



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
BIOLOGIJOS (612C10001)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *BIOLOGY (612C10001)*
STUDY PROGRAMME
AT VILNIUS UNIVERSITY**

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Išvados parengtos anglų kalba
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2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Biologija
Valstybinis kodas	612C10001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Biologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Biologijos bakalauras
Studijų programos įregistravimo data	1997-05-19, Nr. 565

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Biology
State code	612C10001
Study area	Biomedical Sciences
Study field	Biologija
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor degree in Biology
Date of registration of the study programme	1997-05-19, No. 565

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I. INTRODUCTION

The study Programme of Biology (first cycle) of Vilnius University (VU) is mainly coordinated by the Faculty of Natural Sciences, but also other faculties of the University are involved. According to SER, the programme is more interdisciplinary than the Biology programmes in other Lithuanian universities, and encompassing the teaching in branches of Botany, Zoology and Ecology. Thus it covers not only the classical areas of Biology, but it also aims to cover Genetics, Physiology and Molecular Biology and Microbiology. It intends to integrate physico-biomedical and also some social and humanistic aspects. It leans heavily especially in research on the recently established Nature Research Centre, which has been established by merging the Institutes of Botany and Ecology together with the Institute of Geology and Geography. It appears that the staff of these former institutes also make the core of the teachers in the Programme of Biology. Yet it also means that teaching and research are institutionally separated, though at the undergraduate level it may be of little practical consequences.

The last external assessment of the undergraduate Biology Programme was conducted in 2005, and the conclusions were positive, and thus there was an accreditation of the Bachelor Programme in Biology without conditions. The Self-Evaluation Report provided was rather extensive, and was concentrated more on university-level generalities than the Biology programme. This is why the site visit was even more important to obtain a true picture.

The international evaluation team visited the Biology study programme at Vilnius University on 9 October 2013. The team had meetings and discussions with the administrative staff of the University, and representatives of the persons responsible for the Self-Evaluation Report (SER). Furthermore, the team had discussions with the teachers and students, and was familiarised with students' course papers. The team visited the auditoria, the library and other pertinent facilities. Finally, there were meetings with alumni and social partners (stakeholders). The team also provided immediate debriefing of its observations to the programme representatives at the end of the day.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes appear well defined, clear and publicly accessible. The main aim is to provide a substantial knowledge of the basic fields of biology, to ensure practical skills and also support critical thinking and analysis. The common and global

biological problems e.g. sustainable development, biodiversity, etc., are not only national but also international in character in many ways, and they certainly require new approaches and means in biology teaching, from the undergraduate level up.

The programme not only covers the classical areas like botany, zoology, and ecology, but also offers courses in genetics, physiology, molecular biology and microbiology, which spread of topics certainly is an advantage at the undergraduate level. The contents also aim at fulfilling both the academic and professional requirements, and also those of the labour market. The type and level of studies and those of the qualifications seem to be in balance. There are also possibilities of specialization in some narrow fields, such as botany, ecology, zoology, and related fields, especially in thesis writing. However, considering the basic idea of Bologna with the undergraduate degree as a more general study, the specializations are better started at the Master's level. However, some of the most modern approaches in biology are absent, e.g., genomics, proteomics, bioinformatics, etc. which might be useful for the study of biodiversity, etc.

In fact, the long duration of the undergraduate studies, four years, might rather make Biology as a 'final' degree, directly applicable for the job market. The total academic study period appears very long, $4+2+4 = 10$ years, which in practice may be much longer considering also the relatively high drop-out rate, which fluctuates between 20 to 36% after the first study year, though it levels off during subsequent years. Partially it is due to students changing their field of study, or due to temporary suspension of their studies, for a variety of reasons.

The programme aims should also be related to the possibilities of the labour market, though many of the undergraduates continue their studies towards higher degrees. Some 24-32 students graduate from the Biology programme annually. According to a special questionnaire run in 2012, the majority (up to 60%) of the 2008-2012 Biology graduates continued their studies in the Master programmes in VU, and another 10% in related programmes in other universities in Lithuania or abroad. This Biology programme at VU appears very popular, and only a small percentage of the first year applicants are accepted; in 2012, for instance, the total number of applicants was 665, and only 62 were admitted. The ratio is thus ca. 10:1. There seems to exist little of national surveys or analyses of the labour market, though SER gives a hint that the popularity of the Biology studies itself might serve as such an indicator of the labour market. Only some 18% of the graduates get directly a position that is matching their qualifications.

