



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS *TAIKOMOJI FIZINĖ VEIKLA*
(621B33002)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF *ADAPTED PHYSICAL ACTIVITY* (621B33002)
STUDY PROGRAMME
at VILNIUS UNIVERSITY

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Taikomoji fizinė veikla</i>
Valstybinis kodas	621B33002
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2 m)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Taikomosios fizinės veiklos magistras
Studijų programos įregistravimo data	2011-04-11

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Adapted Physical Activity</i>
State code	621B33002
Study area	Biomedical studies
Study field	Rehabilitation
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (2 years)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Adapted Physical Activity
Date of registration of the study programme	2011-04-21

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The procedures of the external evaluation of the Master study programme of Adapted Physical Activity (621B33002) in Vilnius University were initiated by the Centre for Quality Assessment in Higher Education of Lithuania. The study programme of Adapted Physical Activity (APA) was started in 2012. The second cycle study programme of the Adapted Physical Activity is implemented in Health and Sport Centre of Vilnius University. The Adapted Physical Activity programme is realized in the collaboration with Lithuanian Sports University of Kaunas. The consortium agreement between these universities is in process.

The international External Evaluation team (ET) came to the conclusions which are presented in this document taking into account documents regarding the Higher Education system in Lithuania and documents related to the procedures for external evaluation. The Self-Evaluation Report (SER) and the site visit on 4th April 2014 allowed the external evaluation team to gather relevant information to discuss and prepare this report. During the visit different meetings took place with the administrative staff, the staff responsible for preparing the SER, teaching staff, students and employers (social partners).

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The demands of the second level Adapted Physical Activity study programme is closely related to the United Nations Convention on the Rights of Persons with Disabilities and its Optional Protocol adopted in New York on December 13, 2006. These documents establish a policy model based on the assurance of human rights so that people with disabilities can attain and maintain maximum independence, physical, intellectual, social and professional skills, as well as inclusion and involvement into all spheres of societal life.

The stated aim of the master's programme in Adapted Physical Activity is to “*prepare professionals who are motivated, have knowledge and ability to apply relevant biomedical and social theories as well as advanced methods in working with persons with disabilities and (or) the elderly for their rehabilitation, health promotion and social integration purposes, to carry out Adapted Physical Activity research and implement social innovation*”. The ET is not convinced that these aims have been realised, as the LOs do not match aims. The ET welcomes the starting-up phase of this new Masters Programme in Adapted Physical Activity with special emphasis on elderly persons but has serious doubts if the meaning of Adapted Physical Activity is well understood. Adapted Physical Activity enables chronic disabled or elderly persons to

realise their optimal physical and psycho-social capacities. Researchers and professionals in Adapted Physical Activity work in four domains: Education (also called adapted physical education), Rehabilitation (acute and post rehabilitation exercise), Competitive Sport (e.g. Paralympics, Special Olympics), and Recreation (e.g. community based leisure activities). In the programme not enough attention is paid to physical education and sport. Lack of attention is also given to the psychological benefits of Adapted Physical Activity for different groups of disabled and elderly persons, for example the psychiatric patients with depression etc. and people with learning disabilities (children and adults). The students commented on the lack of clarity about Adapted Physical Activity. Therefore the ET can state that learning outcomes of the programme are not well defined. The learning outcomes are formulated in such a way that does not fully reflect the Adapted Physical Activity profession origins and competences of specialists in this field. ET suggests the need to specify learning outcomes that are more representative for the Adapted Physical Activity profession, for example there are no LOs related to teaching/training theory and skills or motivation theory and skills. From discussion with the students and social partners it became obvious that learning outcomes are not clear or publicly accessible, despite the fact that the SER indicates that LOs are accessible.

The most important aspect of Adapted Physical Activity should be that the programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market. For the same reasons (not enough attention for physical education and sports) in this programme they are not appropriate for the labour market. As already mentioned there is a lack of emphasis on education/training and motivational approaches applicable for working with people with disabilities who engage in physical activity.

Adapted Physical Activity was founded after the Second World War at Stoke Mandeville (UK) by L. Guttman in 1944 and was named firstly “Sports for the Disabled”. Later on the term Adapted Physical Education was used and in 1991 when The European Association for Research in Adapted Physical Activity was founded, in which physical education and sport as well as well as physiotherapy were included. In this way the whole programme should be fundamentally rethought with more emphasis on physical education and sport, which should be reflected in the LOs.

