



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
STUDIJŲ PROGRAMOS *EKOLOGIJA IR APLINKOTYRA*
(valstybinis kodas – 621C90001)
VERTINIMO IŠVADOS

EVALUATION REPORT of
ECOLOGY AND ENVIRONMENTAL STUDIES
STUDY PROGRAMME (*state code – 621C90001*)
at Klaipėda university

1. **Assoc. Prof. dr. Trine Johansen Meza**(team leader), *academic*,
2. **Prof dr. Angéla Anda**, *academic*,
3. **Prof. dr. Aleksandar Jovanovic**, *academic*,
4. **Dr. Kęstutis Skrupskelis**, *representative of social partners* ’,
5. **Vygailė Pundzaitė**, *students’ representative*.

Evaluation coordinator –

Natalja Bogdanova

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ekologija ir aplinkotyra</i>
Valstybinis kodas	621C90001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Gyvybės mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ekologijos ir aplinkotyros magistras
Studijų programos įregistravimo data	2005-11-28

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Ecology and environmental studies</i>
State code	621C90001
Study area	Biomedical Sciences
Study field	Life Sciences
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Ecology and Environmental Sciences
Date of registration of the study programme	28-11-2005

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information	4
1.4. The Review Team.....	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design	7
2.3. Teaching staff	8
2.4. Facilities and learning resources	10
2.5. Study process and students' performance assessment.....	11
2.6. Programme management	12
2.7. Examples of excellence *	13
III. RECOMMENDATIONS	14
IV. SUMMARY.....	15
V. GENERAL ASSESSMENT	16

I. INTRODUCTION

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 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	H-indexes for teaching staff
2	EES missed subjects descriptions
3	Marine_valley_overview.pdf

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

The study programme *Ecology and Environmental Management* (second cycle) is given as a full-time study at the Klaipeda University (KU). After completion of the Programme, the graduates are awarded a Master of Ecology and Environmental Sciences degree. The Programme is given in the

Natural Sciences Department in the Faculty of Marine Technology and Natural Sciences at KU. Most of the faculties at KU are involved in the implementation of the Ecology and Environmental Studies program, with the closest collaboration with the Open Access Centre for Marine Research (OACMR), Faculty of Social Sciences, Faculty of Humanities and Educational Sciences and Faculty of Health Sciences.

The Programme is clearly providing the students with a targeted, career-specific education in Ecology and Environmental Studies that is of importance in the Lithuanian labour market. The students may not always have the possibility to choose the electives within the Programme that they would want, as there are too few students enrolled in the Programme. There are students in both the specializations of the Programme. The students that have completed the Programme also have a possibility to continue their academic career by taking a doctoral degree either at KU or other universities in Lithuania or abroad.

The Programme was evaluated by an international expert panel in 2010 and given 6 years accreditation.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 23rd November 2016.

1. ***Assoc. Prof. dr. Trine Johansen Meza***, Head of the Dep. of Health Sciences, Kristiania University College, Norway.
2. ***Prof dr. Angéla Anda***, Head of the Dep. of Meteorology and Water Management, Georgikon Faculty, University of Pannonia, Hungary.
3. ***Prof. dr. Aleksandar Jovanovic (team leader)***, Vice-rector for International relations, Professor of Faculty of Medicine, University of Pristina/K.MITROVICA, Serbia.
4. ***Dr. Kęstutis Skrupskelis***, biologist at Institute of Ecology of Nature Research Centre, Lithuania.
5. ***Vygailė Pundzaitė***, Bachelor student at Vytautas Magnus University (field of Life Sciences),

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The main aim of the *Ecology and Environmental* master Programme and its learning outcomes are described in the Self-Evaluation Report (SER). The Programme aims and learning outcomes, in general, are consistent with the type and level of studies and the level of the qualifications offered. The aim of the programme (SER, pg. 8) is to prepare highly qualified Ecologists with strong emphasis on competencies that meet the requirements of the modern knowledge-based and information-based Lithuanian and EU economy. The Programme is designed to reflect the needs of the present and future labour market in the whole of Europe with a focus on coastal zones and ensure that the graduates are capable and motivated to continue further studies and/or lifelong learning. The graduates will be granted a Master degree that they may use to enter a Doctoral degree programme if they wish to continue their academic career. The Programme and its aims are communicated to potential students via the website of the University as well as in a special printed information booklet that is updated yearly. The expert panel thereby concludes that the learning outcomes are publicly available.

