



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ALEKSANDRO STULGINSKIO UNIVERSITETO
**STUDIJŲ PROGRAMOS *HIDROTECHNIKOS*
INŽINERIJA (621H23002)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *HYDRAULIC ENGINEERING* (621H23002)
STUDY PROGRAMME
AT ALEKSANDRAS STULGINSKIS UNIVERSITY**

Grupės vadovas:
Team leader:

Prof. Philippe Bouillard

Grupės nariai:
Team members:

Prof. Roger Frank

Prof. Soon-Thiam Khu

Doc. dr. Vincentas Vytis Stragys

Martynas Ubartas

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Hidrotechnikos inžinerija</i>
Valstybinis kodas	621H23002
Studijų sritis	Technologijos mokslai
Studijų kryptis	Statybos inžinerija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2 m.), iššęstinė (3 m.)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vandens inžinerijos magistras
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 2007 m. sausio 29 d. įsakymu Nr. ISAK-104

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Hydraulic Engineering</i>
State code	621H23002
Study area	Technological Sciences
Study field	Civil Engineering
Kind of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time (2 years), part-time (3 years)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Water Engineering
Date of registration of the study programme	29 of January 2007, under the order of the Minister of the Ministry for Education and Science of the Republic of Lithuania No. 104

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

This report presents the findings of an evaluation of Master programme *Hidrotechnikos inžinerija* (state code 621H23002), study programme name in English – *Hydraulic Engineering*, at Aleksandras Stulginskis University (hereafter, ASU). This two year full-time (3 years part-time) programme leads to a Master of Water Engineering qualification.

The evaluation report is based on an analysis of the Self-evaluation Report (hereafter, the SER) (consisting of 40 pages, excluding annexes) and information gathered by the Review Panel during a site visit to ASU on 6-7 February 2014.

The site visit included:

- discussions with senior faculty administration staff,
- discussions with staff responsible for preparation of the SER,
- discussions with teaching staff,
- discussions with students,
- discussions with employers of graduates and alumni,
- examination of students coursework, including final year projects,
- visit of teaching premises and equipment including auditoria, library, computing facilities and laboratories.

The Review Panel found it necessary to get clarification of some issues reported in the SER. The Review Panel was satisfied with the clarifications provided during the site visit.

It is worth mentioning that the same Review Panel also evaluated Bachelor programme in hydraulic engineering (state code 612H23002) at ASU. Many common aspects were present in both programmes. Therefore, the corresponding evaluation reports may contain some duplicate comments due to identical data, situation or concerns in order to be read independently.

The review was conducted in accordance with current regulations and guidance furnished to the Review Panel through documentation and training by the Centre for Quality Assessment in Higher Education in Lithuania (hereafter, SKVC). The Review Panel was also expertly assisted by Ms. Eglė Grigonytė in discharging its responsibilities to SKVC.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims at preparing highly qualified specialists in water engineering, who are capable of conducting scientific research using modern methods and techniques in evaluating water engineering structures and their environmental impact. The key aim of the programme, objectives and intended learning outcomes are well defined and clear, and also publicly available on the university website. They are appropriate for Master degree level (second cycle studies), and suitably oriented for a programme in hydraulic structures and hydraulic engineering.

There is a very clear structure on how the programme aims and intended learning outcomes fit with the professional and academic requirements, which can be found online: <http://www.asu.lt/pradzia/en/41749>. In the SER is also very clearly provided indication of engagement with professional bodies, such as Department of Rural Development and Resource, LALRE, ULWME, and with the Ministry of Agriculture of the Republic of Lithuania. According to the SER, the programme intended learning outcomes comply with the descriptions of qualifications level 7 of the Description of Lithuanian Qualification Framework and Study Cycles Descriptor and are developed in accordance to the Bologna Process, as a graduate clearly acquires qualification required in complicated and independent professional activities related to water engineering, which can cover the fields of several related professions and requires special understanding and knowledge in technologies, ability to organise work with respect of the changing character of the professional activities, to make innovative decisions based on research results after any potential alternative solutions and social or ethical consequences of the activities are analysed, ability to provide consultations and to coordinate projects, to analyse results and to make decisions. Hence, the programme aims and intended learning outcomes are consistent with the type and level of studies and the level of qualification offered, including other parts of the European Union.

