STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus Gedimino technikos universiteto

APLINKOS INŽINERIJOS STUDIJŲ PROGRAMOS (62404T104, 621H17004)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF *ENVIRONMENTAL ENGINEERING* (62404T104, 621H17004)

STUDY PROGRAMME

at Vilnius Gediminas Technical University

Grupės vadovas: Team Leader:	Prof. David Eastwood
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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Aplinkos inžinerija***
Valstybinis kodas	62404T104, 621H17004
Studijų sritis	Technologijos mokslų
Studijų kryptis	Bendroji inžinerija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2), ištęstinė (2,5)
Studijų programos apimtis kreditais	112
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	***Environmental Engineering***
State code	62404T104, 621H17004
Study area	Technological Sciences
Study field	General Engineering
Kind of the study programme	University Studies
Level of studies	Second
Study mode (length in years)	Full-time (2), part-time (2,5)
Scope of the study programme in credits	112
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

The procedures of the external evaluation of Vilnius Gediminas Technical University (hereafter the University; VGTU) Master's study programme *Environmental Engineering* (hereafter the Programme) 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 Edgaras Kuodys, student representative (Vilnius University, Lithuania).

For the evaluation of the study programme, the documents regulating evaluation were used (Procedure of the External Evaluation and Accreditation of Study Programmes, Methodology for Evaluation of Higher Education Study Programmes, General Requirements of Master's Degree Study Programmes, Description of Vilnius Gediminas Technical University's Examination Sessions and Final Work Education and Defence Organisation, Study Programme Committee's Regulations).

The basis for the evaluation of the study programme is the Self-Evaluation Report (SER), written in October 2012, its nine annexes and the site visit of the expert group to the Vilnius Gediminas Technical University on 13 March 2013. The expert team on 22 of February 2013 received supplementary information in respect to the Self-Evaluation Report containing information about major changes in the management of the study programme which had taken place after 28th January 2013. The expert team evaluated the comprehensive Self-Evaluation Report. However a comment must also be made that it is overly descriptive and oversaturated with factual information (a significant part of which only related to the functioning of VGTU). Additionally, a major element of the self-evaluation process is largely absent, with only very limited self-evaluatory analysis and evaluation of the programme strengths and weaknesses (for example, SWOT analysis).

During interviews expert team found several problems related to reliability and adequacy of the information stated in the Self-Evaluation Report, for example:

1. The application for the evaluation included the request to evaluate full-time and part-time studies. However in the SER it is stated "*At the moment, the part-time study mode is not applied due to the absence of students willing to study on a part-time basis*". So the expert team find the request to prepare recommendations about evaluation for a

programme without students, graduates totally confusing, and actually more of a wish from the programme management team to start part-time studies.

2. The expert team found contradictions between the facts stated in the SER and information obtained during the interviews, for example information provided in Table 4.2. with respect to teachers mobility appeared to be exaggerated. The same was also evident with respect to statements about procedures of MSc thesis topic selection.

3. Student and social partner involvement in the drafting of the SER appeared at best to be only nominal, and was evidenced at interviews.

The visit incorporated all required meetings with different groups: the administrative staff of the Faculty of Environmental Engineering and head of the Department of Environmental Protection, staff responsible for preparing the self-evaluation documents, teaching staff, students of all years of study, graduates, and employers. The expert team evaluated various support services (classrooms, laboratories, library, computer facilities), examined students' final works, and various other materials. After the expert team discussions and additional preparations of conclusions and remarks, introductory general conclusions of the visit were presented. After the visit, experts met to discuss and agree on the content of the report, which represents the expert team consensual views.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim of the study programme as it is formulated in the SER covers very wide scope: "*The aim of the given programme is to train professionals who are able to analyse and assess in scientific perspectives the possibilities of environmental risks, the scale of threats and control mechanisms, to forecast the impact on environment, its components and on people, have knowledge of the theory and practice of environmental engineering, methodology and methods of the latest researches, able to apply practical analytical skills in professional activities related to environmental engineering, able to apply and implement (in engineering terms) technical, technological and organisational solutions in various fields of environmental engineering and to maintain their professional competence through lifelong learning*" and actually is not much related to the content of the study programme. It is too general and does reflect the direction (niche) of the study programme at VGTU within the Lithuanian educational system.

The study programme has three specialisations: 1) Environmental Protection Engineering, 2) Waste Treatment Technology, 3) Environmental and Climate Engineering. These conform with the VGTU's objectives, its statutes and its academic regulations.

The range and complexity of the learning outcomes are appropriate for the study field and level of the programme. Achievement of the intended learning outcomes corresponds to the preparation of specialists in the field of environmental engineering. The programme allows students to gain knowledge on environmental problems and technological solutions to solve them, to develop skills needed in engineering in respect to 3 specialisations, to analyze environmental problems, to improve their research skills and basic skills in environmental management. The programme is interdisciplinary. Links between the subjects and their sequence, together with the infrastructure available for the running of the study programme, promote the achievement of the intended learning outcomes within the duration of studies. The intended learning outcomes are consistent at both programme and subject levels. As a programme strength can be considered good graduate reputation in a currently largely unsaturated labour market and graduate abilities to find positions accordingly to their education obtained.

However learning outcomes should correspond to the demands of rapidly changing labour market and other professional and societal needs, and to reach this aim of major importance demands regular updating of the programme content and learning outcomes with respect to their

appropriateness. As an important tool in reaching this aim is the successful functioning of the programme committee, the strategic planning of its development and regular consultations with social partners. Although there was some interaction with external stakeholders in the study programme renewal process, their involvement should be improved. Additionally, greater prominence should now be given to the acquisition of practical and transferable skills.

2. Curriculum design

The *Environmental Engineering* Master's study programme's content and study volume comply with all the requirements for full time MSc university studies indicated in Lithuanian legal acts and complying with international practices. There is sufficient space for major study elements:

1. The number of subjects per semester is adequate;
2. The number of deepening subjects covers the main part of the programme;
3. Self-study volume is sufficient and regulated;
4. Project work is included in the programme as a significant element of subjects taught.

Study volume (112 ECTS) is adequate for attaining the learning outcomes and is satisfactorily organised. The fourth semester is devoted to completion of the final thesis. The balance of compulsory and optional subjects generally supports the achievement of intended learning outcomes. The sequencing in which subjects are studied within specialisations is consistent.

Study forms and methods (lectures, laboratory classes, project works, brainstorming, independent studies etc.) are appropriate to the subject material being presented and to enabling students to achieve the intended learning outcomes. The programme's first year content is a rational and comprehensive arrangement of modules dedicated to extending students' competence in the study field. It provides for progression from the Bachelor programme and supports involvement of students with differing backgrounds.

With respect to the programme curriculum, emphasis appears to be too limited in certain areas, e. g. European Union (hereafter EU) legislation and policy, especially considering the growing significance of legislation issues in the development and application of environmental technologies. At the description of university's examination sessions and final work education and defence organisation it is noted: "*Student with Final bachelor project / work and its defence must show their creativity, social and commercial environment, legislative and financial literacy opportunities, sources of information search/.../"*, but programme appears to be too limited in legislative and financial literacy areas. Another direction of possible improvements in respect to study curricula might be related to inclusion of study courses in the English language, or delivery

of at least some issues within offered study courses in English. Considering the requirements of the labour market, additional skills development in entrepreneurial and social skills would also be beneficial.

3. Staff

The number of teachers delivering the programme is 41. In compliance with the regulations for Master study programmes, the majority of the staff who deliver the programme are professors or associated professors (professors – 23%, associated professors – 46%). Technical staff provides adequate support in science and IT laboratories. The expert team found a balanced age and gender structure of the programme staff.

VGTU operates a staff appraisal and evaluation system motivating personal growth and development, together with important evaluation procedures of research performance criteria. The staff experience is more than adequate to manage and deliver the programme.