The Programme targets high demands of well-educated specialists for positions in National and regional parks, biological and environmental laboratories, enterprises and so on. The Programme educates specialists to the niche of the seaside region and marine sector compared to other universities in Lithuania that also educates ecologist. Graduates of the Programme and stakeholders ensured the expert panel that there is a need for graduates of this Programme in the labour market. Several of the graduates have continued their studies at the doctoral level, while others are working in the positions where they are using skills developed during the studies. Social partners take active position at the renewal of the Programme content and are involved in the study process during practice classes. They are offering placement positions to students as well as topics for their graduation thesis.

Content of learning outcomes of the Programme largely assures that the graduates will acquire the competences necessary for being professional in Ecology and Environmental Studies. The Programme sufficiently prepares students, either to continue their studies or find a position directly after graduation. Practical training at the laboratories of the University or Institutes support the implementation of learning outcomes.

The learning outcomes of the Programme rely mostly on knowledge and its applications and far less on skills and general competencies, this should be improved during the next revision of the Programme.

The Programme was externally evaluated in 2010 and changes in the Programme were implemented following the advice of the external evaluation committee. Since 2011, two branches of the Programme have been run, the Environmental Management branch and the Marine Ecology branch. Several new subjects have been included in the Programme, such as Integrated Coastal Zone Management, Legal Regulation of Environmental Protection in the European Union and Medical Ecology.

The name of the Programme, *Ecology and Environmental Studies*, is suitable for the study programme given, even though it does not reflect the emphasis on the coastal zone, and the University could consider including a subtitle of the Programme.

2.2. Curriculum design

The Programme meets the legal requirements of a master's degree programme, as the duration of the programme is 2 years (120 credits) and the number of subjects given per semester does not exceed five which is in line with the KU Study Regulations and General Requirements for the Master Study Programmes. The volume of study points given per year is 60 ECTS. The credits allocated to the Master thesis are 30, and the whole forth semester is allocated to writing the master's thesis.

The study subjects are spread evenly in the Programme, and their themes are not repetitive. In the two first semesters of the Programme, there are quite a few study field subjects and some elective subjects. In the third semester, the students have two study field subjects, and then the students choose between the two specializations of the Programme. In each specialization of the Programme, there is three groups of elective subjects the students may choose from. However, as there is declining student numbers, whole groups of student have to choose one elective subject. During the site visit, the expert panel found that there are students in both specializations of the Programme and that even if there is a limited number of students, several elective subjects are available to them as some of these are obligatory in other study programmes.

The subjects learning outcomes are given in the subject descriptions, as well as how these are aligned with the teaching and assessment methods. For some of the subjects, the learning outcomes are largely identical to the learning outcomes of the whole Programme. This is for example the fact for the elective subject "*Environmental Biotechnology*" and the obligatory subject "*Environmental Impact Assessment of Economic Activity*". When revising the Programme, the Study Programme Committee should go through the subject descriptions to see if the learning outcomes should be rewritten for some of the subjects.

Analysis of the Master's degree thesis work showed that the theses are of high quality and based on original research.

Several different teaching methods are used in the subjects, such as formal lectures, analysis of scientific literature, discussion, oral presentations, one-to one tutorials, individual projects and so forth. These are teaching methods that are commonly used, and it is thereby sufficient. Another point is that the small number of students entering the Programme, means that the students may have to choose the electives as a group. To be able to increase student numbers, the University should look into the possibilities to give subjects as distant learning.

The University may consider integrating project management, quality management, law, informatics into the study programme, as these are skills and knowledge highly appreciated by the social partners.

During the site visit, the connection of the study subjects with the latest achievement in science was discussed with different groups, and the expert panel found that the way the teaching staff integrates their research into the subjects is excellent. Subjects are given by staff that are experts in their field and they use their own research in the lectures.

2.3. