



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto

***RYTŲ AZIJOS REGIONO STUDIJŲ STUDIJŲ  
PROGRAMOS (621L20007) VERTINIMO IŠVADOS***

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**EVALUATION REPORT  
OF *EAST ASIA REGION STUDIES (621L20007)*  
STUDY PROGRAMME  
at Vytautas Magnus University**

Grupės vadovas:  
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Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2013

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Rytų Azijos regiono studijos</i>
Valstybinis kodas	621L20007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2 metai)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų magistras
Studijų programos įregistravimo data	2007 05 09

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>East Asia Region Studies</i>
State code	621L20007
Study area	Social Sciences
Study field	Political Sciences
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (2 years)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Political Sciences
Date of registration of the study programme	09-05-2007

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

The East Asia Region Studies Programme (EARS) was established at Vytautas Magnus University (VMU), the liberal arts university of Kaunas, in the year 2007. Thereby it became the first graduate programme at VMU dealing with Asian studies. Its origins can, however, be traced to the mid-1990s, when Japanese Studies were introduced at this University. It is implemented by the Department of Regional Studies of the Faculty of Political Science and Diplomacy. Furthermore, the Centre for Asian Studies, established in 2001, also takes part in the management of the programme.

The evaluation team, lead by Prof. dr. Jörg Hackman, Professor of East European History at the University of Szczecin, Poland, consisted of Prof. dr. Aleksandras Dobryninas, Professor of Sociology at Vilnius University, Prof. Dr. Joakim Enwall, Professor of Chinese Language and Culture at Uppsala University, Prof. dr. Irmina Matonytė, Professor of Political Sciences of the ISM University of Management and Economy and Mr. Matthew Kitching, Membership Services Manager – Bucks Students' Union, United Kingdom (student representative). The team visited VMU on November 12-14, 2013, and met with representatives of the self-evaluation team for the EARS programme at VMU, administration, teachers, students, alumni and social partners etc.

The East Asia Region Studies Programme is a relatively new MA programme and special consideration might be taken because of this fact. However, a general assessment can be made on the basis of the five years of existence of this programme and suggestions and advice can be given for future development and improvement of the programme.

## II. PROGRAMME ANALYSIS

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

The programme aims and learning outcomes are well defined, clear and publicly accessible, as can be assessed on the basis of the materials provided in the SER.

The programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market. In the SER it is stated that “In 2011-2012 VMU Department of Regional Studies and Centre for Asian Studies carried out an

EU supported project “Feasibility Study of Asian Studies’ Internationalization Development at Vytautas Magnus University (VMU Asian Studies)”, which includes a thorough analysis of the current need and required qualifications for East Asian specialists in Lithuania based on questionnaire results, distributed to potential employers, social partners, alumni and students of the East Asia Region Studies programme. The research conducted for the Feasibility Study showed that the majority of potential employers seek professionals of certain East Asian countries who master the language, have good understanding of region’s economic situation and possess diplomatic knowledge and skills, as well as good cultural background understanding. These findings are closely compatible with the expected programme learning outcomes, which emphasize knowledge of East Asian politics and economics, analytical and practical ability to apply the gained knowledge, communication skills based on language learning and cultural understanding.” This seems to corroborate that attention has been paid to the future employability of the students within the programme. However, it is doubtful whether the language chosen by the students will be mastered at the level necessary for professional use (see below).

The programme aims and learning outcomes are well in line with the type of studies and level of qualification offered, except for the stated outcome of fluency in one of the East Asian languages (Chinese, Japanese or Korean) within this programme. The courses offered within the programme in these languages, altogether three courses of 6 ECTS each, are far from sufficient to achieve any kind of working knowledge in an East Asian language. The students are said to reach either level B1 or B2, i.e.

B1:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2:

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

The argument heard during the interview that many students also study anywhere between one semester and two years in an East Asian country – and then the level B1 or B2 could be attained, does not alter this fact, as those studies do not form a formal part of the programme itself.

