



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto

***APLINKOS APSAUGOS VADYBOS IR ŠVARESNEŠ  
GAMYBOS STUDIJŲ PROGRAMOS (62604T102,  
621H17002)***

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF ENVIRONMENTAL MANAGEMENT AND CLEANER  
PRODUCTION (62604T102, 621H17002)  
STUDY PROGRAMME**

at Kaunas University of Technology

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Išvados parengtos anglų kalba  
Report language - English

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Aplinkos apsaugos vadyba ir švaresnė gamyba</i>
Valstybinis kodas	62604T102, 621H17002
Studijų sritis	Technologijos mokslų
Studijų kryptis	Bendroji inžinerija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Aplinkos inžinerijos magistras
Studijų programos įregistravimo data	2007 m. vasario 19 d. Švietimo ir mokslo ministro įsakymu Nr. ISAK – 225

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Environmental Management and Cleaner Production</i>
State code	62604T102, 621H17002
Study area	Technological Sciences
Study field	General Engineering
Kind of the study programme	University Studies
Level of studies	First
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Environmental Engineering
Date of registration of the study programme	19 of February 2007, under the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. ISAK – 225

# CONTENTS

I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS .....	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design .....	6
3. Staff .....	6
4. Facilities and learning resources .....	7
5. Study process and student assessment.....	8
6. Programme management .....	9
III. RECOMMENDATIONS .....	10
IV. SUMMARY .....	11
V. GENERAL ASSESSMENT .....	13

## I. INTRODUCTION

The procedures of the external evaluation of the study programmes were initiated by the Centre for Quality Assessment in Higher Education of Lithuania nominating the external evaluation peer group formed by the head, professor David Eastwood (University of Ulster, Ireland), professor Maris Klavins (University of Latvia, Latvia), professor Dietwald Gruehn (Dortmund University of Technology, Germany), Lina Šleinotaitė – Budrienė, employer representative, (Lithuania) and Gražvydas Jakaitis, student representative (Vilnius Gediminas Technical University, Lithuania).

For the evaluation of the study programme the documents, regulating evaluation were used (Methodology for Evaluation of Higher Education Study Programmes; General Requirements of Master Degree Study Programmes, Procedure of the External Evaluation and Accreditation of Study Programmes).

The basis for the evaluation of the study programme (hereafter, the programme) is the Self-Evaluation Report, written in 2012, its annexes and the site visit of the expert group to the Kaunas University of Technology (hereafter, the University; KUT) on 26 February 2013. The visit incorporated all required meetings with different groups: the administrative staff of the Faculty of Chemical Engineering and director of the Institute of Environmental Engineering, staff responsible for preparing the self-evaluation documents, teaching staff, students of all years of study, graduates and employers. The expert group inspected various support services (classrooms, laboratories, library, computer facilities), examined students' final works, and various other materials. After the expert group discussions and additional preparations of conclusions and remarks, introductory general conclusions of the visit were presented. After the visit, the group met to discuss and agree the content of the report, which represents the expert team consensual views.

The mission of the KUT is to provide high level research based studies in area of Technological Sciences. According to its strategic aims of development, the University has focused and concentrated its efforts on the issues of social responsibility and sustainable development. The unit responsible for the running of the second-cycle study programme *Environmental Management and Cleaner Production* is the Institute of Environmental Engineering (APINI) (hereafter – the Institute). The administration and reaching of the study programme is done in close cooperation with other units of the KUT: Faculty of Chemical Technology, Department of Environmental Engineering, Department of Silicate Technology, Department of Organic Chemistry, Department of Organic Technology and Department of Ergonomics of Faculty of Electrical and Control Engineering.