The evidence provided in the SER fully indicates that the name of the programme (i.e. *Hydraulic Engineering*), the intended learning outcomes and qualification offered are compatible with each other.

The Review Panel is satisfied with the way the programme aims are compatible with the intended learning outcomes, and the methods of delivery are chosen appropriately. Within the SER, an overview of the compatibility mapping of the intended learning outcomes with each study subject, together with a more detailed mapping to the method of delivery and assessment

of intended learning outcomes are provided. Although clear enough, the latter merely reiterates the information available within individual subject description. A more explicit way would be to provide a detailed compatibility mapping, with careful attention paid to the intended learning outcomes from the students' point of view rather than the delivery of intended learning outcomes. The Review Panel suggests the Study Programme Committee to investigate this.

The Review Panel noted that Master study programme aims at preparing highly qualified specialists who are capable to conduct scientific research. However, the intended learning outcomes do not reflect scientific research abilities in study subjects other than Numerical Modelling of Hydrologic Systems, and Scientific Research Methods. Although further discussions with the Study Programme Committee and the teachers seem to contradict this finding, scientific research skills seemed lacking in the assessment of coursework and the final thesis submitted for review. The Review Panel would like to emphasize the importance of scientific research skills in second cycle programme, and hence the Study Programme Committee should incorporate research skills in the intended learning outcomes of other subjects.

2. Curriculum design

The study programme requires the students to fulfil a requirement of 120 ECTS, with a combination of key subjects which are compulsory (42 ECTS), elective subjects (24 ECTS), practical orientation subjects (24 ECTS) and final thesis (30 ECTS). This is in compliance with the regulations of the Ministry for Education and Science's – General Requirements for Master Degree Study Programmes. The weightage of the final thesis is in accordance with international practice where Master dissertation constitutes between 1/4 and 1/3 of the total credits.

The compulsory subjects cover a wide range of subjects, such as computer design, water ecosystems, legal regulation, river hydraulic, project management, drainage, water and pollutant transport and many others, and offer the students an overview of different specialisations rather than in depth theory of hydraulic structures or hydraulic engineering, which is reasonable. There is a good spread of subject areas being offered as electives where students can focus on environmental engineering, ecosystems, drainage, water resources systems, and hydraulic structures. The Review Panel is a bit concerned with the large number of electives being offered (28 elective subjects), and raise doubts about the value of such large options for the students as too many elective courses making the choice impracticable.

The SER indicates and during the meetings was approved that the study programme is frequently updated and revised, and that students have the chance to associate their learning and even work with private enterprises, regulatory institutions, municipal authorities and consulting engineers. This ensures that the study programme is up-to-date with the latest developments in the profession and is informed by the latest research.

In the SER is mentioned that the design of the study programme is based on a logical relation and sequence of subjects, which is confirmed by the Review Panel. This is good practice and should be encouraged. However, instead of embedding the design and logical flow of subjects within each subject description, it would be beneficial for the students, applicants and potential employers to have an overview of the design of the programme.

The SER highlighted the desire to strengthen the international competitiveness of the programme. However, most of the study subjects are taught in Lithuanian, and the Study Programme Committee may like to use the possibility of mandatory courses in English and the introduction of a more international perspective within the intended learning outcomes and curriculum design (both by encouraging international mobility and by integrating international concerns or case studies in the current subjects), as it would increase the international competitiveness of the programme, as well as the marketability of the graduates.

3. Staff

In 2012-2013, 19 teachers participated in the implementation of the programme: 4 professors, 12 associate professors and 3 lecturers holding a doctorate. There are no lecturers or assistants without a doctorate, according to the SER. They devote from 10.4% (lecturers) to 23.5 % (professors) of their time to teach in this programme (17% on average), which is, in Review Panel's point of view, reasonable. 4 Professors teach 46.2% of the programme scope, which meets the legal requirement (no less than 20%). Thus, the full-time equivalent (FTE) staff involved in this programme alone is 3.23 for 47 students in 2013-2014. The ratio student-to-teacher was 14.3:1 on average in 2012-2013. This is judged to be satisfactory.

The turnover of teachers is very low: during the 2008-2013 period, only 5 teachers left the programme, because of the retirement. Note that the mean age of the 19 teachers was 51.0 years in 2012-2013, which is reasonable, but requires further attention to encourage hiring of young scientists.

