



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
**STUDIJŲ PROGRAMOS "Pedagoginė psichologija" (valstybinis
kodas - 6211JX088)**
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "Educational Psychology" (state code - 6211JX088)
STUDY PROGRAMME
at Klaipėda University

Review' team:

1. **Prof. dr. Reinhold Stipsits (team leader)**, *academic*,
2. **Dr. Stephen Foster**, *academic*,
3. **Mr. Lars Lyng Nielsen**, *academic*,
4. **Mr. Andrius Jančiauskas**, *representative of social partners'*
5. **Ms. Indrė Ulevičiūtė**, *students' representative*.

Evaluation coordinator -

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Išvados parengtos anglų kalba
Report language – English

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The Centre for Quality Assessment in Higher Education

Vilnius
2017

I. INTRODUCTION

The study program of Educational Psychology second cycle is implemented by the Department of Psychology of the Faculty of Humanities and Education Sciences at Klaipėda University. The study programme has been implemented at since 1997, however in the period of 1997-2005 it was called School Psychology and was renamed Educational Psychology in February 2005.

By the Rector's Order a working group in January 2017 provided a detailed self-evaluation report (hereafter SER), code 621S10004.

The below-mentioned review team received the SER in September 2017. All members of the evaluation group individually read the report and prepared draft reports. A site-visit was held at KU on 11 October 2017.

After the visit, the review team held a meeting in which the content of the evaluation was discussed and adjusted to represent the opinion of the whole group. Discussion on stages of the evaluation report continued via mail among the experts and the common report has been turned in as an opinion of the whole group.

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of the external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as

“unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Master theses

1.3. Background of the HEI/Faculty/Study field/ Additional information

The EP graduate study programme has been implemented at KU since 1997. In the period of 1997-2005, it was called School Psychology; on 08-02-2005, it was renamed Educational Psychology. The last international evaluation of the Educational Psychology study programme took place in 2011. The expert group consisted of the head, dr. Lena Adamson (Sweden), and members, prof. dr. Istvan Czigler (Hungary), prof. dr. Mati Heidmets (Estonia), prof. dr. Sherri Nevada McCarthy (USA), prof. dr. Rita Žukauskienė (Lithuania), and student Rasa Paurytė (Lithuania). The summary of their evaluation is presented in Appendix 6. The Educational Psychology study programme was accredited for 6 years.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *10/October/2017*.

- **Prof. dr. Reinhold Stipsits (team leader)**, *Professor of Social Pedagogy and Humanistic Psychology at University of Vienna, Austria;*
- **Dr. Stephen Foster**, *Lecturer at Leiden University and other universities of Netherlands, Doctor of Applied Psychology, research fields: Pedagogical Psychology and Management, Netherlands, USA;*
- **Lars Lynge Nielsen**, *master of psychology, President of EURASHE (2006 – 2011), Higher Education expert, Denmark;*
- **Mr. Andrius Jančiauskas**, *psychologist, medical psychologist at Vilnius City Mental Health Centre, Lithuania;*
- **Ms. Indrė Ulevičiūtė**, *MA student of Mykolas Romeris University, study programme - Forensic Psychology, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The *Educational Psychology* study programme is designed for holders of a Bachelor's degree in Psychology. Upon completion of the study programme, students are awarded a Master's degree in Psychology. The programme is aimed to prepare qualified specialists for research and independent practice in educational settings, to deepen and expand students' professional knowledge, to develop their abilities and skills, to enable them to think critically and to effectively apply knowledge grounded by professional and ethical standards. Upon acquisition of a Master's degree in Psychology, the programme graduates can work as teachers in higher education institutions or as psychologists in schools, care homes, pedagogical-psychological services, etc., as well as continue in doctoral study programmes in the area of social sciences. It should be noted, though, that a recent legislation may prevent Masters in Psychology to work as teachers, even in higher education institutions, if they do not pass additional pedagogical courses.

