**

*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. Massimo Leone**
Grupės nariai: Team members:	**Assoc. Prof. Solveiga Konkova**
	Assoc. Prof. Dr. Werner J. Stueber
	Prof. Tomas Kačerauskas
	Mr. Motiejus Ramašauskas

VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
FILOSOFIJA **(VALSTYBINIS KODAS - 6121NX033, 612V50001) 2017-12-19**
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-241 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Filosofija* (valstybinis kodas - 6121NX033, 612V50001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	22

* 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

Tarp teigiamų programos savybių ekspertai išskiria ypatingą materialinę bazę ir gebėjimą vadovautis tarptautiniais klasikinės filosofijos dėstymo standartais. Tai aukšto lygio, puikiai diferencijuota programa su patikima struktūra, apimančia pagrindines, gretutines ir bendrąsias filosofijos studijų kryptis. Kalbant apie kokybės užtikrinimą, universitete tinkamai vykdoma programos stebėsena, grįžtamasis ryšys ir derinimas, šiame procese dalyvauja ir pagrindiniai socialiniai dalininkai, kurie tuo yra patenkinti. Daugėja pirmakursių, o tai galimai stiprina ir filosofijos studijas.

Pokalbių metu taip pat išskirtos kelios tobulintinos sritys, kaip antai žemas tarptautinimo lygis ir tai, kad su absolventais turėtų būti konsultuojamasi sistemingiau, jie turėtų būti skatinami struktūriškiau prisidėti prie programos vykdymo. Problema laikoma ir vykstantys struktūriniai pokyčiai, susiję su katedrų, institutų, fakultetų ir kitų aukštųjų mokyklų sujungimu, kurie galimai demotyvuoja ir kelia nesaugumo jausmą.

<…>

III. REKOMENDACIJOS

1. VU padalinio arba organo, kuris rinktų lėšas iš užsienio šalių, visų pirma iš Europos Komisijos, įsteigimas būtų naudingas ir palankus studijų ir VU personalo tarptautiškumo plėtojimui. Kartu personalui ir administracijai rekomenduojama imtis ryžtingų veiksmų skatinant studentų dalyvavimą tarptautinėse programose, visų pirma ERASMUS programoje;

2. Plėtoti viešuosius ryšius, ypač su socialiniais partneriais, absolventais, kuriant informavimo, mokymo darbo vietoje ir užimtumo galimybių „centrą";

3. Papildyti programą labiau struktūruota galimybe studijuoti įgūdžius lavinančius dalykus. <…>

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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)