2. Curriculum design

It is apparent that the curriculum design meets the legal requirements. Formally, the total number of credits is 240, including at least 165 credits for the core subject studies, 15 credits for practical training and 12 for final bachelor thesis. Yet the students also indicated that the Biology programme tends to be stretched out by subject repeats, up to 255 total credits, adding considerably to the total working load. The general skills are also given more weight by offering courses in, e.g. social sciences, by introduction of the General Education Nodules (GEM). The balance between theory and practice looks proper, though the basic biology courses seem to provide for rather classical type of teaching of the subjects. The possibility for fieldwork is good, as it should be in Biology learning. The field stations in Puvociai and Slyziskes are available and so is the Botanical Garden of VU in Vingis Park and Kairenai. The field station of Puvociai also includes a dormitory with up to 50 places, though some of its facilities are to be upgraded starting in 2013. Naturally some the field bases and other facilities of the social partners (Natural Research Centre, etc.) are available for fieldwork.

There are no Biology courses given in English language; such courses might be a proper way of developing the language skills of both students and teachers, and also attracting foreign students and teachers, for new and fresh ideas from elsewhere.

This 4-year programme also appears very rigid and fixed by semesters, which leaves but little leeway for elective studies, hampering also student mobility, and even that of the teachers' mobility. It may happen that similar classical biology courses are not commonly taught elsewhere in European universities, which may complicate finding corresponding courses, even by the course title, in partner universities, for instance for the use in the Erasmus programme.

It is somewhat difficult to assess by the course titles only to what extent their contents reflect the latest achievements in science. By quick inspection of some of the textbooks used there seems not to be any considerable gap in this sense, though their spread is wide. And it also appeared that a classical kind of course by its contents is not very demanding on the latest achievements of science. Yet 'Theory of Evolution' is given as a separate course, though 'evolution' as a process should be present in all biology teaching. The course names in the list of courses in the curriculum give a strong impression that the emphasis is on biological structures, and not on the dynamic biological (evolutionary) processes. SER gives a list of the core structure of the Biology Programme and lists all the courses. There seems to be no reference to a truly evolutionary approach even in the learning outcomes (e.g. A8 and A9 in Table 1 of SER). Namely, the concept of evolution gives the meaning to all biological structures and processes, and it tends to be behind all major biological problems waiting for us now, locally and globally,

starting with the effects of climate change, etc. It may be that the contents of the courses attest to some of these problems, but the course titles are not very instructive to an outsider.

3. Staff

The teaching staff of this Biology undergraduate programme consists of 40 persons, out of whom 14 are professors. The teacher to student ratio is thus very favourable, with one teacher for about four students. It is apparent that the staff members meet the legal requirements. Out of the 40 teachers, 29 of them hold a PhD, which reflects a relatively high quality of the staff, though there are no foreign teachers or professors, except for some short-term visits. Also, most of the staff has been and is moderately or even very active in research, also in several national and international research programmes. Examples of such research programmes are EU's FP5 and FP6, COST, EU AGRIRES, EURECA, etc.

Staff hiring is done on a competitive basis, and the teacher performance is evaluated frequently, and also students' opinions are heard, the language requirement tends to limit the professors/teachers to Lithuanian nationals only. The quality of teachers and courses is also evaluated by student questionnaires, though it was indicated that few students care to answer to them, maybe because they find it rather futile, and their opinions are not compulsory.

The question on professional development of the teaching staff may not look quite satisfactory. The main issue here consists of the possibilities of staff mobility, both in and out. The number of teachers' visits abroad has been on the decline for a number of years. In 2008-2009 there were 15 visits abroad, but 7 in 2009-2010, 8 in 2010-2011, 5 in 2011-2012, and only 4 in 2012-2013. During the same period there were only 9 guest visitors from abroad, and actually none in 2012-2013. A problem also is that the guest visitors, thus very few of them, tend to come only from the neighbouring countries, Belarus, Latvia, Czech Republic, Russia, etc., and thus the staff seems to be missing the modern scientific trends in Europe and the world at large. Also, a clear handicap is the teaching load of the staff, some 350-400 scheduled contact hours, and the total amount of contact hours with students may make up to 600-800 hours!