It can also be seen from the MA theses hitherto written within the programme, that source materials in East Asian languages are only used in a couple of those theses, and then only to a limited extent. This is most regrettable, as different perspectives on most issues, whether in the humanities or social sciences, can be gained from using source materials in the language of the area studied, and therefore this potential comparative advantage of the EARS programme, viz. area knowledge combined with language skills, is virtually left out. The language skills gained are not on the level necessary for deepening the understanding of the region, but rather serve as an interesting cultural complement, than a basis for more qualified research.

Another doubtful point is learning outcome 2, “Effective communication skills across East Asian cultures and audiences at a personal and professional level”. If this implies communication in English with East Asian audiences fluent in English, this seems quite attainable, but communication across East Asian cultures and audiences at a personal and professional level in the East Asian languages is not feasible.

The name of the programme well reflects the contents, as the programme offers both courses aiming at the East Asia region as a whole, and specialization within one of the three countries, central to the definition of East Asia according to the programme.

## ***2. Curriculum design***

As can be seen from the documentation provided in the SER, the curriculum design meets national legal requirements as well as local requirements at VMU.

The programme is well organized, with different types of courses running parallel and sometimes in a consecutive way, such as the language courses. The contents of the courses are consistent with the MA level. As for the language courses, the situation is more complex, as they could not easily take up much more of the 120 ECTS credits of the whole course, as the other courses and the MA thesis need those credits. However, this means that working proficiency in one of the languages cannot be achieved within the framework of the programme. The course descriptions included in the SER and the description of the logic of the study programme provides reasonable variation in course types and learning activities.

Considering the fact that the entrance requirements state that the applicant needs to have a BA (or equivalent degree) in the humanities or social sciences, most of the courses related to specific topics related to East Asia as well as one of the East Asian languages Chinese, Japanese or Korean, it must be assumed that these courses have to start from a relatively elementary level, and not build on previously acquired knowledge and skills. The contents of the programme can be sufficient to ensure the following knowledge and skills at an acceptable level:

- Knowledge of contemporary tendencies in East Asian politics and economics.
- Ability to critically analyse East Asian and international political and economical processes, to evaluate their changes and development trends.
- Fundamental knowledge of history, culture and religion of the countries belonging to East Asian region.
- Ability to apply research, communication and evaluation methods and tools in different academic and practical activities (educational, informational, consultation etc).

The learning outcome “Effective communication skills across East Asian cultures and audiences at a personal and professional level” is more difficult to evaluate, as the learning outcome is formulated in a not very precise way. The first learning outcome “Fluency in one of East Asian languages (Chinese, Korean or Japanese, depending on individual choice)”, however, can hardly be attained if the students lack previous knowledge of the East Asian language studied when they enter the programme. The scope of the language studies, three consecutive courses of altogether

18 ECTS credits, cannot be considered sufficient for attaining fluency in an East Asian language, if the students are beginners when they start.

It is difficult to assess whether the content of the programme reflects the latest achievements in science, art and technologies, but with due consideration to the fact that the programme has only existed for five years, and the insights provided in the SER regarding future improvements, it can be assumed that this point has been attained at a satisfactory level.

### ***3. Staff***

According to the materials provided in the SER most of the staff meet legal requirements. Most of the teaching staff possesses adequate academic qualifications, pedagogical skills and experience to ensure learning outcomes. As can be seen from the SER they can also be assessed to be sufficient in number, although, as also stated in the SER, the turnover of language teachers is too high. However, there is a serious lack of qualified language teachers, and several of those mentioned in the SER lack a Ph.D., and none has a Ph.D. in the respective language. It might be better to employ at least one permanent teacher in the three East Asian languages offered. Preferably specialists with particular knowledge of the learning process for Lithuanian-speaking students and with a solid background in the language in question. The teaching staff has increased its qualifications during the period of existence of the programme, which can be seen as a good sign of reasonable balance between teaching and research. Some of the teaching staff engages in research related to East Asia, while others have other fields of research. However, the teachers' participation in teacher mobility programmes is very limited and this should preferably be changed as continual updates, through participation in teaching and research activities in the countries studied, are of utmost importance in the rapidly changing region of East Asia.