The teachers' positions are for 5 years and they must be certified. For obtaining the certification, their research (including participation in scientific conferences and writing papers), their

pedagogical methods, their self-continuous training and their organisation skills are evaluated. According to the SER, currently all the teachers are certified, meaning that they meet the qualification requirements.

The expertise and link to practice of the teaching staff is shown in the SER by its participation in continuing education or certification courses in Lithuania and by its participation in the preparation of technical regulations.

During past 5 years, 15 teachers of the programme benefited from internships of 1 to 5 days in foreign universities and 9 participated in courses and seminars, 4 participated in 15-day courses for management or communication improvement. The SER also mentions the improvement of skills for applying new technologies in hydraulic engineering, using latest computer software, for the development of distance learning, etc. Nevertheless, it is to be noted that, due to the lack of funds, there were no long-term internships in foreign universities during the 5 last years.

In the SER is provided information that the teaching staff devotes around 34.5% of its workload to research ('Scientific activity'), which is, in Review Panel's point of view, reasonable. The teachers of the programme have been involved in international research programmes of the European Union, such as TNSHP (FP 5), SHAPES (FP6), SHERPA, RESTOR HYDRO, COST, and EU AGRI MAPPING. Altogether, the Review Panel estimates that the involvement in research of the teaching staff is good. Nevertheless, during the past 5 years (2008-2013), ASU staff on this programme only delivered 16 visiting lectures in foreign universities under the Erasmus programme (and 12 teachers from foreign universities taught on lectures linked to the programme). This should be developed further.

The mobility of the teaching staff (19 members) thus appears to be quite low, and the link with the European research community in the field should and could certainly be improved. Neither in the SER, nor during the visit of the Review Panel, there is explicit mention of training in foreign languages for the teaching staff. The Review Panel recommends the Study Programme Committee and the Faculty to look into this issue as it would be useful both for staff mobility and for the study subjects they deliver in English or in Russian.

4. Facilities and learning resources

The premises for studies are adequate both in their size and quality. The lectures take place in large classrooms (respectively 123 and 154 seats) or in smaller auditoriums (with 30-63 seats), all equipped with multimedia facilities. The modernization and reconstruction of block C in Building 3 started in February 2012 and block A in December 2012. The facilities are adequate

to cater for the needs of people with physical disabilities. However, the Review Panel noted that there is a delay in the completion of some of the reconstruction works of other buildings.

The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in their size and quality. The Review Panel visited laboratories of: Hydrogeology, Water Supply, Hydraulics, Hydraulic Structures, Land Drainage, Geodesy, Building Materials, and Modelling. All the laboratories serve both research and teaching/training purposes. The laboratories are equipped with a mixture of old, manually operated and very new and modern apparatus. The Review Panel was told that 1.5 million Litas was spent to buy new instruments. However, at the time of the visit, some new equipment was not yet unpacked and others were not in working conditions. The Review Panel also noted the lack of hands-on sessions for the students, too often limited to observing the experiment.

Considering the computer facilities, there is a general impression that the level is adequate. On top of the 3 central computer classrooms, there are 3 special classrooms of Faculty and specialized GIS training room. Available software includes: ArcGIS 10.1, latest version of AutoCad, Civil3D, GeoMap, cost estimating software SES2004, and SMADA software for hydraulic calculations. Students have wireless access to Internet. The number of licences for special software is still low, due to the high prices. In the case of need, the students can cooperate with the teachers to use special software licences.

The Review Panel also visited a very unique training field on complex hydro-systems located on the River Grauzė. In the training field 5 dams and 20 other hydraulic structures were constructed in 1 square kilometre area. The training field is used for teaching purposes. However, the Review Panel observed that many of hydraulic structures were not in working conditions. The main reason is a shortage of financing to provide the proper level of maintenance. It is recommended to maintain this unique and exceptional training site in working conditions.

Teaching material (textbooks, books, periodical publications, databases) is adequate and accessible. The University library and reading rooms are located in Building 3. University library reading room services provide 215 workplaces for readers. Library funds contain 515 671 copies of 157 217 titles of the printed material (22% related to studies). There is an electronic access to the catalogue. All ASU residences are connected to LITNET network. Students and teachers have access to textbooks, periodical publications, journals, regulatory documents, dissertations, diploma papers, Master thesis databases and other resource materials. According to project VPI-2.2-ŠMM-07-K-02 Improvement of Study Quality, 39 student books in foreign language were acquired. The Review Panel noted that at the moment of the visit, the library was still under the

renovation, with ongoing transition of books to new buildings and shelves. Therefore, there was very difficult to assess the availability of references in foreign languages (English). When examining the plan for renovation, the Review Panel noted a conventional library layout which does not seem to reflect the current international standards for libraries which are now organized more as learning centres, with more discussion space compared to usual book shelf space.