An important challenge of the programme is thus to meet two educational objectives: (1) the deepening and expansion of psychologist's professional competences; and (2) the reinforcement and development of the research competence. Based on the comprehensive description of the learning outcomes and the feed-back in meetings with students, alumni and social partners/employers, the review team is satisfied that these objectives are fully met. The very limited number of graduates that actually do continue in doctoral studies seems to be related to societal and economic constraints, not to the lack of graduates' competencies.

The labour market needs for educational psychologists in Western Lithuania appears to be met through this programme, perhaps not in numbers of graduates, but certainly regarding their learning outcomes according to statements from employers and alumni. A few specific, additional learning outcomes related to specific institutions and problems were mentioned; but in general, the employers commended the University for its responsiveness to wishes from the field of practice, and the alumni expressed that they through the programme had acquired a good basis for further professional education and development, consistent with the needs of an increasingly diverse labour market.

Two desired, additional learning outcomes, however, was brought up by students, alumni and employers: (1) the competencies to teach psychology to others, especially school teachers; and (2) entrepreneurial skills (including marketing) to establish and manage a private practice. The review team encourages the University to discuss the possibilities to include these learning

outcomes and corresponding course electives in the programme, possibly in cooperation with other professional programmes.

Beside the *EP* graduate study programme, a *Counseling Psychology* graduate study programme is implemented at KU. A number of teaching staff provides lectures within both programmes, however the review team is convinced that the two programmes do not overlap either in terms of the content or the intended learning outcomes. The Educational Psychology programme focuses clearly on psychology in schools and other educational settings.

The review team sees the closure of the Centre for Psychological Assistance as a drawback, also to this programme. Social partners expressed a desire for additional learning outcomes, e.g. social and communication skills, coaching and group facilitation, suggesting that EP students, and perhaps also Alumni could benefit from having working access to an “Education Clinic”.

The added value to the study program would become evident: Close connection to research and practical work, opportunities for supervision on spot in peer groups, and arguments for at least partial public funding. And a counselling centre would be also a strong signal to the community at large and to employers: Here we have academic expertise and high quality of counselling skills made available to the region by Klaipeda University.

This could also feed into the university’s expressed desire to expand the study programme by *“aims and learning outcomes that would ensure the graduates’ professional preparedness to provide psychological assistance ... also to people of different age seeking to meet the needs of self-education in the lifelong learning context.”* (SER, 2.1.14).

2.2. Curriculum design

The volume of the study programme is 120 ECTS credits, and it is implemented in a part-time mode. The duration of the studies is 3 years. In each of the autumn and spring semesters, one 3-week session of lectures and exams is organised. In the first year of studies, an introductory 3-week session is additionally held. Between the sessions, students meet two or three times for practical training and intermediate assessments.

The review team asked if it would be possible for a student to complete the programme in 2 years, provided her life situation allowed so, and this was confirmed by the University. Meetings with students and alumni, however, justified the 3-year part-time structure of this programme as being more appropriate for the vast majority of students who also hold a full-time or part-time professional job.

The comprehensive and detailed description in the SER gives an overall impression of a well-designed curriculum where the content of subjects and the study methods are sufficient for the

students to achieve the intended learning outcomes; the content of the programme corresponds to the latest academic, artistic or technological achievements. The scheme, SER 2.2.15, demonstrates a logic progression in the sequence of subjects, all related to the profession of an educational psychologist; the learning outcomes are achieved through a well-explained, balanced variety of study methods and every learning outcome is achieved on several study subjects, which helps students to master different skills through different lectures.

Students and alumni, who the review team met, had different suggestions for minor changes in the curriculum. Everybody agreed, however, that the subject Early Childhood (0-6 years) Developmental Psychology should be included in the curriculum at an early stage of the programme, and that Family Counselling should also be included, possibly as an elective.

There are wide range of methods for studying, described in 2.2.14 and 2.2.15 parts of SER, and the content and quality of the reviewed examples of Master's theses gave many good examples of contemporary academic knowledge. Numerous statements from a number of representatives in the various meetings confirmed this impression.

In the analysed study programme, students may choose two study field courses from the proposed list in accordance with their interests. The list of electives appears relevant to the programme, but as previously mentioned, the University might consider adding further electives on teaching competencies and entrepreneurship.

Practice is allotted 20 ECTS (2 study periods, 9+11 ECTS) in the programme and is coordinated with the student's and the host organisation's working schedule. The students as well as the social partners all expressed their satisfaction with the cooperation with the University during practice, including the assessment of the student.

2.3. Teaching staff

From evidence in the SER, confirmed in meetings with students, alumni and staff, the review team finds that the study programme meets all legal requirements concerning the composition and qualifications of the teaching staff. The two-sided aims of the programme: research and independent practice, seems to be of permanent concern to all teachers, who also displayed an extreme positive motivation and commitment to the task. All in all, the review team has no doubts that the learnings outcomes are ensured. Furthermore, the student-centred approach in teaching and the expressed availability to at any time deal with students' study-related problems were confirmed in meetings with students and alumni.

The number of teaching staff appears to be adequate, the teacher/student ration being 1:6,3 (SER

2.3.4), and also the workload of the staff is in line with the legal requirements (SER 2.3.5). But, as above indicated, the positive teacher-student relation might contribute to the students' actual learning outcomes in a way that exceeds numeral requirements.

In the reporting period, there has been very little staff turnover, i.e. a part-time professor from Vilnius University 2011-16; and a specialist in adaptation of intelligence methodologies employed as a full-time teacher, - a commendable follow-up to the 2011-evaluation (SER 2.3.5). Staff participation in applied scientific research, joint research projects and other scientific activity is and has been ongoing (SER 2.3.7). In the reporting period, the whole Department of Educational Psychology has participated in two in-Faculty projects, involving also a large number of students. In the same period 9 out of 12 staff have participated in projects in cooperation with Klaipeda Pedagogical-Psychological Service, national and international partners. However, only 3 the 9 staff members participated in two or more projects, and the review team encourages the university to ensure participation of all teaching staff members in research projects.

Staff participation in academic exchange programmes has been limited (SER 2.3.8). Over the 6-year reporting period, only 4 staff members have been to universities and other higher education institutions abroad. In the same period, 15 academics or researchers from various universities and organisations abroad were received as visiting teachers. (Unfortunately, the duration of neither the outgoing nor the incoming visits is mentioned in the SER).

The review team encourages the university to get involved with ERASMUS+ exchange, which could be used as door openers for one or two weeks teaching abroad, to identify find partners and invite teachers and students from abroad. Incentives to facilitate language skills for all staff and students will be helpful in this matter. In general, however, the conditions for staff's professional development seem to be significant and relevant to the implementation of the programme.

While fully recognizing the qualifications of the teaching staff, the review team nevertheless like to encourage the university to prepare for the future "generation turnover" of staff. It will be crucial for the ongoing development to get a well-balanced staff in age and expertise, and while the present generation is competent in teaching and research, but measures for turnover need to be anticipated. A network in Lithuania, linked with joint study doctoral programmes and/or applied research programmes could attract PhD students as well as experienced practitioners and help to recruit staff of the next generation.

2.4. Facilities and learning resources

The study programme is located in a historical building, also the Psychology Department is based there, and so the facilities are shared with other study programmes.

Premises for the Educational Psychology study programme are well equipped. All classrooms are wired for internet access, multimedia stations are installed. There is access to two specialized labs – Observation and Interview Practicum and Psychological Counseling class. A lab with a one-way mirror, and tools for audio-visual recordings are installed. Students and teachers make use of these resources as we were able to witness during the site visit.

There is a plan for renovation of classrooms within the next two years. Teachers take advantage of very functional offices. There is also sufficient space for meeting with students.

Contact hours are widely used and teacher availability for students is also given by e-mail and Moodle. And students can also meet in an informal way in various extra facilities within the main building.

The library is well equipped, there is a reasonable amount of online resources, data base, and e-journals available. Major journals of the discipline are fairly easily accessible. Staff of the library appeared very competent and helpful. It has been expressed by the teachers, as well as the students how supportive and user friendly the service is organized. Quote from a Master thesis: *“Students are also provided an opportunity to get advice on the development of the thesis and the statistical data processing not only from their academic advisors, but also from other teachers, specialists of statistics, specialists-practitioners, and library staff.”*

Periodicals are reached both in the library and in distance mode (using databases). University has access to a number of scientific databases Access to databases and other resources goes beyond working hours in a distance mode. Students have the possibility not only to use teaching materials situated in university library but also to order needed literature from other universities' libraries; given the shortage of copies of each textbook, though, the future possibilities for students to reach textbooks online would further contribute to the services of the library.

Students with special needs can get access to studies with supportive equipment of new media, up to date software, and a great deal of explicit personal support of the staff in various levels (Easy Converter, WintalkerVoice, AWS 14 for Windows, Super Nova Magnifier, etc.). The intention to develop additional psychological assessment instruments for dyslexia, or other needs for disabled people is recognized. The review team is aware that a barrier to free access for students with mobility-disabilities is acknowledged, however in a historical building with old stairs, low or narrow doors e.g. in the basement, etc. measures to improve can be taken merely

according to budget constraints.

Again, the review team fully supports the efforts to re-open the counselling centre, which also in the context of learning resources is seen as a win-win project for the study programme, the graduates of Psychology in general, the university and the community of Klaipeda and the region.

2.5. Study process and student assessment

The graduate study programme of *Educational Psychology* admits holders of Bachelor's degree in Psychology. The formula of the competitive score is solely based on the grades in the Bachelor's study programme, the grade for the Bachelor's final thesis, and PB, additional points. One point is added to the competitive score of those who have scientific papers published in a peer-reviewed periodical, one-time, or continuous publications. The maximum score is 10, and with an additional point, 11. Graduate studies admit only the applicants with a competitive score no lower than 6.

For a study programme in which the majority of the students have been working as psychologist's assistant prior to their application for the MA, and which holds a strong focus on the deepening and expansion of the psychologist's professional competences, it does not seem adequate solely to base the admission on BA grades and possible scientific papers. The review team recommends that a more comprehensive formula be developed that includes the applicants' professional performance after the BA, in line with the Bologna principle of "recognition of prior formal and informal learning".

Only one student the team met has reported studying abroad over the past 6 years. According to student representatives, there is a lack of information on what mobility programmes are offered by university and about possibilities to participate in mobility programmes, - but as long as most of them are working during studies they are also not much interested.

The review team fully acknowledges the several constraints for students to participate, including the need for most students to work while studying. Nevertheless, the team encourages the University to discuss measures on how to address and overcome these constraints. Another possibility to strengthen the international dimension of the programme could be through distance learning where subjects are taught and discussed simultaneously among students from two or more universities in different regions or countries.

Students participate in research by 1) developing Master's final theses, 2) by participating in the Department project and scientific activities together with teachers, 3) giving presentations in

seminars and conferences, and 4) (co-)authoring and publishing research-based articles. However, according to student representatives, students don't express much interest in research activities, they are more interested in practical skills. The review team suggests that an early introduction to applied research via projects of development and applied research, as early as in the practice period and in cooperation with the host organizations, could add a new dimension of "real life" to the final Master's thesis.

The relatively small number of students allows close personal connections and enables a functional feedback system for training of practical skills. In the interviews, the review team was informed an intervision group has been started in last December.

Still, the review team would like to further encourage the use of learning platforms, e.g. Moodle, at a larger scale to get connected with students and partners of other universities, domestic as well as international. The introduction of organized long-distance learning could also be a method to achieve "internationalization at home". It could further be envisioned to establish and manage a learning platform together with Vilnius University, as well as with international partners, at least neighbouring partners for a Ph.D. programme.