### ***4. Facilities and learning resources***

The study premises are adequate, with the exception of a functioning language laboratory at the moment. The number of copies of teaching materials available in the reading room is insufficient for the students' needs. This is also the case for recently published reference literature. These facts were corroborated during the team's site visit in November 2013, although it was difficult to assess in detail the availability of scholarly literature on the respective countries in the East Asia Region. There is also a strong imbalance in materials available in the respective languages, where the bulk of the library relates to Japan. The number of publications in Chinese and Korean is very limited. The students have access to databases which is positive, and such access should



preferably also be increased. The Centre for Asian Studies is an excellent venue for both scholarly work and cultural events, and the planned establishment of a branch office of the Confucius Institute of Vilnius could somewhat shift the balance between literature on Japan on the one side, and on the rest of the region on the other. However, critical studies on China, Taiwan and the rest of the Chinese-speaking world will hardly be promoted by this fact, due to the political agenda of the Confucius Institute as a representative of the Chinese state (and the Party).

### ***5. Study process and student assessment***

The admission requirements seem to be well founded, as a combination of previous academic achievements and interviews are used in the admission process. A good command of English, working skills in writing and spelling and participation in a public contest are required. This is done within University regulations and Lithuanian law. However, the self evaluation team informed the review team that they prefer to admit students who hold a basic foundation in one of the chosen Asian languages but acknowledged that was not always possible.

The programme looks well organized, so that most of the learning outcomes can be achieved to a reasonable extent. There appears to be evidence of student involvement in research activity taking place including student participation in annual conferences of East Asian studies, summer schools, Japanese language speech contests, exhibitions, concerts and other cultural events. However, at present this kind of activity is not regularly implemented, and a clearer structure for implementing this goal is needed.

There are several exchange agreements with universities in the East Asia region, and in the case of Japan and Korea, students have studied at those partner universities. In the case of China, however, students have studied at Chinese universities through the state scholarship council programme. Students provided highly favourable feedback about the range of mobility opportunities available. The team also spoke to several students, via video conferencing, who were currently pursuing part of their programme in China and Japan and also to graduates of the programme, some of whom had gone on to study for their PhD at East Asian universities.

However, there is no well-defined system for credit transfer from East Asian universities to VMU, and therefore the studies at the universities in the region are not well integrated in the EASR programme. Rules and criteria for credit transfer should be developed in order to deal with this issue.

The assessment system is transparent and publicly available. Assessment requirements were clear to students and these include midterm exams, tests, homework and teamwork assignments, research and creative projects, oral presentations, and examination. At VMU, the final grade integrates interim assignments' and final examination grades. Students felt well prepared to defend their Masters thesis.

Furthermore, students rated academic and social support highly. They reflected on the approachable nature of staff, the positive culture within the University which regularly sees staff engaging students about their ideas and the willingness of staff to communicate virtually and from great distance whilst they are studying abroad.

There are positive links with social partners and the team met a range during the review visit, including the Japanese Ambassador to Lithuania. Students viewed these partnerships as helpful and students were able to provide tangible examples of related employment with some working as diplomats and others for organisations such as the University.

## ***6. Programme management***

Basic features in the system of the program management of the East Asia Region MA are the following:

- complex structure of decision-making and implementation of the program;
- regular and standardised collection of information and data on the implementation of the program; this collection is designed and administered by one central office of the University (VMU Centre for Quality and Innovations (CQI));
- vaguely articulated utilization of internal (lecturers') and external evaluations of the programs with an aim to elaborate and improve them;
- moderately effective involvement of several social partners (mostly related to the Japan studies) in the development of the infrastructure of the program; yet, weak involvement of stakeholders into the process of implementation, evaluation and adaptation of the program;
- quality assurance measures, when their efficiency and effectiveness is measured by student-centred indicators, are satisfactory; less effective they are if assessed in a labour-market-centred way; and are rather productive if evaluated from the stand-point of the

civil-society at large (critical and creative thinking, broad humanistic knowledge and interest, language competences, etc. of lecturers, and students).