A curious issue in SER is that it lists as 'weakness' the fact that the legal regulations mandate the qualifications of the teaching staff based mainly on scientific results, numbers of published papers, participation in scientific symposia, etc. Thus the quality of teaching, production of textbooks, etc. seems to be neglected to a secondary importance. One should note, however, that all teaching at the university level should be based on research, and good teaching does not mean and follow merely from an overload of the contact hours. It is important that research and teaching are not separated too far from each other, though at VU they seem to be so, even institutionally.

Thus it is important that the university, and the Biology programme and the Faculty in particular, work diligently to strike a proper balance between staff teaching and research, since both are of value in a university setting. There seems to be no sabbaticals or corresponding opportunities for teachers and scientists to renew their skills and create new contacts with the outside world. Of course there are other financing opportunities to plan and execute such measures, to the benefit of the individuals and the entire university.

4. Facilities and learning resources

The premises for studies are all relatively adequate, with 15 auditoria at the Faculty of Natural Sciences which is managing the Biology programme. This is in addition to some 13 teaching laboratories. They are all equipped with relatively up-to-date audio and video facilities, though with some poor examples also, especially concerning the need for renovation of the rooms and the furniture available, though they meet the hygienic standards (according to SER). So far nine auditoria and seven laboratories have been renewed and supplied with new equipment, in 2008-2012, but the work is continuing. The students are also free to use their own portable computers, depending on the nature of the lecture. The faculty library seems to serve the teachers and students relatively well, and there are also specialized computer classes for study. Several museums are available, including the Herbarium, Museum of Zoology, Museum of Mineralogy, etc., though apparently they too require new facilities and renewal. Some 10 million Litas have been invested in research and teaching equipment and the infrastructure of the Faculty of Natural Sciences. But again the investments seem to go a bit different ways, because of the separation of teaching and research facilities. At the same time some 15 million Litas have been invested in the infrastructure of the Institutes of Ecology and of Botany, where students can prepare their theses. The new building of the Life Science Centre (by 2015) will open up new possibilities, bringing together several fields in biology and helping to raise the university to a better international level. The management and organisation of this new Centre is under discussions right now and apparently not yet decided.

There is also a field station of Puvociai, for Biology students, with a dormitory for 50 places and modern teaching facilities. Another field station is situated in Slyziskes with accommodation and auditorium capacity for 30 persons. It was not possible for the team to visit these facilities. The library is able to provide most Biology students with sufficient numbers of textbooks and learning material, which is financially also supported by NSF (National Science Foundation, in the US). New instruments have been obtained for the laboratories so that certain up-to-date research programmes can be executed.

The facilities for teaching and learning seem to be adequate if not very good for the Biology programme to succeed. Also, the facilities in research laboratories are rapidly improving in the Faculty, which will help also the Biology undergraduate programme at large.

5. Study process and student assessment

General student admission in VU is based on “Guidelines for general admission to Lithuanian higher schools first cycle and integrated studies.” General information is available in the web site www.lamabpo.lt together with other relevant information that is available in VU Information Bulletin. This site also contains information for applicants from abroad. During the last few years, the total annual admittance of students into the Biology programme has varied from 47 to 62, according to the text in SER.

The maximum score of those who entered in 2009–2012 were as high as 20.38 to 25.36, and the minima as low as 16.68 to 18.38. Thus the competition to enter this programme is high, indicating also its high popularity. Approximately 45 state funded and 5-7 self-funded are accepted. The drop-out rate in the programme is relatively high, some 20%, though a partial explanation is that the students want to change their study field, or to take a study leave.

The Biology Programme is popular due to its science profile, and apparently the job market appears reasonable. The programme is flexible and it seems to respond well to individual students needs. The students have opportunities to work in projects and to prepare their final thesis using the same theme, according to the information received from the social partners, the research institutes, etc. It was also seen in the students’ thesis reports shown to the evaluation team.

The personal relationships between lectures and students are good, and they share information via Moodle or directly by e-mail, students can get consultations before exams, and lecturers can obtain feedback after exams per surveys in e-system. Yet the students have been slow to answer to these surveys, if at all, and the information received during the interviews indicated an average participation rate of ca. 30%.

The learning outcomes as such are clear, but the programme itself is rather old and needs to be brought up-to-date. This issue about the course contents and learning outcomes has been discussed already above. Apparently there is too much of rote learning in teaching (and in learning!), and too little of independent study. This means that there is need for more seminars and problem solving, more elective courses, and more student mobility. There appears to be strong need for new critical and analytical thinking expressed strongly also by the students, also

preparing them for decision-making, how to cope with new and unexpected problems, etc. This may be a common handicap in the entire university, though SER itself is emphasizing 'critical thinking', but the situation in reality appears to be different, especially in the student opinions. The students should be better linked with new ways of learning, also involving more interdisciplinary aspects, in the society and even globally. There is a strong international trend in higher education at large to move away from 'teaching' towards 'learning', which is also one of the purposes of the entire Bologna process.