## II. PROGRAMME ANALYSIS

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

The main aims of the *Environmental Management and Cleaner Production* study programme are to train young professionals with a broad competence in field of cleaner production and sustainable development. The aim is also to provide basic knowledge on environmental processes and sustainable engineering, to identify impacts of industrial technologies and global issues of sustainability, climate change, and industrial development. The aims of the programme are unique in Lithuania and the competences obtained fit well into the structure of university education system in Lithuania. Also, the research direction fits well into its self-identified niche and is appreciated at both a national level and internationally. The aims and objectives are rational, clearly formulated and well related to national development, the demands of the labour market and the interests of employers and students.

The system to develop study programme and study plan for each student is logical and well-elaborated and ensures an efficient functioning of the study process. The study programme fulfils an evident need in Lithuanian society and is popular amongst applicants, largely due to innovative programme development and to an approach which supports the involvement of students with differing backgrounds. This approach includes the development of a truly interdisciplinary study programme, which involves engineering methodology, environmental science perspective and social science (management) approaches. The balance between these directions is very important to maintain in order to preserve the compliance between study content and the qualification awarded (Master in Environmental Engineering). This aspect is especially important when considering the content of student qualifications and their compliance with the qualification obtained. It should not be skewed too much in the direction of social science studies).

The learning outcomes of the programme include skills to assess human impacts on the environment, basic knowledge of environmental policy, knowledge of technical systems and the principles of cleaner production in the development of products and technologies, together with practical experience in the implementation of preventive environmental measures. It is clear that the learning outcomes have been carefully considered in terms of their appropriateness to the demands of the labour market and other professional and societal needs in which the acquisition of practical and transferable skills has gained greater prominence. There has been some interaction with external stakeholders and alumni in the programme renewal process, but there is a space for further intensification of this process.

During the site visit, experts were introduced to proposition of the Programme Committee and director of Institute to change the teaching language of the study programme from Lithuanian to English as a further step towards a greater internationalisation of the programme. The expert panel approve such a future direction of the programme development; however, before taking so serious step, it is suggested that additional analysis should be carried out in order to analyse: a) impact on the student recruitment process, b) the competitiveness of graduates in the labour market and c) the knock-on consequences of this proposed programme reorganisation. At the time of their visit, the expert team found no evidence of such analysis.

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

The content of the studies complies with national legal acts concerning:

1. Number of subjects per semester;
2. Study volume expressed in credit points;
3. Structure and approaches of examination.

The curriculum design is based on a multidisciplinary approach, which involves a combination of environmental technologies, cleaner production and eco-design in sustainable development, systems analysis and environmental management. In terms of curriculum design, the additional capacity of Faculty of Chemical Technology is well integrated and existing good cooperation provides effective added value which helps to ensure good study quality. The programme has a strong emphasis on engineering, management and policy to ensure graduate competences and understanding, as well as a capability to work with the complex issues of sustainable industrial development. The curriculum design is strongly research-oriented and most of the study courses have close research connections with thesis projects undertaken under the supervision of active researchers with both high qualifications and experience in environmental engineering and social science research. Of curriculum design importance is practical education, which includes opportunities to participate in projects aimed at the improvement of environmental performance in industry and resulting in the acquisition of valuable practical ‘real world’ experience.

Also important in the curriculum design are practical assignments undertaken in industrial companies, that result in practically applicable student research projects. The study programme consists of compulsory courses and an abundant offer of elective environmental courses, and elective engineering courses. This approach offers high flexibility to the study programme and ensures compliance with the changing requirements and actualities of the labour market and in science. The compulsory courses of the programme cover basic aspects of environmental strategy, management and technologies. Optional courses are used to discuss these issues in more detail and at a higher academic level and to provide additional knowledge to ensure, that graduates of the programme will be capable of evaluating the production processes and performance of industry and to find optimal solutions for the various problems related to sustainable industrial development.

In order to enhance education quality, the expert team suggests the inclusion in the study programme of a study course related to the development of research skills (especially statistics) and scientific writing. Given the good qualification of the staff and good international contacts, the expert team also suggests that, in addition to increased English language training, additional use should be made of guest lecturers (including international guest lecturers). International lecturers are important messengers of best practices, may help to compare study approaches at KUT and other universities, and would further increase study quality.

## ***3. Staff***

The study programme *Environmental Management and Cleaner Production* is implemented by the academic staff of the Institute of Environmental Engineering and Faculty of Chemical Technology. The programme staff consists of 5 professors, 12 associate professors and lecturers. The teachers’ qualification meets the legal requirements for Lithuania and all involved professors, associated professors and lecturers have the appropriate competence to deliver the

MSc study programme. Senior academic staff are active in the publication of study materials (textbooks, methodological publications) supporting high study quality and accessibility of basic study materials for students. Senior staff of the programme are composed from well-known scientists in Lithuania and internationally. They are members of different international and national professional associations. Academic staff actively participate in different research projects both internationally and at national level and in applied projects related to the study field. Senior programme staff have good research performance indicators, as demonstrated by the number of papers in international (Web of Science) journals and high Hirsch index *h*. Teachers actively participate in the seminars, courses, and internships as well as conferences. The research profile of the staff is good and the trend to increase research output, especially at international level, is evident.

The annual volume of the pedagogical work of a full-time teacher averages 720 hours. The distribution of academic load of the teachers is high, but considering the situation and traditions in Lithuania (as well as in other Baltic countries) it is acceptable. The average age of the teachers working in the programme is 47 years, the average of their pedagogical experience is 16 years, and the average practical experience is 24 years. The turnover of the staff can be evaluated as good thus ensuring sustainability of the programme. Master theses are supervised by professors and associated professors. Staff of the programme have good experience of working with students and involvement in both the study process and research is ensured by the academic promotion system. The main criteria for appointment are education level, academic qualification experience, scientific, pedagogical and professional activities, and facility in foreign languages. There are no problems with ability of academic staff to communicate in the English language. A further factor influencing staff performance is an effective student feedback system and regular analysis of students' surveys which demonstrate the satisfaction of the students with the work of their teachers.

Although appreciating the existing high level of research performance of the staff, further efforts to raise international research productivity should be encouraged as it will significantly increase the international and national visibility of staff, Institute and University, and further improve the quality of future studies. Presently, major emphasis is put on publication in Lithuanian journals (some of which are included in the Web of Science list), but the publication of the most important results in journals with high impact factors would improve the reputation of the academic staff of the programme. Despite the good research performance indicators of the senior staff members, for many other teachers the research activity is not so high and there is definitely the opportunity to continue their efforts in this direction. An important aspect of the staff development policy includes the preparation of the new staff members, especially early stage researchers. To support staff renewal, more efforts should be put into the training of pedagogical skills, and into support for research activities and international mobility, especially for junior staff members.

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

The MSc study programme *Environmental Management and Cleaner Production* uses facilities and premises of the Institute of Environmental Engineering and the Faculty of Chemical Technology, and the space available for the running of the programme is adequate for the set aims. The programme uses well-equipped classrooms and a sufficient number of laboratories.

The equipment mounted in the laboratories is suitable not only for studies but also for scientific work. Library stocks are sufficient for achieving intended learning outcomes, but the set of scientific journals, especially related to programme area, could be improved.

Accordingly to information provided to the expert team, laboratories are equipped with updated laboratory equipment, which is sufficient for study purposes – to acquire experience in using instrumental equipment, to perform scientific experimental work and to analyze the results. The most advanced facilities includes equipment for spectral analysis; equipment for gas chromatography and HPLC; equipment needed for synthesis, isolation of substances and their purification; equipment for thermal and X-ray structure analysis; equipment for air pollutants sampling and analysis, water and wastewater quality analyzers, etc. The environmental laboratory at APINI is equipped mainly for water (both natural and industrial) analysis – in the stationary lab or in-situ, for extract (soil, sediment) analysis, and for carrying out different tests in different parts of industrial production lines in-situ. The stationary part of the laboratory is organized to allow analysis by the following methods: photometric, electrometric, titrimetric and gravimetric. For study purposes and student research projects, specialised computer software packages are available. For student research projects software for material flow analysis; for visualization of costs, material and energy flows; for product life cycle assessment; for integrated waste management and others are available.

As indicated by research papers' bibliographic references in the list of MSc thesis, student and lecturer interviews and site visits, a problem of study skills in scientific reading can be clearly identified.

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

Student admission procedures are well formulated and easily available. The study programme is popular among graduates of BSc study programmes and, during the recent years, the number of highly motivated applicants is increasing. The drop-out rate from the programme is almost non-existent indicating efficient counseling and supervision of the student learning progress. The study process is well organized and, according to study plans, the workload is rationally distributed. During the study process much attention is paid to the development of abilities, skills and competences.

Student assessment is done in accordance to the academic regulation of KUT and is based on the assessment of students' knowledge and skills. Assignments of self-study possessing weighted coefficients, which are used for assessment of learning outcomes of each particular subject. At the student assessment of importance is their research performance and quality of MSc theses.

Support for students of the study programme is available through the website, but each cohort also has a group Mentor, supporting adaptation within the academic community and consulting on relevant study, learning, and social issues, as well as helping to solve personal problems. At the start of their studies, students are informed about the programme requirements, the self-study assignments, the criteria for their evaluation, as well as the literature recommended for self-study. Every student has a possibility of studying according to his / her individual study plan.

'Career Days' are organized by the University Career Centre, and the most motivated students



may be offered employment at APINI. However, given the orientation of the study programme, more effective career information could be focussed more directly at the study programme and at direct contacts with possible employers.

An important element of the study process is the elaboration and discussion of MSc theses. During last 3 years, only 2 students have received a mark “8”, all others being “9” or “10”! This might raise a question about evaluation criteria of MSc thesis.

Students confirmed, that they are questioned during the assessment of lecturers about teaching quality, timetables, and elective subjects. The quality assurance system seems to be functioning well, with each study module assessed (using questionnaires) and the feedback system is efficient. Selection of the prospective PhD students (in Environmental Engineering and Landscape Management) takes place already during the first year of studies. The selected students are being purposefully prepared for the PhD studies, involving them into scientific projects, preparation of scientific publications, conference presentations, etc. Such approach with the ‘selection’ of favoured students so early in the programme, is quite unusual and may well deviate from principles of impartiality and competitiveness. As a further weak point, might be considered student international mobility (for the assessment period only 2 students has used ERASMUS mobility grants).

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

The programme management system and the quality of studies evidently has improved since the last evaluation. The programme management system is functioning well and is based on the structured process organised at KUT with identifiable responsibilities and tasks. Positive leadership is of importance in the successful functioning of the programme and the programme team has a good gender and age balance of the staff.

Important in the management of the programme is the strong position of the Institute in the strategic planning process at KUT. The study programme management have a strong position with respect to the internationalization of the study programme and the proposed change of the study language to English. Communication between students and academic staff is good (“open door” policy).

Another important element of programme management is the preparation of self-evaluation reports. However, the aim of a self-evaluation is not only to descriptively summarise existing situations, but is to look forward, identify weaknesses and develop solutions, which is not a strong aspect of the current self- of local and international stakeholders in development of the study programme content. The evaluation process.

One more issue – the involvement system of employers and alumni is operative, but could be developed more. The same is true also in respect to involvement with alumni - much could be done to improve and develop a well-functioning system of working with alumni, for example, in opinion surveys on the study quality and suggestions for study programme improvements to support life-long learning.

### **III. RECOMMENDATIONS**

1. To continue and extend efforts to raise the international research productivity of the staff, in order to improve the international and national visibility of the programme staff and to enhance the programme's future success.
2. To introduce measures to improve both staff and student mobility by providing better information on available opportunities and by better motivating students to acquire new experiences.
3. To develop a better system of working with alumni, including surveying their perceptions of study quality and potential programme improvements, especially with respect to life-long learning.

## **IV. SUMMARY**

### **Main positive quality aspects:**

1. The aims and goals of the study programme are rational, clearly formulated and well related to national development priorities, the demands of the labour market and to the interests of employers and students. The learning outcomes are well elaborated, they are in line with academic, professional and employment demands. The study programme development and the way the programme is implemented supports the involvement of students with differing backgrounds and thus ensures its popularity amongst applicants and the competitiveness of its graduates in the labour market.
2. The curriculum content is innovative, involves an approach, which truly supports interdisciplinary education, is consistent with the type and level of the studies and supports the achievement of the learning outcomes.
3. Staff is well qualified and available in sufficient numbers to teach the programme. Staff qualification enhancement and activity in science, research and applied projects is reasonably high, leading to relatively good listed research performance indicators.
4. Teaching and learning equipment is clearly adequate to achieve the declared aims. Laboratory, library resources and available software can support the development of high quality student research. The study infrastructure is permanently improved and updated.
5. The study programme is popular amongst applicants, largely due to unique programme development and flexible approach supporting the involvement of students with differing backgrounds. The drop-out rate from the studies is almost non-existent indicating efficient counseling and supervision of student learning progress.
6. The programme management is based on strong strategic planning and the programme management system is functioning well. The programme team has strong leadership, good gender and age balance of the staff and a good academic environment. Communication between students and academic staff is good.

### **Main negative quality aspects:**

1. An improvement in the programme would involve close collaboration with local and international stakeholders in development of the study programme content. The same is also true with respect to work with alumni – much could be done to improve and develop a well-functioning system of working with alumni, including opinion surveys on perceived study quality, and suggestions for study programme improvements in support for life-long learning.
2. Further programme development requires an increase in the use of guest lecturers (especially international lecturers) and the inclusion of a study course supporting generic research skills (such as scientific writing, advanced statistics etc).
3. Further efforts to raise international research productivity could be encouraged, especially by putting more stress on top level international journals. Also, activities aimed at the

support of junior staff members could improve the staff policy, and thus programme sustainability.

4. Considering the content of the study programme, more directly related career information could be more effectively targetted specifically to the study programme. Another weak point for consideration is the relatively low student international mobility.

## V. GENERAL ASSESSMENT

The study programme *Environmental Management and Cleaner Production* (state code – 62604T102, 621H17002) at Kaunas University of Technology is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
	<b>Total:</b>	<b>20</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.

Grupės vadovas:

Team Leader:

Prof. David Eastwood

Grupės nariai:

Team members:

Prof. Maris Klavins

Prof. Dietwald Gruehn

Lina Šleinotaitė – Budrienė

Gražvydas Jakaitis

**KAUNO TECHNOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ  
PROGRAMOS APLINKOS APSAUGOS VADYBA IR ŠVARESNE GAMYBA  
(VALSTYBINIS KODAS – 621H17002) 2013-04-19 EKSPERTINIO VERTINIMO  
IŠVADŲ NR. SV4-104 IŠRAŠAS**

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Aplinkos apsaugos vadyba ir švaresnė gamyba*. (valstybinis kodas – 621H17002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	<b>Iš viso:</b>	<b>20</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

### Pagrindiniai teigiami aspektai, susiję su studijų kokybe:

1. Studijų programos tikslai ir uždaviniai yra racionalūs, aiškiai suformuluoti ir susiję su nacionalinės plėtros prioritetais, darbo rinkos poreikiais ir darbdavių bei studentų interesais. Numatomi studijų rezultatai yra išsamūs ir pagrįsti akademiniais, profesiniais reikalavimais ir darbo rinkos poreikiais. Studijų programos tobulinimas ir tai, kaip ši programa vykdoma, sukuria tinkamas sąlygas studentų, įgijusių skirtingą išsilavinimą, studijoms; tai užtikrina studijų programos populiarumą tarp stojančiųjų ir jos absolventų konkurencingumą darbo rinkoje.
2. Studijų programos turinys apibūdinamas kaip pažangus; jame atspindi tarpdalykiškumas. Studijų programos sandara atitinka studijų rūšį ir pakopą bei padeda pasiekti numatomus studijų rezultatus.

3. Studijų programos personalas yra kvalifikuotas, dėstytojų skaičius yra pakankamas. Darbuotojai gana aktyviai dalyvauja kvalifikacijos kėlimo, mokslo tiriamojoje ir taikomojoje projektinėje veikloje; tai lemia pakankamai aukštus mokslinės veiklos rodiklius.
4. Mokymo ir mokymosi įranga yra tinkama numatytiems studijų programos tikslams pasiekti. Laboratorių, bibliotekos išteklių ir turimos programinės įrangos pakanka kokybiškiems studentų moksliniams tyrimams atlikti. Studijų infrastruktūra nuolat gerinama ir atnaujinama.
5. Studijų programa yra populiari tarp stojančiųjų dėl išskirtinio dėmesio programos tobulinimui ir lankstaus požiūrio, susijusio su galimybėmis studijuoti įvairų išsilavinimą įgijusiems asmenims. Studentų nubyraimo rodikliai – labai žemi, tai rodo efektyvų studentų orientavimą ir jų mokymosi pažangos stebėseną.
6. Programos vadyba yra pagrįsta strateginiu planavimu; programos vadybos sistema veikia tinkamai. Studijų programos vykdymui būdinga stipri lyderystė, personalo lyties ir amžiaus pusiausvyra, taip pat palanki akademinė aplinka. Santykiai tarp studentų ir akademinio personalo yra puikūs.

#### **Pagrindiniai aspektai, susiję su studijų kokybės gerinimu:**

1. Studijų programos tobulinimas turėtų apimti glaudų bendradarbiavimą su šalies ir tarptautiniais socialiniais dalininkais. Tas pats pasakytina ir apie darbą su absolventais – būtų galima daugiau nuveikti, siekiant optimaliai veikiančios darbo su absolventais sistemos, įskaitant nuomonių apie studijų kokybę apklausas, pasiūlymus dėl studijų programos tobulinimo, realizuojant mokymosi visą gyvenimą koncepciją.
2. Tolimesniam studijų programos tobulinimui reikėtų didinti atvykstančių (ypač iš kitų valstybių) lektorių skaičių ir į studijų programą įtraukti papildomą studijų dalyką, skirtą bendrųjų mokslinių tyrimų įgūdžių tobulinimui (tokių kaip mokslinių tekstų rašymas, taikomoji statistika ir pan.).
3. Reikėtų skatinti tarptautinių mokslinių tyrimų vykdymą, ypač daug dėmesio skiriant tarptautiniams aukščiausio lygio moksliniams žurnalams. Veikla, skirta jaunesniojo personalo skatinimui, galėtų prisidėti prie personalo politikos gerinimo ir taip užtikrinti sėkmingą tolimesnę programos vykdymą.
4. Informaciją apie karjerą reikėtų teikti labiau atsižvelgiant į studijų programos turinį. Kita svarstyтина studijų programos silpnybė yra pakankamai žemi studentų tarptautinio mobilumo rodikliai.

### **III. REKOMENDACIJOS**

1. Didinti tarptautinių mokslinių tyrimų produktyvumą, kad šią studijų programą vykdančio personalas būtų pastebimesnis tarptautiniu bei nacionaliniu lygmeniu ir kad ši studijų programa būtų sėkmingai vykdoma ateityje.
2. Įdiegti priemones, padidinsiančias personalo ir studentų mobilumą, pateikiant išsamesnę informaciją apie mobilumo galimybes, taip pat labiau skatinant studentus įgyti naujos patirties.

3. Tobulinti darbo su absolventais sistemą, įskaitant jų nuomonės apie studijų kokybę ir galimus programos patobulinimus, ypatingai susijusius su mokymusi visą gyvenimą, ištyrimą.

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

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<sup>1</sup> Žin., 2002, Nr. 37-1341.