2.6. Programme management.

The review found evidence that the management of the study programme is well functioning at all levels of the University, the Faculty, and the Study Programme Committee.

The periodical collection of data and the interplay with internal and external evaluations of the programme is definitely functioning well. A summary of previous evaluation reports can be found in the SER, app. 6, and the review team confirms the changes made or planned based on recommendations. The team commends the university for its continuous and well-explained updating of the programme, e.g. the restructuring of the semesters from 4+2 to now 5+1 of theoretical studies, resp. work on final thesis. And while the team recognizes the weakness described in the SER (2.2.25): "*... as the programme is implemented in a part-time mode, the number of the contact hours decreases, and the load of self-study increases*", we also fully support the planned action for improvement, i.e. "*start implementing part of the studies by a distance mode of education and to promote the use of interactive study methods.*"

In order to strengthen the role and the perceived impartiality of the stakeholders in the managing bodies of the university, the review team recommends a more formalized, external appointment procedure. Employers and other stakeholders from the region, if possible including alumni and students' organisations should be manifested in the statutes.

The study programme is publicly announced - though not easily found - in the AIKOS system (www.aikos.smm.lt), on the KU website (<http://www.ku.lt/studijos/studiju-programos/>) and in other networks and publications. However, extended study description can only be found on the university website (and only in Lithuanian), and the description of the programme lacks accuracy. The review team recommends measures be taken to make the programme more visible to the public of the region as well as nationally and internationally, including a full description in English.

2.7. Examples of excellence.

In every meeting with students and alumni from both programmes, Counseling Psychology and Educational Psychology the review team experienced nothing but the highest appreciation of the relations between students and staff, not only teachers (“they are always there for us - we can call them night and day - they see us not only as students, but as persons”), but also the administrative staff and the library were praised for their everlasting support.

Social Partners of the programme expressed strong satisfaction with the performance of graduates. Also, cooperation in field-based research between university and Social Partners was described as being “very good.”

III. RECOMMENDATIONS*

1. Introduce LO's on teaching and on entrepreneurship (possibly electives).
2. Integrate points for professional work after BA (including as volunteers) in the competitive score.
3. Introduce Internationalization-at-Home study modules and strengthen possibilities to acquire English language skills.
4. Ph.D. programme be developed further in cooperation with other universities.
5. "Succession planning" for future teaching faculty acquisition recommended.
6. Continuing education opportunities for programme graduates should be developed and established.
7. Develop platforms and guidelines for long-distance-learning.
8. Strengthen the visibility of the programme, nationally and internationally.
9. Introduce external appointment procedures for stakeholders' formal representation.
10. Re-open the Counselling Centre.

IV. SUMMARY

The relation between teaching staff, students and lecturers and administrative staff is excellent

The facilities (library and offices) are well.

The preparation of SER has been very well done on various levels, clearly structured and informative.

The team of experts recognizes the importance for the region, it is a must to have a study program in Educational Psychology, for the region AND the university of Klaipeda.

Study programme do has a clear mission, it has a high quality in the organization of Learning Outcomes.

The study program is well received by the social partners and employers. The need for qualified graduates is evident.

The team of experts would like to encourage to seek for partners for Doctoral programs in Lithuania.

In the same direction: We would like to encourage you to facilitate possibilities to go for exchange with other universities.

Facilitate the exchange on every level: teaching staff, lecturers and students.

Increase the level of English language, to support intentions of going international.

Comment and endorse current efforts to introduce long distance learning (it could be envisioned to have a learning platform with Vilnius University, but as well as international partners as within the EU, at least with neighbouring partners e.g. in Scandinavia.

Look for ways to attract new staff, to manage the generation change.

Acknowledge efforts to establish e.g. an e-journal, data bases.