2. Curriculum design

The curriculum design meets legal requirements as laid down by the State. The duration of the Adapted Physical Activity Master programme is 2 years 120 ECTS full-time studies. It is commendable that the promoters of the programmes have already identified some weaknesses and as written in the SER some changes to the programme content have already been done. However as has been stated previously courses on Adapted Physical Education and Sport are lacking (see previous remarks). Also lacking is the psychological meaning of sports participation at competitive and leisure levels. Some courses such as Sustainable Development Projects and Social Innovative Projects are vaguely defined and are not clearly understood by the students concerning the link with the profession.

The ET recommends that the University adds more international aspects to the course. This will encourage more teaching staff as well as students to observe, learn and work in a different environment and will be beneficial for the course too.

More attention should be given to the real specialisation in applying the Adapted Physical Activity approach to the different groups of disabled persons: blind, deaf, paralysed, amputee, heart and cardiovascular problems, psychiatric patients, intellectual deficiency, etc. Students indicated that they had learnt nothing new on this programme that they had not already studied in PT and OT. In particular they felt a lack of teaching on physical activities for people with disabilities.

The SER does not demonstrate relevant subjects for this profession, so ET has some doubts about the content of the programme. For instance, there are questions about the subject Art therapy (5 credits) as a major topic suitable for Adapted Physical Activity. Evaluation Team could see no relevance to APA and neither could the students.

Concerning the professional practice, ET has have also doubts if this practice covers enough the different approaches of Adapted Physical Activity in the different populations (children, adults and elderly persons and different approaches of Adapted Physical Activity (education, competitive and leisure sports). In this case the ET states that the content of the programme does not reflect the core of the profession fully and it is not based on the latest achievements in science and technology. The students also do not see the relevance of the different courses for the profession. The students also expressed a desire to have more “Adapted Physical Activity” included in the course. Students were not happy with the content of the programme and they expressed their disappointment. The ET recognises the fact that students might not always appreciate certain subjects, topics or teachers but a better communication process will make such subjects better appreciated.

It is hard to judge about the scientific research part in the programme, since there are no graduates at the moment and it was not possible to read any Master's theses. It is obvious, from the meeting with students and the visit to view material resources that greater attention should be given to research performance. Students were concerned about the bias towards qualitative research and the lack of quantitative research teaching, as both research approaches are used in APA and are found in the literature of the subject.

ET has some doubts about the requirements for admission. At the moment students with various educational backgrounds (occupational therapists, dieticians etc.) are entering the Adapted Physical Activity course. ET considers that the content of some of these programmes is not an adequate preparation for entering a profession which uses physical education and sport activities as major part of Adapted Physical Activity.

3. Staff

Staff involved meets legal requirements for teaching university level study, but there are limited staff qualified (one person out of 16 involved) in Adapted Physical Activity. ET is convinced that there are not enough real specialists in Adapted Physical Activity on the staff stressing the importance of competitive or leisure sport in the community in the different categories of persons with a disability and elderly persons. In this way the students are not aware of the importance of Adapted Physical Activity and are not enthusiastic about it and are not pleased with their teachers for their limited expertise in relation to the profession. Also, if such staff members are not available, not enough research work will be done to underpin the evidence base of Adapted Physical Activity. Faculty members involved in the programme have appropriate general research profiles, but this is very limited in the field of APA.

As already mentioned Adapted Physical Activity is not the same as physiotherapy or occupational therapy and puts emphasis on the positive experiences of participation in adapted movement activities and sport. This specific issue seems not to be "covered" by the activities and qualifications of staff members.

Moreover, the SER and visit revealed the need to strengthen the international contacts of the teaching staff, not just to increase the understanding of Adapted Physical Activity but also to act as active agents for the internationalization of the institution. The university itself has international links and encourages such links. However at the moment there is no national or international cooperation with other universities with similar programmes. Such cooperation needs to be established as contact with other international institutions could have a great impact on students and future graduates.

4. Facilities and learning resources

Students of the APA programme have access to 2 rooms equipped for lectures. There is also a universal hall (154 m²), which can be used both for lectures and practical APA activities. However the most important aspect of Adapted Physical Activity facilities for Adapted Physical Activities and Sport for persons with disabilities and elderly persons is not sufficient. They are adequate in size and quantity for current small groups of students but will be not adequate when the programme increases student numbers. The teaching and learning resources that the ET saw in Santariškių hospital are more appropriate for physiotherapy and occupational therapy than for Adapted Physical Activity. The gymnasia available for APA student practice were also used for recreational purposes by other students, limiting availability for APA students to practice skills needed for teaching clients. Students also commented that they felt unprepared for practice in practice placement settings because of limited practice of skills prior to placements in the community.

These issues would be addressed by cooperation with the Lithuanian university (Lithuanian Sports University in Kaunas) where there is already a programme in Adapted Physical Activity with faculty members who are teachers and researchers in this field.

The students complained that specialist literature available in the small library visited at the sports centre is in English and not in the Lithuanian language (Principles and methods of APA education and recreation, APA Quarterly). Furthermore working hours of the small library in the Sport Centre provides only limited accessibility, from 8.00 till 17.00, so after lectures students are not able to use these study facilities. Students also complained that there is no access to internet sources from everywhere in the university, hospital or sport centre.

5. Study process and student assessment

As it was stated before, the ET considers the admission requirements are not well found as graduates in Physical Education and Sports are not allowed to enter the programme while occupational therapists or other (dieticians) with a less appropriate preparation in movement and sports are admitted. The ET would like to recommend that the University reconsider admission requirements for this programme in order to ensure that students with a strong physical education can enter the programme.

SER indicates that assessment procedures follow VU regulations and monitored by the Quality Management Centre at the University. Teachers felt that they consulted with the students as necessary and when students requested it. They felt that the amount of self-study in the

programme allowed students to develop independence and flexibility however this feeling was not shared by the students who made many complaints. ET noticed a gap between teachers and students within the assessment system and the ET thinks that the assessment system of students' performance cannot be considered to be totally clear or transparent. Students do not know the assessment criteria and also commented on the lack of objectivity of the assessments and most of them do not know exactly the criteria on which they will be assessed. Despite understanding the difficulties involved in developing and managing new programmes, the ET is not convinced that the study process ensures adequate provision for the programme and achievement of the learning outcomes, particularly in teaching and motivational skills.

The lack of communication between, administration, teachers and students is also a matter of concern. Students said they did not receive feedback of their performance, most felt misunderstood and abandoned (especially second year students), but really hope for future positive changes. They indicated that they saw the potential of the programme but expressed the need for it to improve.

Attendance at lectures is compulsory, but the quality of lectures does not always provide understanding of topics. Students expected to go deeper into science, physical activity and disability that the level of knowledge and skills gained in their previous bachelor degrees, Content of the programme includes one 10 credit course on APA5 credits on Physical fitness and health in elderly people, 10 credits on Physiology of sports and physical exercise and 10 credits on Professional practice all of which seem pertinent to the profession of APA, but not given enough time and emphasis in the curriculum. Courses such as Arts Therapy (5 credits) Sustainable Development A and B (5 credits each) and Occupational therapy (optional 5 credits) seem not so focussed on the profession of APA.

Students would like to have good professional examples from practice (lecture practitioners) and international examples of APA.

It would be beneficial for this study programme to have national and international objective in the future, by finding ways to cooperate with the longer existing programme at the Lithuanian Sports University in Kaunas. During meetings with SER writers and teachers it was mentioned that this cooperation is being sought.

LOs are appropriate in relation to Management and Therapeutic Skill but need to be more focussed in the area of Educational Skills.

6. Programme management

The ET gained the impression that responsibilities for decisions and monitoring of the implementation of the programme are not clearly allocated. Probably it can happen in the case of this first starting-up phase of the new Adapted Physical Activity Masters programme. Because of the newness of the programme only internal evaluation is available, but outcomes of it do not seem to have been used to improve the programme. Students are not aware of the allocation of responsibilities and do not have an efficient way of adding their own input to the system. Stakeholders were involved in creating the programme but do not seem familiar with the learning outcomes. They became involved when the programme started, but could only contribute in a minimal way to improving the programme because of their lack of understanding of Adapted Physical Activity. The ET feels the lack of close cooperation between employers, students and staff. There is no efficient ways of formal or informal communication.

The ET is not convinced that the internal quality assurance measures are effective and efficient. Discussion with employers and students led the ET to have serious doubts about the implementation of quality management procedures in the programme.