At the Faculty level, staff competence is evaluated according to the main criteria of scientific publications, abilities to participate in international projects and qualification improvement through training courses and practice. Currently, most but by no means all of the staff's scientific publications are in local scientific journals (although included in ISI WOS with reasonably high Impact Factors). The reasonably high research output of the programme staff, as well as their efforts dedicated to the development of study materials is praiseworthy.

The nature of the staff research directions and activities are closely aligned with their teaching responsibilities. The most active staff conduct research in the environmental technology field with a significant involvement of students, who participate in research projects and elaborate their final thesis. Some students are involved in national and international projects of their scientific supervisors.

Of particular importance for teachers' professional development is active participation in the ERASMUS programme and increased participation in international projects. A critical point for further advancement of the study programme can be considered staff mobility. In the SER it was stated that staff mobility is high, and for last years it was 65 % and 81 %. However, during interviews with the academic staff, the evidence suggests that mobility of staff (other than for minor conferences) was significantly lower than this.

At VGTU level, staff (especially the youngest lecturers) are offered opportunities to improve their pedagogical skills, and to implement innovative teaching / study methods into everyday

practices. Professional training courses are also available. Programme staff have attended such courses but, during interviews, little evidence was obtained of the transfer of acquired knowledge into the programme content.

However, as expert team found during interviews, the English language knowledge level of the staff could definitely be improved to support international contacts, research output and general study quality. The one additional need identified by graduates was for more specialised staff versed in the modern practical skills required in professional employment – both technical and managerial.

4. Facilities and learning resources

The material sources available for the study programme can be considered as very good, both with respect to research resources and facilities for student work. Significant numbers of facilities are available for student and academic staff research work and it is evident that the facilities are relevant to the research directions of Department and have been accumulated over a period of time. Considerable recent improvements have place through efficiently using European Union financial aid programmes, as well as fundraising activities of the Department administration and staff members. Substantially greater improvements, in premises and equipment, are already in hand with the aid of guaranteed funding in the implementation of an European Union structural fund project and the development of new Faculty building. The main objectives are: to develop a modern scientific infrastructure to serve research, studies and business development needs; to renovate and modernize the infrastructure of studies in the field of environmental engineering; and to strengthen interaction between science studies and applied research, along with increased quality of the studies. Improved facilities will include new, well equipped laboratories.

Library facilities and the availability of books and periodical publications can support successful study and research process; students have access to a significant number of international data bases (for example, Sciencedirect, Springerlink, Web of Science and others). The suitability and accessibility of learning materials is likewise adequate. Databases important for the study field are readily accessible; they are continuously subject to review, renewal and addition.

5. Study process and student assessment

The admission requirements are well founded and also allow for students from other universities and with different background to study successfully – necessary consultations and additional background advice are offered.

A strength of the study programme can be considered the general availability of distance learning possibilities through the Moodle VLE. Considerable further development in this area remains available, especially in the area of genuinely interactive teaching, as opposed to basic information diffusion.

The mobility of lecturers is restricted and major limitations seem to be high workloads, financial considerations, as well as inadequate knowledge of English language. These limitations hamper active involvement in international exchanges. It also appears that teachers' mobility is little considered in the teacher evaluation process. International lecturer participation in the study process is missing and the internationalization of the study programme would be beneficial.

Students receive information about international exchange possibilities. There are opportunities for some Master's students to attend foreign institutions running similar programmes. Master's students are also able to carry out research experiments for their thesis in the laboratories of Lithuanian and foreign universities. Financial considerations as well as knowledge of English language do however restrict the ability to take up these opportunities. Thus both staff and student mobility are low.

The Department takes steps to motivate and attract capable students into Master's studies. Once they are admitted to the programme, the topic of their final thesis is decided early in the 1st study year. However, in some cases (as evidenced during interviews) student interests appear to be relatively little taken into account. With respect to this issue of thesis topic selection, the expert team received significantly conflicting evidence as to the Departmental current procedures. The expert team stress that consistent thesis topic selection should be done sensitively and with due consideration of student wishes. The topics of the final thesis are expected to comply with the programme aims and objectives and enable students to demonstrate their attainment of the intended learning outcomes.