Active students have opportunities to participate in conferences, publish thesis in local or international journals, which was shown in some of the graduates' bachelor theses. University supports students with equipment and materials. Students share lab equipment with other programmes students, they can work in other institutions, for instance in the Ecology institute, where they can do their research. The library supports students with journal databases, and a detailed list of full-text databases are available in the home page of the VU Library. The textbooks look relatively old, and only very few new books in English were available in the library. Most Biology students have plans to continue studies towards higher degrees in Botany or in Zoology.

Again, participation in the Erasmus program or by other means in international student mobility is very low, and the reasons for that have been discussed above. After 2008 only 2 students went abroad, while the incoming foreign students in the period of 2008-2013 number a total of 19. The number of Erasmus students is limited to places allocated for every faculty. However, the students may go abroad by themselves for a few days or weeks or so for a conference, etc. Students may also experience the whole process very expensive, as public support for mobility, even through Erasmus, is very modest, and even when travelling under the Erasmus programme it may require additional funding from the family or from a bank loan, etc.

Students have possibility to live in dormitories, and they can get small grants and scholarships. There are good possibilities for practice in sports, in art, and for the leisure time activities, etc.

Students are consulted about career opportunities at the events organized by VU administration, but they also mentioned that places for practice are given with recommendations by lectures. The Career Centre posts information about available places for practice or advertising jobs in students e-mails, it also offers additional trainings on how to write a CV, or how to find a job.

The employers surveyed are generally satisfied with the Biology graduates, as they apparently have enough theoretical skills and are able to adapt in the new environment and work place. Yet most of the graduates continue to higher degrees in the field of biology.

6. Programme management

This Biology undergraduate programme is administered at three levels, the state, the university, and the Biology Departmental. This apparently makes the formal 'chain of command', but it is still unclear as to whom and at which level is responsible for a particular part of the programme and its courses, or the programme as a whole. It also appears that several administrators, e.g. the Dean and the Vice-Deans, carry only part-time positions, in addition to their teaching duties. A programme of this size and complexity certainly requires a good 'guiding hand', in order to make it to run smoothly and in a responsive way from day to day, but also including other demands for strategic planning and similar long-term duties. Anyway, SER is pointing out this very issue of the nature management as a weakness. SER is not quite clear on this particular issue, but the Committee of the Biology programme is the main administrative tool. Right now it appears that the student-level management responsibility is also with the individual teachers and professors, who apparently are dedicated and professional in the execution of their teaching duties at least. The evaluation team asked about the management structure several times, but the answer was that it apparently rests with the teachers and professors only. There is no common 'telephone number' to call!

Students have a role in the process of administration via representatives of the Council of the Faculty and the Committee of the programme. The students are surveyed about the quality of teaching and other similar study matters, though apparently the interest in responding by the student body is not always the best possible, as described above. It appears that the students themselves are important avenues for the internal quality assurance as such.

But the main issue here is that that the majority of the students, some 80% of those surveyed give a good assessment of the Biology study programme. The students expressed the opinion that the teachers are competent and qualified, and the personal relations with their students are good and working.

SER indicates that there is a representative of social partners (stakeholders) in the programme Committee, but its actual role, if any, remains obscure. As already said, the public analytical information of the structure and demands of the labour market at the national level may still require further development.

The internal quality assurance measures, with periodic surveys, are actually very extensive, and cover different management levels. Apparently it meets well the requirements for the management of this kind of a programme. However, it appeared that the university and the Biology programme do not carry surveys or information about the employment of their graduates, and there is no alumni system either.

III. RECOMMENDATIONS

1. The programme curriculum covers rather classical areas, and it needs updating with wider aspects of biology towards meeting better both the local and global challenges, and thus preparing the students for higher degrees, and the modern labour market as well;
2. The curriculum is based on a fixed semester system that hampers both student and staff mobility, and it is important that the university and the Biology programme take strong measures to expand their international reach;
3. Bring teaching and research closer together, also institutionally, and develop new teaching approaches away from the old rote learning towards critical thinking and independent and scientific learning;
4. Give more weight to staff development away from a teaching overload to more opportunities for research and self-development, also supporting the internationalisation process at large;
5. Develop regular links and avenues with the stakeholders and the alumni for feedback from the labour market and the society at large.