III. RECOMMENDATIONS

1. Rethink the Adapted Physical Activity Master Programme aims, learning outcomes and content following the basic idea of Adapted Physical Activity: using adapted physical education and sport for improving the physical and psychological functioning of persons with a chronic physical or psycho-social disability and elderly persons.
2. Redesign the curriculum, since the current content does not demonstrate relevant subjects for this profession. Courses on Adapted Physical Education and Sport are lacking; more attention should be given to real specialisation in applying the APA approach to different groups of disabled persons; such as people with sight and hearing problems, those paralysed, amputees, people with heart and cardiovascular problems, psychiatric patients and those with learning disabilities.
3. Reconsider the requirements for admission so that more appropriate students could enter the programme.

4. Improve the qualifications of the teaching staff and include more Adapted Physical Activity teachers.
5. Improve international cooperation; start by allowing participation in student and staff exchange programmes.
6. Improve facilities and learning resources; the current situation with the facilities for Adapted Physical Activities and Sport for persons with disabilities and elderly persons is not fully sufficient.
7. Improve the organization of the study process; ensure that the system and process of student assessment is clear, transparent, adequate and publicly available.
8. Cooperate more closely with the longer existing Master in Adapted Physical Activity in the Lithuanian Sports University in Kaunas.
9. The psychological meaning of sports participation at competitive and leisure level is lacking, and Adapted Physical Activity in persons with psychological/psychiatric problems could also be included.
10. Improve internal quality management systems ensuring the involvement of stakeholders, students, graduates and staff in this process. Organise all procedures of internal quality management visible, clear and transparent. Clearly allocate responsibilities for monitoring and implementation of the programme.

IV. SUMMARY

Evaluation Team was positive about the attention given to the so important field of Adapted Physical Activity by starting up this new Master Programme.

However, ET has are convinced that this Master programme should be rethought following a better understanding of the basic meaning of Adapted Physical Activity, making use of physical education and sports at leisure and competition level for a better quality of life of persons with a chronic disability or elderly persons. More attention should be given to the real specialisation in applying the Adapted Physical Activity approach to the different groups of disabled persons: blind, deaf, paralysed, amputee, heart and cardiovascular problems, psychiatric patients, intellectual deficiency, etc.

Faculty members involved in the programme have appropriate general research profiles, but this is very limited in the field of APA. Moreover, the SER and visit revealed the need to strengthen the international contacts of the teaching staff, not just to increase the understanding of Adapted Physical Activity but also to act as active agents for the internationalization of the institution. The university itself has international links and encourages such links. However, at the moment there is no national or international cooperation with other universities with similar programmes (for example with Lithuanian Sports University).

The teaching and learning resources that the ET saw in Santariškių hospital are more appropriate for physiotherapy and occupational therapy than for Adapted Physical Activity. The gymnasia available for APA student practice were also used for recreational purposes by other students, limiting availability for APA students to practice skills needed for teaching clients.

Despite understanding the difficulties involved in developing and managing new programmes, the ET is not convinced that the study process ensures adequate provision for the programme and achievement of the learning outcomes, particularly in teaching and motivational skills. The ET also feels the lack of close cooperation between employers, students and staff.

V. GENERAL ASSESSMENT

The study programme Adapted Physical Activity (state code – 621B33002) at VILNIUS 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	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	12

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

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

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

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

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**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
TAKOMOJI FIZINĖ VEIKLA (VALSTYBINIS KODAS – 621B33002) 2014-06-19
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-359-1 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Taikomoji fizinė veikla* (valstybinis kodas – 621B33002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	12

* 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

Ekspertai teigiamai įvertino dėmesį, kuris skiriamas šiai svarbiai Taikomosios fizinės veiklos kryptčiai, ir tai, kad pradėta vykdyti nauja magistro laipsnio programa.

Tačiau ekspertai yra įsitikinę, kad šią magistro programą reikia iš naujo peržiūrėti geriau įsigilinus į pagrindinę Taikomosios fizinės veiklos prasmę, pasinaudojus fiziniu lavinimu ir sportu laisvalaikio ir rungtyniavimo lygiuose, siekiant sukurti geresnę gyvenimo kokybę asmenims, turintiems nuolatinę negalią, arba pagyvenusiems asmenims. Daugiau dėmesio turėtų

būti skiriama realiai specializacijai, taikant Taikomosios fizinės veiklos metodus įvairioms asmenų su negalia grupėms: turintiems regėjimo ir klausos negalią, paralyžiuotiems, patyrusiems amputacijų, su širdies ir kraujagyslių problemomis, psichikos ligoniams, turintiems intelektinių trūkumų ir t. t.