During their studies, students are involved in discussions about employment possibilities and are informed of career options.

Lectures, seminars, laboratories and other practical sessions are rationally timetabled to fit programmes requirements. Assessments are scheduled evenly. Students are satisfied with the overall work and assessment loads. Students receive good academic support. Information about the programme is consistent and provided at appropriate times by a variety of means, including website. Students appreciate teachers' ready availability and willingness to communicate freely

with them, both in person and electronically, advising them with respect to both study and careers.

Students get adequate academic and social support and they have the opportunity to get scholarships for study results and for living expenses.

The procedures for presenting, defending and evaluating the final thesis are regulated and effective.

The employment record of the programme's graduates is good. Over the past five years, all have found employment or, in a few instances, enrolled in PhD studies. A majority of graduates secured professional positions related to environment technologies. Graduates work both in public and private institutions. The employers and graduates whom the expert team met were positive about the need for the programme. They expressed a high level of satisfaction with the suitability of graduates to fill the professional positions that had generally been available. Both employers and graduates did, however, suggest areas for improvement. Such changes and more practical contacts between prospective employers and students during their studies could help further match the acquired knowledge and skills of graduates to the developing needs of the professional positions they are likely to fill.

With respect to further programme improvement, current data collection from student surveys could be significantly improved through the use of hard copy questionnaires, thus alleviating the present problem of student perceptions of inadequate on-line questionnaire anonimity, as well as through a more transparent and demonstrable use of student survey results in on-going programme development.

6. Programme management

The current Study Programme Committee has only very recently been approved (28.01.2013). The expert team formed the impression that, prior to this, programme management operated very predominantly on a top-down approach, with decisions very largely emanating of Department Director level or above, thus making it very difficult for teaching staff to feel any real sense of ownership for the programme. Even now, the due process of Study Programme Committee formation is not fully operational with clear allocations of members' responsibilities. For example, the election or selection processes for student and social partner representatives are not fully clear, and neither are their representative duties with respect to any on-going study programme management. In this respect many questions arise as to how effectively the newly constituted programme management system will function in future. Student selection in respect

to their participation in study programme management should therefore be now formalised and applied using approaches built both on transparency and student-organised electoral procedures.

Evidence was not provided to the expert group of any systematic feedback to students arising from the current student survey system, either in terms of collated results or of consequent positive actions. The expert team did receive a strict commitment from the leader of SER preparation group that the study programme evolution and major QA / QC procedures will now consider and extensively use:

1. Annual surveys of graduates;

2. Anonymous surveys of students.

Given such a commitment, these aspects of data collection have not been listed in the recommendations below. Nonetheless, currently these essential aspects of the study programme management process have not been implemented in the study process management in accordance with best-practice exemplars.

Potential employers are contacted in order to clarify their needs for the skills and competences of the graduates. Individual discussions with employers and graduates inform programme developments, but this could be improved. Employers interviewed indicated they would welcome the establishment of an employers' panel as part of the quality assurance process.

All academic members of the programme managing team, including the programme leader, are active scientists with pedagogical and management experience. Their fields of interest are relevant to the aims of the programme. Additional involvement of external stakeholders in considering and securing programme changes would be a positive and would help the programme to engage better with changes in the labour market and national and regional development trends.

It is difficult to evaluate programme management against the current background of the very recent changes to the Study Programme Committee and the firm commitments given to the expert team concerning the subsequent programme management evolution. However, both in terms of their recommendations below and their scored programme management evaluation, the expert team have accepted that these recent changes and assurances will result in significant and positive near term programme development.

