



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO
STUDIJŲ PROGRAMOS "GYVŪNŲ MOKSLAS"
(*valstybinis kodas - 6121IX002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "ANIMAL SCIENCES" (*state code - 6121IX002*)
STUDY PROGRAMME
at LITHUANIAN UNIVERSITY OF HEALTH SCIENCES

Review' team:

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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>Gyvūnų mokslas</i>
Valstybinis kodas	6121IX002
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Gyvūnų mokslai
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5 m); Išžestinė (5 m)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Gyvūnų mokslų bakalauras
Studijų programos įregistravimo data	2013-05-16

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Animal Sciences</i>
State code	6121IX002
Study area	Biomedical Sciences
Study field	Animal Sciences
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full time (3,5 years); Part time (5 years)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor of Animal Sciences
Date of registration of the study programme	16 th May, 2013

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The Centre for Quality Assessment in Higher Education

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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 evaluation report is on the bachelor study program in Animal Science at the Lithuanian University of Health Sciences. The programme commenced in 2013; therefore it is being evaluated for the first time. The evaluation report has been produced and agreed by the aforementioned team,

The evaluation is based on a comprehensive self evaluation report (and annexed material) produced by a team at the Lithuanian University of Health Sciences, and on findings gathered during a site visit (25/26. March 2014) which included meetings with university faculty, and department management, teachers, students, alumni and external stakeholders (social partners) as well as a tour through the on-campus teaching facilities.

The team acknowledges that external factors such as changes in the employment market, student funding, reorganisation of the academy and university, and other external factors may have had significant influences on the evaluated study programme. However, it is beyond the scope of the team to assess these factors.

On the same day the Master programme in Animal Resources Management, which is built on the evaluated Animal Science course, was evaluated by the team. The elaborations in this report should be seen in this context.

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.*

2.1. Programme aims and learning outcomes

The aims and objectives of the program refer to the requirements set by the Ministry of Education and Science and they are available for the wider public.

The evaluation team (ET) understands that recently major changes of the aim and content of the programme have been made, subsequently resulting in re-orientation and transition from classic animal science course contents to animal-human interactions, animals used for recreation purposes and animals used in animal assisted therapy. This new programme objectives are generally in accordance to the general mission and objective of the LUHS. The SER gives the aim of the programme:” *to train highly qualified, socially responsible specialists of animal*

science having fundamental knowledge in the areas of agriculture and veterinary studies and capable to choose animal breeding methods, technologies for animal keeping and nutrition to assess animal behavior to ensure animal welfare and healthiness, to use animals effectively as resources for recreation and health improvement of humans and to be able to solve problems of other specialized professional activity, to develop competitive business”.

Four specializations of the program are described: 1. Cynology, 2. Equine farming, 3. Aqua culture, 4. Manufacturing of animal products. Although defended by the SER committee, evaluation team (ET) has the strong opinion that numbers 3 and 4 are not, or are only very distantly, associated with the new programme aims (animal-human interaction, human health and recreation purpose). This opinion was also supported by conversation with the teachers, students and alumni. Additionally, ET was told that none of the students had chosen either of the specializations 3 or 4.

Although the programme has a rather uncommon specialisation, the evaluation team does not see any particular problems according to the academic or professional requirements for the programme. In the current competitive and internationalized environment, according to the SER, HE graduates must have the knowledge and skills required to compete with peers not only in their own country but also internationally.

ET was assured by students, graduates and stakeholders that there is a need for graduates of this programme in the labour market, although legislation regulating animal-assisted therapy is not currently in place in Lithuania. However the estimated numbers of graduates/year necessary to meet the demand varied extensively between the groups evaluation team talked to. ET would suggest a market analysis to get more reliable numbers of needed graduates. The course provides numerous intended Learning Outcomes (ILO) are given (SER, Annex1), which are in accordance with the type of HEI and the level of the cycle. However the content of the course is not completely associated with the new aims of the programme and the ILO (animal-human interaction and animal welfare management, focus on breeding, nutrition, handling of animals for human recreation and enhancing human welfare and health). Some of the courses seems to be only minimally changed or remain unchanged from the old programme, which was focused on farm animals, e.g.: Animal nutrition GTF/GM/GM-P09: Principles of ruminant digestion, metabolism and fermentation, Biological characteristics of ruminants using feed, Cattle feeding characteristics, Feeding cows in dry period, during the first month after calving and in transition period, Pigs feeding organization (pregnant and lactating sows, piglets, breeding and finishing pigs, boars; Animal production GTF GATI GM-PI10 has almost no connection to animal human interaction or recreation.

The ET encourages aligning the content of all course of the programme to the ILOs and the programme aim. The university may further consider reducing the number of ILOs to make them better achievable and to index them according to the specializations of the programme.

The evaluation team agrees with the statement made by some groups that the programme's name is not well understandable by social partners and the wider public. ET suggests that the study programme committee should consider renaming the programme to better reflect the content of the current programme.

2.2. Curriculum design

The study programme has been prepared according to the requirements of the description of general requirements for bachelor study programmes provided by the Lithuanian Ministry of Education and Science. The curriculum contains 210 ECTS in total which is a typical volume for a first cycle study programme but leaves some room for further extension. Students finishing the programme have to produce a final thesis which is also typical requirement. The content of the programme reflects few of the latest achievements in science and technologies (e.g. latest research in animal- human interaction and cognition research in animals); however, the ET acknowledges that it is practically impossible to involve the latest achievements immediately in these rapidly developing areas. According to this criterion the ET does not have major concerns.

As already described above the study themes of the taught subjects/content of courses are not fully coordinated with the learning outcomes. However the ET understands that the subjects are spread and taught: the ET has no concerns about unnecessary repetitions during the programme. Currently study contains courses of classic farm animal husbandry, feeding and reproduction and courses with new content (horses, companion animal, human-animal relation). Some examples for contents which seem not to be sufficiently aligned to the new programme content and aims are: *Animal nutrition* (GFT GM GM-PI06); *Growing technology of fish, crustaceans and zooplankton* (GTF GATI GM-PI0); *Organic production* (VF-MH-GM-PI07); *Animal production* (GTF GATI GM-PI10) and *Animal feeding* (GTF GVM GM-PI05). ET encourages the study committee, teachers and the programme management to continue the transition to better integrate appropriate courses.

ET was told by alumni and students that changing the course content caused problems and that these changes were made only reluctantly by some teachers. They also reported about teachers which were not well informed about new knowledge and achievements in the field. However they were very positive about the positive reaction by the programme management (the Dean in particular) to their suggestions.

The major complaint from students and alumni was that the amount of practical training was insufficient for a bachelor study programme, and secondly that practice started very late. ET does agree that 15 ECTS for practical training is very limited for such type of programme and encourage the University to improve the situation at the campus and together with social partners. This would be a major move.

The self-studying time is obviously directed by the teachers who provide tasks and guidance to the students. Platforms such as Moodle are used by the majority of teachers to provide tasks and information to the students. Interactive online learning tools are, according to students and teachers, not available for self-studying, The University should consider providing tools such as quizzes, wikis, mock exams or other means of self-evaluation for the students.

Although the mobility of students has increased and a number of students benefited from exchange programmes like ERASMUS it was still reported that they have to pass locally some examinations or they have to catch up after they have returned. This is strictly against the idea behind ERASMUS and must be corrected.

Due to the changes the bachelor study programme of Animal Science now includes a wide variety of non-farm animals. Numerous practical resources are needed for the course which must be adequately resourced. Due to the small number of students on this programme it is unrealistic to expect the university to invest heavily in this area. Practical facilities within the relevant industries must be sourced and agreements developed to ensure that this section of the course is adequately resourced. New social partners need to be identified. However, one social partner complained about insufficient cooperation with the university.

In summary, despite the already described areas of weakness in the programme, the ET evaluates that the content and methodology of the programme allows for the achievement of most the ILOS.

2.3. Teaching staff

The teaching staff working in the bachelor course are affiliated not only to the Veterinary academy but also to specialisms of human medicine and psychology. The number and scientific qualifications of the staff meet the general requirements for bachelor study programmes. The ET considers the inclusion of teachers from sociology, human health and animal behaviour as very beneficial. The number of teachers is adequate for teaching load. The pedagogic qualifications and scientific merits of the teachers are suitable, however a number of LUHS teachers have not carried out (at least not published) research on the new course content. It is however not unusual that research in this area needs some time to develop.

In contrast to the very enthusiastic SER committee, a number of teachers seemed less enthusiastic about the new programme content while others were very enthusiastic. This impression was confirmed by the students and alumni, who reported that some teachers (especially those teaching courses which were taught in the former programme) adapted their teaching rather reluctantly while the teachers of new course content created a very stimulating learning atmosphere. The ET encourages the university and the curriculum committee to encourage all teachers to develop a positive attitude and enthusiasm for the course content; however, it is understood that such radical changes need some time.