Programoje dalyvaujantys fakulteto nariai turi tinkamą bendrųjų mokslinių tyrimų patirtį, tačiau ji labai ribota TFV srityje. Be to, susipažinus su savianalizės suvestine ir apsilankius universitete tapo aišku, kad reikia stiprinti tarptautinius dėstytojų kontaktus ir gerinti ne tik jų supratimą apie Taikomąją fizinę veiklą, tačiau aktyviai veikti, siekiant įstaigos tarptautiškumo. Pats universitetas palaiko tarptautinius ryšius ir juos skatina. Tačiau šiuo metu nėra bendradarbiavimo šalies ar tarptautiniu mastu su kitais universitetais, vykdančiais panašias programas (pavyzdžiui, su Lietuvos sporto universitetu).

Studijų ir mokymosi ištekliai, kuriuos ekspertai matė Santariškių ligoninėje, labiau tinka Kineziterapijai ir Ergoterapijai, o ne Taikomajai fizinei veiklai. Gimnastikos salės, kuriose TFV studentai gali atlikti praktiką, taip pat buvo naudojamos kitų studentų rekreacijos tikslais, o tai apribojo TFV studentų galimybes įgyti praktinių įgūdžių, kurių reikia dirbant su klientais.

Nepaisant to, jog suprantama dėl sunkumų, su kuriais susiduriama kuriant ir vykdančias naujas programas, ekspertai nėra įsitikinę, kad studijų eiga užtikrina tinkamą programos vykdymą ir leidžia pasiekti studijų rezultatus, ypač dėl mokymo ir motyvacijos įgūdžių. Ekspertai mano, kad trūksta glaudaus darbdavių, studentų ir dėstytojų bendradarbiavimo.

III. REKOMENDACIJOS

1. Peržiūrėti magistrantūros programos *Taikomoji fizinė veikla* tikslus, studijų rezultatus ir turinį atsižvelgiant į pagrindinę taikomosios fizinės veiklos idėją: naudojant taikomąją fizinį lavinimą ir sportą gerinti asmenų, turinčių lėtinę fizinę ar psichologinę-socialinę negalią, ir vyresnio amžiaus asmenų fizines ir psichologines funkcijas.
2. Pertvarkyti studijų turinį, nes dabartiniame turinyje nėra reikiamų šiai profesijai dalykų. Trūksta taikomojo fizinio lavinimo ir sporto dalykų; daugiau dėmesio turėtų būti skiriama tikrajai specializacijai taikant TFV požiūrį įvairioms negalią turinčių asmenų grupėms; pavyzdžiui, žmonėms, turintiems regėjimo ir klausos sutrikimų, paralyžiuotiems, patyrusiems amputacijas, žmonėms su širdies ir kraujagyslių problemomis, psichikos ligoniams ir su mokymosi negalia.
3. Iš naujo apsvarstyti priėmimo reikalavimus, kad daugiau tinkamų studentų galėtų įstoti į šią programą.

4. Pagerinti dėstytojų kvalifikaciją ir įtraukti daugiau taikomosios fizinės veiklos dėstytojų.
5. Pagerinti tarptautinį bendradarbiavimą; pradėti nuo to, kad studentams ir darbuotojams būtų leidžiama dalyvauti mainų programose.
6. Pagerinti materialinius ir mokymosi išteklius; esami ištekliai taikomajai fizinei veiklai ir sportui, kurie skirti asmenims su negalia ir senyvo amžiaus asmenims, nėra visiškai pakankami.
7. Pagerinti studijų eigos organizavimą; užtikrinti, kad studentų vertinimo sistema ir procesas būtų aiškus, skaidrus, tinkamas ir viešai prieinamas.
8. Glaudžiau bendradarbiauti su jau esama magistro programa *Taikomoji fizinė veikla*, kurią vykdo Lietuvos sporto universitetas Kaune.
9. Trūksta psichologinės sporto reikšmės supratimo kalbant ir apie rungtyniavimą, ir apie laisvalaikį; taip pat galėtų būti įtraukta taikomoji fizinė veikla asmenims, turintiems psichologinių ir psichikos problemų.
10. Pagerinti vidinės kokybės vadybos sistemas, užtikrinančias dalininkų, studentų, absolventų ir personalo dalyvavimą šiame procese. Visas vidinės kokybės vadybos procedūras organizuoti matomai, aiškiai ir skaidriai. Aiškiai paskirstyti atsakomybę už programos stebėseną ir įgyvendinimą.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.