5. Study process and student assessment

The admission requirements are well-founded, rational and are in accordance with the rules set by LAMA BPO. Applicants are required to have Bachelor degree in the field of Civil Engineering, Environment Engineering or other field of Technological Sciences. The students must have completed the fundamentals of civil engineering and/or special education subjects with the total volume of at least 30 ECTS and have passed the exams.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the intended learning outcomes. During the meeting students confirmed that they understand what they should achieve, the programme schedule in respect of both student learning and examinations is rational and the workload is well distributed. However, the student timetable should include an appropriate time for lunch.

There is an evidence of some provisions to encourage students' participation in research or applied research activities (during the sessions in laboratories, seminars, individual projects and Master thesis). However, a further attention should be paid to develop research skills for all the students since research abilities are crucial at Master level.

Regarding student mobility opportunities, the Review Panel positively acknowledges the existing Erasmus agreements. The number of students benefiting from this programme remains however low due to the fact that most students have full-time jobs. The Study Programme Committee should examine options to overcome and improve the situation, for instance by organizing a discussion with social partners and students to elaborate solutions to combine exchange with current jobs.

The Review Panel found that an adequate level of academic and social support is present. The students can receive psychological, sports, health and cultural support. The supervisors of academic groups and staff members of the Dean's Office help students solving their emerging problems.

The Review Panel emphasises that some students clearly do not know or did not feel being supported by the Faculty students' representative body. It is recommended that the Faculty should better inform and advertise the role of the student representative, with a clear and transparent election procedure.

The Review Panel appreciated the efforts and work by the University to attract international students with programmes in English or Russian. However certain services ought to be improved. It is recommended to improve the following services to these students: international office (including support for visa and other administrative issues), welcome and social activities, academic tutor, buddy, etc.

The assessment system of students' performance is clear, adequate and publicly available. More transparent and consistent learning assessment and grading schemes should be adopted for course work and final thesis, particularly to elucidate research abilities (by drafting a student guide clearly defining the learning objectives, content and assessment, including the grading system). The procedures for the final thesis are thorough. The topics and supervisors require approval of the Dean. A Committee for Qualification Degrees is assembled for considering the defence of final theses.

Professional activities of the majority of graduates meet the programme providers' expectations, as confirmed by the employers and alumni during the site visit.

6. Programme management

Coordination and monitoring of improvement of study programme is carried out by the Study Programme Committee. The Committee consists of at least 7 persons from which 5 must be scientists of the study field(s) or area, one employers' representative and one representative delegated by the Faculty students' representation.

The Review Panel has noticed good informal involvement of the students and social partners in programme management, but recommends formalizing such participation by planning explicit meeting with a formal invitation to participate. Agendas and meeting minutes are additional tools to be implemented in order to make the programme management more transparent.

A study information system has been implemented. It should be further developed to integrate data from other departments of the university (human resources, research...). A recent tool to survey students and alumni has been developed, but is not yet very popular.

The procedure of the internal study quality assurance is defined in the University internal study quality assurance system. Procedures are clearly described in the SER, but require further simplification to better focus on the feedback and on the implementation of improvements.

An assessment of the programme aims and intended learning outcomes is conducted on a yearly basis to ensure the study quality. The assessment is intended to get feedback on the quality of teaching and the viability of the programme from the students, teachers and employers. Tools for this surveying have been developed, but here again, a better attention could be paid to give feedback information to the stakeholders, who have contributed to the surveys. It is very important to inform the stakeholders about the outcomes and actions taken as a result of their suggestions.

When visiting the laboratories, the Review Panel were briefed by a group of experienced and well qualified staff in terms of scientific aspects, but they were not so well-informed in terms of health and safety regulations. The Review Panel recommends training all staff members in these issues in order to improve the health and safety conditions in laboratories or field site.