The team of experts sees a serious draw back in the closing of the Counselling Centre. We see it as a major concern, particularly for the study programme. Given the fact the facilities are already established it could be used in an integrative way also for a service to society in the region.

Establish joint research/development projects with students - institutions - KU.

V. GENERAL ASSESSMENT

The study programme *Educational Psychology* (state code – 6211JX088) at Klaipėda University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Reinhold Stipsits
Grupės nariai: Team members:	Dr. Stephen Foster
	Mr. Lars Lynge Nielsen
	Mr. Andrius Jančiauskas
	Ms. Indrė Ulevičiūtė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
PEDAGOGINĖ PSICHOLOGIJA (VALSTYBINIS KODAS – 6211JX085) 2017-12-14
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-235 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Pedagoginė psichologija* (valstybinis kodas – 6211JX085) 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	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Santykiai tarp dėstytojų, studentų, lektorių ir administracijos darbuotojų yra puikūs.

Materialioji bazė (biblioteka ir kabinetai) yra geros būklės.

Savianalizės suvestinė labai gerai parengta įvairiais lygmenimis, yra aiškios struktūros ir

informatyvi. Ekspertų grupė pripažįsta studijų programos svarbą regionui ir mano, kad būtina turėti Konsultavimo psichologijos studijų programą tiek regione, tiek Klaipėdos universitete.

Studijų programa iš tiesų turi aiškią misiją, o jos studijų rezultatų sistemingumas yra aukštos kokybės.

Studijų programą gerai vertina socialiniai partneriai ir darbdaviai. Kvalifikuotų absolventų poreikis akivaizdus.

Ekspertų grupė norėtų paskatinti ieškoti doktorantūros studijų programos partnerių Lietuvoje.

Taip pat norėtume paraginti palengvinti mainų su kitais universitetais galimybes.

Reikėtų palengvinti mainus kiekviename lygmenyje: dėstytojų, lektorių ir studentų.

Taip pat derėtų kelti anglų kalbos mokėjimo lygį siekiant palaikyti tarptautiškumo didinimo planus.

Giriame ir remiame dabartines pastangas diegti nuotolinį mokymąsi (galima numatyti turėti mokymosi platformą su Vilniaus universitetu, bet taip pat ir su tarptautiniais partneriais ES, bent jau kaimynais, pvz., iš Skandinavijos).

Rekomenduojame ieškoti būdų, kaip pritraukti naujų darbuotojų ir suvaldyti kartų kaitą.

Pripažįstame pastangas kurti, pvz., el. žurnalą, duomenų bazines.

Ekspertų grupės nuomone, Konsultavimo centro uždarymas yra didelis trūkumas. Tai kelia didelį susirūpinimą, ypač studijų programos atžvilgiu. Atsižvelgiant į tai, kad materialioji bazė jau sukurta, ją taip pat būtų galima integruotai panaudoti teikiant paslaugas regiono gyventojams.

<...>

III. REKOMENDACIJOS

1. Rasti būdų, kaip pritraukti naujų darbuotojų (pvz., per tęstinio mokymosi programas arba rengiantis doktorantūros studijoms).
2. Stengtis sukurti ir valdyti mokymosi platformą kartu su Vilniaus universitetu ir (arba) kitais universitetais, taip pat ir su tarptautiniais partneriais ES.
3. Skatinti studentus ir universitetą ieškoti būdų, kaip didinti virtualų judumą ir realų judumą, dalyvauti „Erasmus+“ ir jungtinėse studijų programose.
4. Padaryti studijų programą labiau matomą platesnėje bendruomenėje.
5. Labai rekomenduojame vėl atidaryti Konsultavimo centrą. Taip pat padaryti jį matomą kaip viešąją tarnybą universitete ir regiono gyventojams.
6. Ieškoti būdų, kaip formaliau vystyti ryšius su socialiniais dalininkais.
7. Palaikyti puikius santykius tarp dėstytojų, administracijos darbuotojų ir studentų.