IV. SUMMARY

The undergraduate Biology programme at VU is a rather comprehensive programme, and most of the students continue towards higher degree in Botany or Zoology. The programme covers the classical biology areas, botany, zoology and ecology, but also genetics and physiology, though the most advanced scientific developments, e.g. genomics are not there. The facilities and the study environments are appropriate if not very good. The curriculum covers four years, though the programme appears very rigid and fixed by semesters, which is clearly preventing e.g. student mobility, and even the staff mobility to renew itself. Foreign contacts with scholars could be much more intensive. The teaching approach apparently needs some new measures, away from (an overload) of teaching and more towards (student) learning. In principle, the teaching staff is qualified, but again needs more international contacts and

measures of staff development at large. The student were relatively happy with the quality of teaching, though the programme may appear (for them) old-fashioned, which also shows in the textbooks and the teaching materials. The programme management apparently needs consolidation, for internal surveys, for regular contacts with the stakeholders, and for feedback from the alumni.

V. GENERAL ASSESSMENT

The study programme Biology (state code – 612C10001) at Vilnius University 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	3
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	17

*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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**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
BIOLOGIJA (VALSTYBINIS KODAS – 612C10001) 2013-11-19 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-370 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Biologija* (valstybinis kodas – 612C10001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	17

* 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

VU Biologijos bakalauro programa yra gana visapusė, tad dauguma studentų aukštesnio laipsnio siekia tęsdami Botanikos arba Zoologijos studijas. Programa apima ne tik klasikines biologijos sritis – botaniką, zoologiją ir ekologiją, bet ir genetiką bei fiziologiją, nors pažangiausios mokslo sritys, pavyzdžiui, genomika, nedėstomos. Patalpos ir studijų aplinka tinkami studijų programai

vykdyti ir vertinami labai gerai. Studijų programa trunka ketverius metus. Tiesa, ji atrodo labai nelanksti, įrėminta semestrų, o tai neabejotinai varžo, pavyzdžiui, studentų ir netgi dėstytojų judumą, ir neleidžia atsinaujinti. Kontaktai su užsienio mokslininkais galėtų būti kur kas intensyvesni. Akivaizdu, kad reikia naujų dėstymo metodikų, kurios nuo dėstymo krūvio didinimo leistų pereiti prie studentų mokymosi. Iš esmės pedagoginis personalas yra kvalifikuotas, tačiau jam reikia daugiau tarptautinių kontaktų ir priemonių, laiduojančių dėstytojų tobulėjimą apskritai. Studentai yra gana patenkinti dėstymo kokybe, nors programa jiems gali pasirodyti kiek senamadiška – tai matyti ir pažvelgus į vadovėlius bei visą mokomąją medžiagą. Programos vadybą akivaizdžiai būtina sutvirtinti vidaus apklausų, nuolatinių ryšių su suinteresuotomis šalimis ir grįžtamojo ryšio iš absolventų požiūriu.

III. REKOMENDACIJOS

1. Programos turinys apima palyginti klasikines sritis, todėl tam, kad geriau atitiktų vietas ir pasaulinius iššūkius, parengtų studentus aukštesnių pakopų studijoms bei šiuolaikinei darbo rinkai, jį reikėtų atnaujinti platesniais biologijos aspektais;
2. Studijų turinys grindžiamas fiksuota semestrų sistema, varžančia studentų ir dėstytojų judumą, todėl universitetui ir Biologijos programai svarbu imtis rimtų priemonių tarptautinei aprėpčiai didinti;
3. Suartinti dėstymą su mokslo tyrimais, įskaitant instituciniu lygiu, kurti naujas dėstymo metodikas, nuo senoviško, kalimu grindžiamo dėstymo, pereiti prie kritinio mąstymo ir nepriklausomo bei mokslinio mokymosi;
4. Daugiau svarbos skirti darbuotojų tobulėjimui, mažinti dėstymo krūvį ir suteikti daugiau galimybių moksliniams tyrimams ir saviugdai, taip pat remti tarptautiškumo procesą apskritai;
5. Megzti pastovius ryšius ir išnaudoti visus bendradarbiavimo su socialiniais dalininkais ir absolventais būdus, kad būtų galima gauti grįžtamąjį ryšį iš darbo rinkos ir visuomenės apskritai.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)