Furthermore, the ET encourages the study committee and the programme management to work for better integration of teachers who have worked at the faculty for a longer period, and those teachers from other faculties (medicine, psychology).

Although improvement has been seen in comparison to the previous evaluation, there is still concern about the insufficiently developed knowledge and skills in foreign languages (English) among the researchers/teachers. This is clearly problematic since English is the dominant language in science, and inability to use English decreases the international visibility of the staff's research. This is also evident from the rather low percentage of international publications (peer reviewed Journal articles with IF) among the overall sufficiently high number of publication. Although international visibility of the teachers has been improved since the previous evaluation ET encourages the university to offer opportunities to improve knowledge of English of staff and the attendance at international conferences abroad should be encouraged too. The ET were impressed by high intensity of the continuous development of pedagogic abilities.

2.4. Facilities and learning resources

The self-evaluation report provided information about the facilities (lecture halls, class rooms, library, laboratories, and computer rooms). It has been noted that facilities have been further developed in comparison to the years ago (e.g. the vivarium).

During our site visit the ET was given the chance to visit a number of facilities which are used for teaching and research (lecture halls, seminar rooms, library). Generally the facilities are in an excellent condition. The laboratories (genetic, meat hygiene, poultry nutrition, meat) were very well equipped; the class rooms (computer rooms, milking technology, and anatomy) can be considered to meet the demands for high quality teaching. Students and alumni assured ET that the laboratories and facilities are available for student teaching and research.

The branch library on the campus offers sufficient study space in the reading rooms. According to the increased amount of self- studying it might be worth to consider installing a number of

smaller rooms at the library or elsewhere where students can do independent group work. The library has computers installed, Wifi is also available. There are a number of textbooks in Lithuanian and foreign languages available. There was a student complaint that there are almost no recent textbooks in the Lithuanian language on the new programme content. ET acknowledges that such books are simply not available and does not necessarily think that it is a disadvantage to have only English textbooks on these topics available. The library subscribes to a number of databases which enables researchers, teachers and students to have access to the majority of the international literature in the field.

During the meetings with staff and students it was almost unanimously expressed that the facilities are well used and that the working environment is very stimulating.

Summarizing, the evaluation team acknowledges the efforts which have been made to provide modern and appropriate facilities for research and teaching and encourages the University to continue the currency and suitability of the facilities.

It is essential that the agreements with enterprises, cynology and horse societies and centres be initiated to develop students practical skills – it is an extremely valuable resource of local industries which should be fully utilised to educate students.

The ET were told, in the meeting with social partners, that the contacts with many of them are rather informal (e.g. personal contact between teacher and social partner or even student to social partner). One of the social partners complained about the difficulty of effective communication. The ET suggest that the relationships with all relevant social partners should be formalized. Additionally, the ET was told by the management and SER group that the university is planning to install facilities for keeping and training dogs and horses. The ET acknowledges that such changes need some time but encourages the University to develop facilities in these areas.

2.5. Study process and students' performance assessment

The main admission criteria to the bachelor study program are grades of School Leaving Examinations. The admissions policy and requirements for this course are successful in producing the calibre of students necessary for the course. It is a worrying trend however that student entry numbers are declining and every effort must be made to ensure that this trend is reversed. It should be considered that the course content has changed recently and it might need some time to publicize this sufficiently. It is acknowledged however that there are some external factors outside the university's control affecting this.

Present students and graduates of this course of study that were met are happy with the outcomes of their studies and its applicability to the industries they are or wish to work in. Social partners

that were met also strongly endorsed the view that this course of study meets the requirements of the industry.

Although students and alumni seemed to be happy with their assessment at the end of courses/terms ET has some concerns that a high number of exams are administrated as oral examinations, since one to one oral examination are known to lack fairness. The faculty should aim for a wider use of written forms of examinations.

The topics of bachelor theses varied with a very wide range of interests among the students. This is a commendable situation but care must be taken to ensure that the topics are aligned to the general aims and content of the programme. Attention should be given to align programme objectives and the topics of final theses. The transition from farm animal dominated to companion animal dominated content must be continued. Care must be taken with the marking of the theses since the quality of the work produced and displayed was not always consistent with the marks given. Although this is a bachelor and not a master programme a further improvement of introduction to research methodologies prior to undertaking the thesis would be beneficial for the students and the quality of present theses could be raised further.

The ET is currently not able to comment about the employability of alumni since the programme started in 2013 and changes to the new programme contents were put in place 2016. This will need to be assessed later.

Student mobility abroad has improved but still measures need to be taken to ensure that the study programme is aligned to the Bologna regulations. It is essential that any student travelling abroad on an Erasmus programme should be given full credit for their study period abroad and not be disadvantaged on their return by any catch up work in their studies at home. In this context measures should be taken to ensure general language competence of all students. During the meetings we met students who spoke fluently English but also students with no English skills at all.

Social support is in place and, from the information in the documentation provided, the students have access to a wide range of extra curricular activities ranging from music and dance to sport. They also have access to university counselling services if assistance is needed in a variety of areas including financial assistance and planning. However, students and alumni described a lack of career advice from University. Students also have the opportunity to take part in activities of the student scientific society, which is supported administratively by the university.

2.6. Programme management

Information on the programme is readily available for students and the wider public, and this impression was confirmed by all parties the ET talked to.

The number of students studying the programme is not very high, but the ET was assured by the management and SER group that the programme is considered important for the university and Lithuanian society. Furthermore it must be considered that the programme aims and content have been changed dramatically, therefore it seems reasonable to allow more time for development.

The efficiency of marketing and promoting the programme must be improved. Further sources for funding need to be explored. It should be considered if teaching the programme in English would attract foreign fee paying students.

The ET is aware that the bachelor study programme, although it commenced in 2013, is already in a transition period from the former farm animal focus to the companion animals, animal – human interaction, recreation, animal-assisted therapy focus. The new profile of the programme should be sharpened; it should be distinct and recognizable.

The ET were told by alumni and students that a substantial part of teaching remains related to farm animals; but at the same time the ET heard that the programme management has reacted promptly to students' suggestions and complaints, and that recently further changes have been implemented to the BSc Animal Science programme. The management of the programme must strictly align teachers, teaching content and topic of research to the new programme aims and content. Also, the bachelor theses must be related to the ILOs and teaching content of the programme.

Student and graduate feedback was obtained extensively and used to improve the profile of studies and it should be used in the future. Students reported that members of senior management were very accessible for feedback and that this informal method of communication was used quite extensively by the students. Although this is seen as very positive, reflecting the openness of staff to students, the ET encourages also the use of more formal ways to gather student feedback.

In particular the new social partners should be encouraged to have major impacts on the programme. Contact with the stakeholders is obviously mainly based on personal contacts between the university teachers and representatives of industry or governmental bodies. The involvement of stakeholders from the newly introduced industry seems to be rather less developed, especially from stakeholders working with dogs in therapy, which complained of

insufficient cooperation. Additionally, career advice was only sporadically given to students; more efforts should be taken in this regard.

2.7. Examples of excellence *

III. RECOMMENDATIONS

1. Improve alignment of programme aims, content and ILOs and teaching;
2. Strongly reconsider the appropriateness of including the specialisations of aquaculture and manufacturing of animal products from the programme;
3. Develop research strategies in this new area, improve quality and alignment of bachelor thesis;
4. Increase the amount of practical teaching within the bachelor programme;
5. Encourage, support and advise the teaching staff in the delivery of the new programme content;
6. Take measures to ensure a constant or increasing number of students in the Animal Sciences programme;
7. Progress with the further development of facilities according to the new programme content.

IV. SUMMARY

Although the bachelor programme in Animal Science started in 2013, the aims and content have been changed recently. The programme is now focused on human-animal interaction, animals for recreation purposes and animal-assisted therapy. These areas are rarely seen as central topics of a bachelor programme and therefore the programme is uncommon and innovative. The Learning outcomes are generally at the appropriate level and appropriate, but these could be better aligned to the programme aims, and indeed could be reduced in number to improve achievability. Two specialisations are of doubtful appropriateness to this programme, namely aquaculture and manufacturing of animal products. The curriculum generally allows for the achievement of the stated learning outcomes, but should better accord with the programme aims. The practical components of the programme could be more extensive than are currently available. The amount of specific practical teaching is not sufficient for a bachelor programme, a substantial increase and an early start of practical teaching is suggested. Obsolete teaching content on farm animals should be eliminated from the programme. The number and range of expertise of the teaching staff are appropriate, and systems are in place to develop pedagogic competence. Research by contributing staff in the new area of non-farm animals should be encouraged. Teaching and learning resources; classrooms, laboratories, library and computer availability, are in excellent condition, are very well equipped and are well used. Possibilities offered by social partners for practical experience with non-farm animals could be better used. Although students reported that their assessment was impartial and clear, it is a concern that so much assessment is by oral examination, it is suggested to improve the range of assessment methods for students. The theses were of variable quality and marks awarded were not always appropriate to the quality of work. The process of programme management is clear and effective. Student feedback is sought by management and is used in changes made to the curricular provision. The number of students on the course is quite low, and efforts should be made to improve this to ensure the future viability of this course.