III. RECOMMENDATIONS

1. The Review Panel acknowledges a good level of intended learning outcomes, but recommends implementing measures to improve the competences related to research and independent thinking.
2. The international competitiveness of the programme has been identified by ASU as a concern, but it should be properly addressed in the curriculum.
3. Regarding the student mobility opportunities, the Review Panel positively acknowledges the existing Erasmus agreements. The number of students benefiting from this programme remains however low and the Study Programme Committee should examine options to improve the situation.
4. The international staff mobility is on a low level. Therefore, supportive and encouraging mechanisms should be developed to better integrate exchange programmes, such as Erasmus+ and others.
5. More transparent and consistent learning assessment and grading schemes should be adopted for course work and final thesis, particularly to elucidate research abilities.
6. Aleksandras Stulginskis University owns excellent laboratory facilities, as well as a field site. It is recommended to keep them in good working conditions and improve students' hands-on sessions.
7. The Review Panel has noticed good informal involvement of the students and social partners in programme management, but recommends formalizing such participation.
8. It is recommended to offer staff training to improve their foreign language skills.
9. The student timetable should include an appropriate time for lunch.
10. The health and safety conditions in laboratories or field work should be improved.

IV. SUMMARY

This two year full-time (3 years part-time) programme leading to a Master of Water Engineering qualification (*Hidrotechnikos inžinerija*, study programme name in English – *Hydraulics Engineering*) has clear and well defined aims and intended learning outcomes fitting with the professional and academic requirements. There is clear evidence that the name of the programme, the intended learning outcomes, content and qualification offered are compatible with each other. The compulsory subjects cover a wide range of subjects, and offer the students an overview of different specialisation. There is also a good spread of elective subjects on environmental engineering, ecosystems, drainage, water resources systems, and hydraulic structures. The teaching staff is sufficient and well qualified to deliver the programme. Their involvement in research is good. The facilities are good for all aspects: classrooms, laboratories, computers, library and dormitories. The study process and student assessment are adequate. The programme management and quality assurance are appropriate.

The Review Panel has however noticed some areas of possible further improvement. If a good level of intended learning outcomes is achieved, it is yet recommended implementing measures to improve the competences related to research and independent thinking. The international competitiveness of the programme has been identified by ASU as a concern, but it should be properly addressed in the curriculum. The internationalization, both for students and staff, needs to be improved, better supported and encouraged. A particular attention should be paid to the students to find solutions to allow them to combine full-time job with an international exposure. The learning assessment and grading schemes should be adopted for coursework and final thesis. ASU owns excellent laboratory facilities, as well as a field site, it is recommended to keep them in working conditions and improve student hands-on sessions. The new library should follow the international standards and move towards a learning centre. The involvement of the stakeholders in programme management is to be better formalized. The services to welcome international students together with the staff language skills require further development. The health and safety conditions in laboratories or field work should be improved.

V. GENERAL ASSESSMENT

The study programme *Hydraulic Engineering* (state code – 621H23002) at Aleksandras Stulginskis University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

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**ALEKSANDRO STULGINSKIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *HIDROTECHNIKOS INŽINERIJA* (VALSTYBINIS KODAS –
621H23002) 2014-06-18 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-353 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Aleksandro Stulginskio universiteto studijų programa *Hidrotechnikos inžinerija* (valstybinis kodas 621H23002) 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

Šios dvejų metų trukmės nuolatinė (3 metų iššęstinių) studijų programa *Hidrotechnikos inžinerija*, kurią baigus yra suteikiamas Vandens inžinerijos magistro kvalifikacinis laipsnis, tikslai ir numatomi studijų rezultatai yra aiškūs, gerai apibrėžti ir pagrįsti profesiniais bei akademiniais poreikiais. Akivaizdu, kad programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje. Privalomieji studijų dalykai apima platų temų spektrą ir užtikrina tinkamą studentų studijų objekto suvokimą. Pasirenkamieji studijų dalykai yra išdėstyti nuosekliai; jie siejasi su aplinkos inžinerija, ekosistemomis, drenažu, vandens išteklių sistemomis ir hidrotechnikos statiniais. Dėstytojų skaičius ir kvalifikacija yra pakankami antrosios pakopos studijų programos vykdymui. Dėstytojai aktyviai dalyvauja mokslo tiriamojoje veikloje. Materialieji ištekliai, t. y. auditorijos, laboratorijos, bibliotekos, skaityklos ir kompiuterinė įranga, yra geros kokybės. Studijų eiga ir jos vertinimas organizuojami tinkamai. Programos vadyba, įskaitant ir vidinę studijų kokybės užtikrinimo sistemą, veikia efektyviai.