III. RECOMMENDATIONS

1. The Self-Evaluation Report should contain self-evaluation of the study programme and the provided information should be accurate and reliable.
2. The aim of the study programme should be reviewed and re-formulated in a more detailed way.
3. Proficiency in English language of the staff should be improved to further advance the study programme, achieve the internationalisation aims of it, increase research outputs and to ensure a truly high quality study process.
4. It is recommended to include within the curriculum additional study courses aimed at improvement of student knowledge on European Union legislation and policy, as well as at improvement of entrepreneurial and social skills. It is strongly recommended that study courses in the English language should be significantly enhanced.
5. The programme should secure the closer involvement of external stakeholders – more contacts between potential employers and students during their studies. The establishment of an employers' panel would greatly benefit programme management and quality assurance.

IV. SUMMARY

Main positive quality aspects:

1. The aims of the study programme are rational, clearly formulated and well related to national development priorities, to the demands of the labour market and to the interests of employers and students. The learning outcomes are well elaborated and they are in line with academic, professional and employment demands. The successful employment of graduates in the labour market should be seen as one of the strengths of the programme.

2. The achievements of the programme staff in the development of in-house published study materials and research journals is laudable and a strength of the programme.

3. The material resources used for research and student training can be considered as very good.

4. The general availability of distance learning possibilities through the Moodle VLE is a programme strength. Considerable further development in this area remains available, especially in the area of genuinely interactive teaching, as opposed to basic information diffusion.

5. The programme management team have expended considerable efforts to ensure good student recruitment in conditions of significant demographic problems, a good labour market focus of the study programme and a concentration on the reduction of drop-out rates. The high quality of the Master's theses merits special praise.

Main aspects for quality improvement:

1. The very detailed Self-Evaluation Report of the study programme is overly descriptive, oversaturated with factual information (a significant part of it related to the functioning of VGTU rather than the programme). At the same time, major elements of the self-evaluation process are missing, for example analysis and evaluation of the programme's strengths and weaknesses (SWOT analysis).

2. To ensure compliance of programme aims, content and learning outcomes, regular updating is needed based upon the successful functioning of a programme committee, strategic planning of on-going programme development and regular consultations with social partners. There is some interaction with external stakeholders in the study programme renewal process, but their involvement should be improved. Acquisition of practical and transferable skills also demands greater prominence.

3. Further improvement of the programme content can be related to intensification of practitioner expertise / partnership within the programme.

4. On occasions, the selection of both thesis topics and supervisors appears to be obscure and such processes need to be clearly prescribed and rigorously enforced to correspond to principles of academic freedom.

5. Although current Programme Committee development is to be applauded, democratic principles in the committee membership and programme management, especially in student and social partner representation, are not always apparent.

V. GENERAL ASSESSMENT

The study programme *Environmental Engineering* (state code – 62404T104, 621H17004) at Vilnius Gediminas Technical 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	3
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**19**

*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
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Vertimas iš anglų kalbos

VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *APLINKOS INŽINERIJA* (VALSTYBINIS KODAS – 621H17004) 2013-05-16 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-146 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus Gedimino technikos universiteto studijų programa *Aplinkos inžinerija* (valstybinis kodas – 621H17004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**19**

* 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 studijų kokybės aspektai:

1. Studijų programos uždaviniai yra racionalūs, aiškiai suformuluoti ir gerai susieti su šalies plėtros prioritetais, darbo rinkos poreikiais ir darbdavių bei studentų interesais. Numatomi studijų rezultatai yra puikiai suformuluoti ir atitinka akademinius, profesinius ir darbo rinkos reikalavimus. Sėkmingas absolventų integravimasis į darbo rinką yra viena iš studijų programos stiprybių.

2. Studijų programos dėstytojų pasiekimai rengiant universiteto leidžiamą metodinę medžiagą ir mokslinių tyrimų žurnalus yra pagirtini bei priskirtini prie studijų programos stiprybių.

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3. Materialieji ištekliai, naudojami tiek mokslo tiriamajai veiklai, tiek studentų mokymui, yra vertintini kaip išskirtinai aukštos kokybės.