V. GENERAL ASSESSMENT

The study programme *Animal Sciences* (state code – 6121IX002) 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	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	15

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

**LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *GYVŪNŲ MOKSLAS* (VALSTYBINIS KODAS – 6121IX002)
2017-09-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-201 IŠRAŠAS**

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sveikatos mokslų universiteto studijų programa *Gyvūnų mokslas* (valstybinis kodas – 6121IX002) 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	4
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	15

* 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

Nors gyvūnų mokslo bakalauro studijų programa pradėta vykdyti 2013 m., jos tikslai ir turinys buvo neseniai pakeisti. Dabar dėmesys skiriamas žmonių ir gyvūnų sąveikai, gyvūnų naudojimui rekreacijos tikslais ir gyvūnų terapijai. Šios sritys retai laikomos pagrindinėmis bakalauro studijų programos temomis, todėl programa neįprasta ir naujoviška. Studijų rezultatai apskritai atitinkamo lygio ir tinkami, bet galėtų būti geriau suderinti su programos tikslais ir iš tiesų, užtikrinant tikslų įgyvendinimą, jų galėtų būti mažiau. Kyla abejonių dėl dviejų specializacijų tinkamumo šiai programai – tai akvakultūra ir gyvūninių produktų gamyba. Apskritai programos sandara leidžia pasiekti numatytus studijų rezultatus, bet ji turėtų būti geriau suderinta su programos tikslais. Praktiniai programos komponentai galėtų būti labiau išplėsti nei yra dabar. Specialaus praktinio mokymo apimtis nėra pakankama bakalauro studijų programai, rekomenduojama didinti praktinio mokymo apimtį ir jį paankstinti. Iš programos reikėtų išbraukti pasenusią dėstomąją medžiagą apie ūkio gyvulius. Dėstytojų skaičius ir jų kompetencija tinkami, taip pat taikomos dėstytojų pedagoginės kompetencijos tobulinimo

sistemos. Reikėtų skatinti dėstytojus dalyvauti moksliniuose tyrimuose nauja ne ūkio gyvūnų tematika. Mokymo ir mokymosi išteklių, auditorijos, laboratorijos, biblioteka ir kompiuteriai puikios būklės, labai gerai įrengti ir naudojami. Reikėtų geriau išnaudoti praktinės darbo su ne ūkio gyvūnais patirties galimybes, kurias siūlo socialiniai partneriai. Nors studentai teigia, kad studijų vertinimas nešališkas ir aiškus, susirūpinimą kelia didelis egzaminų žodžių skaičius, todėl rekomenduojama įvairinti studentų vertinimo metodus. Bakalauro darbai buvo įvairios kokybės, o pažymiai ne visada atitiko darbo kokybę. Programos valdymo procesas aiškus ir efektyvus. Studijų programos vadovai prašo studentų teikti grįžtamąją informaciją, kuri panaudojama keičiant programos turinį. Šią studijų programą studijuoja nedaug studentų, todėl reikėtų stengtis išspręsti tokią problemą ir ateityje užtikrinti perspektyvumą.

<...>

III. REKOMENDACIJOS

1. Labiau suderinti programos tikslus, turinį, numatomus studijų rezultatus ir mokymo metodiką.
2. Rimtai apsvarstyti akvakultūros ir gyvūninių produktų gamybos specializacijų tinkamumą programai.
3. Parengti šios srities mokslinių tyrimų strategijas, gerinti bakalauro darbų kokybę ir dermę.
4. Didinti bakalauro studijų programos praktinio mokymo apimtį.
5. Skatinti dėstytojus mokyti naujo programos turinio, teikti jiems su tuo susijusią paramą ir konsultacijas.
6. Imtis priemonių užtikrinant nuolatinį ar vis didesnę gyvūnų mokslo studijų programos studentų skaičių.
7. Siekti pažangos toliau plėtojant materialinę bazę pagal naują programos turinį.

<...>

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)