Furthermore, the complexity of the structure of decision-making and implementation of the program is underscored in the SER of the program.

Particularly interesting is the role of the VMU Centre for Quality and Innovations (CQI), responsible for supervision and maintenance of VMU Internal Quality Assurance System. As stated in the SER, the mission of the Centre refers to both (a) the development of a University internal quality assurance system (procedures and mechanisms) which considers the tendencies of European Higher Education Quality culture development, and (b) counselling institutional academic personnel (faculty members, institutional administrators, program managers) on quality assurance issues. Yet, the site visit and discussions with the representatives of the program reveal that the CQI is mostly a top-down supervising body, offering little practical, tailor-made help for this (and other) MA study program.

Hierarchically (down the ladder), a number of bodies, committees and units within VMU, its Faculty of Political Science and Diplomacy and the Department of Regional Studies are responsible for programme management and decision-making procedures and they all seem to “muddle through” quite well and on the whole achieve their purpose.

The SER and discussion during the site visit reveal that the program management group is aware of the strengths and deficits of the programme, yet, it is not very much certain about the ways and means to improve the quality of the programme. Dr. Aurelijus Zykas, the main coordinator of the East Asia region MA programme and the whole Study program group are credibly engaged in continuous assessment of the programme and undertake efforts to eliminate its weaknesses (p. 36 of the SER). Curiously, regarding future developments and improvements of the program, dr. Aurelijus Zykas advocates the necessity of the major conceptual shift to be allowed and encouraged by the Lithuanian academic bureaucracy, who until now have been refusing to accept “regional studies” as a separate branch of studies and research.

Undoubtedly, in terms of the infrastructure, the strongest (and the oldest) part of the program relates to Japan. Social partnership with the Japanese Embassy in Vilnius (Her Excellency Ambassador was present as a social partner in the meeting with the evaluation team) is thriving and, on the national scale, VMU capitalises well on this comparative advantage of their unique

multi-disciplinary program related to Japan-studies. The program functions in synergy with the Asian Studies Centre of the VMU and the NGO *Sugiharos namai*, established in Kaunas.

However, other social partners (representatives of the MFA of Lithuania and Kaunas city municipality, who were present in the meeting with the evaluation team) underscore the need to develop competences in Chinese and Korean studies and to more densely network with the partners located in the East Asian region, but outside Japan.

Social partners were also involved in curriculum delivery on occasion. An example of this includes the Japanese Ambassador delivering a talk at the East Asia Centre to students. The team was however of the view that social partners could be involved even further in reviewing programme content in order to help the University develop the programme and further improve the content for existing students and with it the prospects of graduates from the programme.

As far as the programmes student numbers are concerned, their number is pretty small (does not reach 10) and most of them are recruited from undergraduates of the same University, VMU. Significant successful attempts result in attracting foreign students, who, in their token-role (for instance, a student of the Mexican origin in upcoming 2014 promotion) add very much to the attractiveness of the program.

From the point of view of management, the major ways and means to ensure the quality of the programme contain very simple but very necessary (and demanding) measures such as:

- 1) Regular, well recorded and in different formats accurately discussed all types of data on program content and modalities of implementation (in-class discussions with students, teaching quality assessment conducted via centrally VMU CQI designed student surveys and tailor-made surveys of the students and the staff of this particular study program; at informal and formal department meetings.
- 2) More systematic steps involving the academic community and social partners in the development of the study programme
- 3) More efforts to interest students from abroad should, however, be undertaken to create an even better international atmosphere which would also be conducive to the studies in fields which are, after all, very internationally oriented.

In general, the study program is managed “fairly adequately” as demonstrated by the fact that:

- It meets its major study goals.
- It displays sufficient clarity in procedures of decision-making on different levels.
- Its internal mechanisms and procedures of quality assurance are pretty understandable.