Vis dėlto ekspertų grupė identifiko ir tobulintinas studijų programos sritis. Nepaisant to, kad programos numatomi studijų rezultatai yra gerai apibrėžti, turėtų būti skiriama daugiau dėmesio kompetencijų, susijusių su mokslo tiriamosios veiklos vykdymu ir savarankišku mąstymu, ugdymui. Aleksandro Stulginskio universitetas pripažįsta, kad tarptautinis programos konkurencingumas yra studijų programos silpnybė; šios problemos sprendimas turėtų atsispindėti programos sandaroje. Būtina toliau skatinti ir remti studentų bei dėstytojų dalyvavimą tarptautinėje veikloje. Ypatingą dėmesį reikėtų skirti pagalbai studentams suderinti tarptautinę veiklą su darbu visu etatu. Kursinių darbų, praktikų bei baigiamųjų darbų vertinimo sistema galėtų ir turėtų būti aiškesnė. Aleksandro Stulginskio universitetas turi puikias laboratorijas ir praktinio mokymo lauko bazę; rekomenduojama imtis visų reikiamų priemonių jų veikimo užtikrinimui, taip pat labiau jomis naudotis studentams atliekant praktines užduotis. Naujoji biblioteka turėtų atitikti tarptautinius standartus ir tapti studijų centru. Socialinių dalininkų įtraukimas į studijų programos vadybą turėtų būti formalesnis. Reikėtų toliau tobulinti paslaugų sistemą, skirtą tarptautiniams studentams, kartu tobulinant dėstytojų užsienio kalbų įgūdžius. Sveikatos ir saugos sąlygos laboratorijose ir praktinio mokymo lauko bazėje turėtų būti gerinamos.

III. REKOMENDACIJOS

1. Ekspertų grupės vertinimu, programos numatomi studijų rezultatai yra gerai apibrėžti, tačiau rekomenduojama įgyvendinti priemones, skirtas ugdyti studentų kompetencijas, susijusias su mokslinių tyrimų vykdymu ir savarankišku mąstymu.
2. Aleksandro Stulginskio universitetas pripažįsta, kad tarptautinis programos konkurencingumas yra studijų programos silpnybė; šios problemos sprendimas turėtų atsispindėti programos sandaroje.
3. Kalbant apie studentų judumo galimybes, ekspertų grupė teigiamai vertina egzistuojančias Erasmus sutartis. Vis dėlto šiose programose dalyvaujančių studentų skaičius išlieka nedideliu, todėl Studijų programos komitetas turėtų atidžiai išanalizuoti susidariusios situacijos gerinimo galimybes.
4. Dėstytojų tarptautinio judumo rodikliai yra žemi. Atitinkamai reikėtų daugiau dėmesio skirti paramos ir skatinimo priemonėms, kurios užtikrintų personalo dalyvavimą *Erasmus+* ir kitose mainų programose.
5. Kursinių darbų, praktikos ir bakalauro baigiamųjų darbų vertinimo sistema turėtų būti aiškesnė, ypač siekiant įvertinti studentų gebėjimą vykdyti mokslinius tyrimus.
6. Aleksandro Stulginskio universitetas turi puikiai įrengtas laboratorijas, taip pat ir praktinio mokymo lauko bazę (*field site*). Rekomenduojama imtis visų reikiamų

priemonių jų veikimo užtikrinimui, taip pat labiau jomis naudotis studentams atliekant praktines užduotis.

7. Ekspertų grupė pastebėjo, kad neformaliai studentai ir socialiniai partneriai yra įtraukiami į studijų programos vadybos procesą, tačiau jų dalyvavimas turėtų būti formalizuojamas.
8. Rekomenduojama organizuoti personalo mokymą, siekiant tobulinti jų užsienio kalbų įgūdžius.
9. Studentų tvarkaraštyje turėtų būti skiriama pakankamai laiko pietų pertraukai.
10. Reikėtų gerinti sveikatos ir saugos sąlygas laboratorijose ir praktinio mokymo lauko bazėje.

<...>

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

¹ Žin., 2002, Nr.37-1341.