4. Nuotolinio mokymosi galimybės virtualioje mokymosi aplinkoje *Moodle* yra studijų programos stiprybė. Šį aspektą galima patobulinti siekint interaktyvaus mokymo nuotoliniu būdu, nesikoncentruojant ties elementaria informacijos sklaida.

5. Studijų programos vykdytojai įdėjo nemažai pastangų siekdami užtikrinti gerus studentų priėmimo į studijas rodiklius egzistuojant demografiniams sunkumams, pakankamą studijų programos orientaciją į darbo rinką ir mažėjančius studentų nubyrėjimo skaičius. Aukšta magistro baigiamųjų darbų kokybė yra studijų programos stiprybė.

Pagrindiniai kokybės tobulinimo aspektai:

1. Nors ir parengta išsamiai, tačiau studijų programos savianalizės suvestinė yra aprašomojo pobūdžio, joje yra per daug faktinės informacijos (didelė dalis susijusi su VGTU, o ne pačios studijų programos vykdymu). Savianalizės suvestinėje trūksta esminių savianalizės proceso elementų, tokių kaip analizė ir studijų programos stiprybių bei silpnybių įvertinimas (SSGG analizė).

2. Norint užtikrinti studijų programos tikslų, turinio ir numatomų studijų rezultatų atitiktį, reikia periodiškai juos atnaujinti, o tai yra tiesiogiai susiję su sėkmingu Studijų programos komiteto veikimu, strateginiu studijų programos tobulinimo proceso planavimu ir nuolatinėmis konsultacijomis su socialiniais partneriais. Atnaujinant studijų programą tam tikru mastu stengiamasi konsultuotis su socialiniais dalininkais, tačiau jų įsitraukimas galėtų ir turėtų būti aktyvesnis. Taip pat reikėtų skirti daugiau dėmesio praktinių ir perkeliamųjų įgūdžių formavimui.

3. Tolesnis studijų programos turinio tobulinimas galėtų būti susietas su praktinės patirties integracijos / partnerystės intensyvinimu.

4. Tam tikrais atvejais tiek baigiamųjų darbų temų, tiek jų vadovų pasirinkimas atrodo ne visiškai aiškus, todėl šie procesai turėtų būti aiškiai apibrėžti ir griežtai vykdomi, laikantis akademinės laisvės principų.

5. Nors šiuo metu vykdomam Studijų programos komiteto veiklos plėtojimui ekspertų grupė pritaria, demokratiniai principai, susiję su komiteto naryste ir studijų programos vadyba, ypač atstovaujant studentus ir socialinius partnerius, išlieka ne visiškai aiškūs.

Studijų kokybės vertinimo centras

III. REKOMENDACIJOS

1. Savianalizės suvestinėje turėtų atsispindėti savęs įsivertinimas, o pateikta informacija turėtų būti tiksli ir patikima.

2. Reikėtų peržiūrėti ir konkrečiau suformuluoti studijų programos tikslą.

3. Personalo anglų kalbos žinias reikėtų tobulinti siekiant, kad būtų įgyvendinti tarptautiškumo plėtojimo tikslai, didinamas mokslinės veiklos produktyvumas, taip pat kad būtų užtikrinta aukštos kokybės studijų eiga.

4. Rekomenduojama į studijų programą įtraukti papildomų studijų dalykų, siekiant pagilinti studentų žinias Europos Sąjungos teisės ir politikos srityse, taip pat patobulinti verslumo ir socialinius įgūdžius. Ypatingas dėmesys turėtų būti skiriamas anglų kalba dėstomų studijų dalykų skaičiaus padidinimui.

5. Turėtų būti plėtojamas glaudus bendradarbiavimas su išorės socialiniais dalininkais – didesnis bendradarbiavimas tarp potencialių darbdavių ir studentų. Darbdavių grupės suformavimas labai prisidėtų prie studijų programos vadybos tobulinimo ir studijų kokybės užtikrinimo.

<…>

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

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[1] Žin., 2002, Nr.37-1341.