Yet, all three distinguished areas above have their drawbacks. Among the study outcomes mentioned the knowledge of foreign languages of the region and professional competences of cross-cultural communication, which achievement remains doubtful, see above (Programme aims and learning outcomes). With regards to the orchestration of decision making in the program, on and by different levels of the university administration, it has a considerable potential for improvement, mostly aiming at “lean management”, involving in a transparent and efficient manner not only department administration and faculty members, but also students and other stakeholders. Cooperation with alumni and employers in the study process might be more encouraged and better structured. More attention to the professional development of teaching staff should be institutionally supported (not only in terms of research activities, but also in terms of East Asia Region *MA program-specific* staff training sessions, for instance, on multi-cultural communication, specific foreign languages, particular (regional) research methodologies, etc.).

### III. RECOMMENDATIONS

1. More institutional support to the professional development of teaching staff (not only in terms of research activities, but also in terms of the East Asia Region *MA program-specific* staff training sessions, for instance, on multi-cultural communication, specific foreign languages, particular (regional) research methodologies, etc.), especially in order to ensure that there are qualified teachers for each of the East Asian languages taught.
2. Either include basic knowledge of one of the East Asian languages in the admission requirement or change the learning outcome for languages.
3. Increased participation of teachers in international exchange teaching programmes, in order to ensure updates of both language competence and the current social and cultural context.

4. Coordinate the MA programme in EARS with the BA programme in Asian Languages and Cultures, and arrange more advanced courses for those who have already studied one of the languages at BA level. Thus the programme could include two different levels of language studies.
5. Ensure better facilities for library resources, and extracurricular activities, especially with regard to Chinese and Korean.
6. Fundamentally, improve interaction with social partners from China and Korea.
7. Consider more multi-faceted students' feedback and stronger orientation of the programs towards their clients (students, stakeholders and their potential employers).
8. Streamline the system of institutional quality management of the program.
9. Better integrate into the international and Lithuanian academic community and civil society (more cooperation with similar regional, the EAR, study programs abroad and with the relevant *think tanks* world-wide).
10. Cooperation with alumni and employers in the study process might be more encouraged and better structured.

#### IV. SUMMARY

Programme aims and learning outcomes are generally clearly defined and well founded in the need for expertise in the field in Lithuania. However, the language part of the programme needs serious improvement.

As for curriculum design, it is well organized and varied. The main outstanding question is the handling of the language courses.

The staff members have high academic qualifications, but not always in the field of East Asian studies. Furthermore, some of the language teachers lack formal qualifications for teaching and examination of East Asian languages.

Material resources, such as classrooms, equipment and library resources are relatively good for Japanese studies, but need strong improvement with regard to Chinese and Korean. Improvements could be wished for, especially when it comes to reference literature and copies of textbooks available for students in the reading room.

The study process and assessment (student admission, study process student support, achievement assessment) are well organized. As for the possibility of studying at a university in East Asia within the programme, contacts with Chinese universities should be increased.

Programme management (programme administration, internal quality assurance) are in some respects quite satisfactory, but the complex structure of decision making and vaguely articulated utilization of various kinds of evaluations and moderately efficient involvement of social partners leads to difficulties, which ought to overcome through a more efficient assessment system.

## V. GENERAL ASSESSMENT

The study programme *East Asia Region Studies* (state code – 621L20007) at Vytautas Magnus University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
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
	<b>Total:</b>	<b>16</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.

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**VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ  
PROGRAMOS RYTŲ AZIJOS STUDIJOS (VALSTYBINIS KODAS – 621L20007) 2014-  
02-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-72 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Rytų Azijos regiono studijos* (valstybinis kodas – 621L20007) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>16</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

Apskritai, programos tikslai ir studijų rezultatai yra aiškiai apibrėžti ir, atsižvelgus į šios srities specialistų poreikį Lietuvoje, tinkamai pagrįsti. Tačiau su kalbomis susijusią programos dalį būtina iš esmės patobulinti.

Studijų turinys yra tinkamos struktūros ir pakankamai įvairiapusiškas. Pagrindinė spręstina problema yra programoje dėstomi kalbų dalykai.

Programoje dirbantys dėstytojai yra aukštos akademinės kvalifikacijos, tačiau ne visuomet Rytų Azijos studijų srityje. Be to, kai kurie dėstytojai neturi oficialios kvalifikacijos dėstyti Rytų Azijos kalbas ar egzaminuoti iš šio dalyko.

Tokie materialieji ištekliai, kaip kabinetai, įranga ir bibliotekos fondai, santykinai pakankami japonų kalbos studijoms, tačiau turėtų būti papildyti kinų ir korėjiečių kalbų studijoms reikalingomis priemonėmis. Ypač reikėtų įsigyti daugiau mokomosios literatūros ir vadovėlių egzempliorių, kuriais studentai galėtų naudotis skaitykloje.

Studijų ir vertinimo procesai (studentų priėmimas, studijos, parama studentams, pasiekimų vertinimas) yra tinkamai organizuoti. Dėl galimybių programos studentams studijuoti viename iš Rytų Azijos universitetų reikėtų aktyviau palaikyti ryšius su Kinijos universitetais.

Kai kuriuos programos valdymo aspektus (programos administravimas, vidaus kokybės užtikrinimo priemonės) galima vertinti patenkinamai, tačiau sunkumų iškyla dėl pernelyg sudėtingo sprendimų priėmimo proceso, ne visai aiškios įvairių vertinimų paskirties ir nelabai veiksmingo socialinių partnerių dalyvavimo; tokios problemos turėtų būti sprendžiamos taikant veiksmingesnę vertinimo sistemą.

### III. REKOMENDACIJOS

1. Pati aukštoji mokykla turėtų siekti sudaryti palankesnes sąlygas akademiniam personalui kelti profesinę kvalifikaciją (ne tik per mokslo tiriamąją veiklą, bet ir organizuojant specialius Rytų Azijos regiono studijų magistro programoje dirbančių darbuotojų mokymus, plėtojant daugiakultūrį bendravimą, organizuojant specialius kalbų kursus, taikant specifinius (regioninius) tyrimų metodus ir kt.), ypač siekiant užtikrinti, kad kiekvieną Rytų Azijos kalbą dėstyti reikiama kvalifikaciją turintys dėstytojai.
2. Priėmimo sąlygos turėtų būti papildytos reikalavimu turėti bazinių vienos iš Rytų Azijos kalbų žinių arba turėtų būti atitinkamai pakoreguoti kalbos dalyko studijų rezultatai.
3. Kad galėtų tinkamai ugdyti savo kalbos įgūdžius ir susipažinti su naujais socialiniu ir kultūriniu kontekstu, dėstytojai turėtų aktyviau dalyvauti tarptautinėse mokymo mainų programose.
4. Koordinuoti magistro programą pagal Rytų Azijos regiono studijų Azijos kalbų ir kultūros bakalauro programą, o vieną kalbą jau studijavusiems bakalauro lygiu pasiūlyti aukštesnio lygio kalbų kursą. Taigi pagal programą kalbos galėtų būti studijuojamos dviem skirtingais lygiais.
5. Užtikrinti geresnes sąlygas naudotis bibliotekos ištekliais ir užsiimti popaskaitine veikla, ypač ta, kuri susijusi su kinų ir korėjiečių kalbų studijomis.
6. Ypač svarbu stiprinti ryšius su socialiniais partneriais iš Kinijos ir Korėjos.

7. Ieškoti būdų gauti įvairiapusiškesnius studentų atsiliepimus ir užtikrinti, kad programa būtų labiau orientuota į tuos, kuriems ji aktuali (studentus, suinteresuotas šalis, socialinius partnerius ir potencialius darbdavius).
8. Siekti veiksmingiau taikyti institucijos kokybės valdymo sistemos reikalavimus programai.
9. Siekti geriau integruotis į tarptautinę ir Lietuvos akademinę bendruomenę ir pilietinę visuomenę (stiprinti bendradarbiavimą su panašiomis regioninėmis, magistro studijų programomis užsienyje, atitinkamomis „idėjų kalvėmis“ visame pasaulyje).
10. Reikėtų skatinti ir geriau organizuoti bendradarbiavimą su programos absolventais ir darbdaviais.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341.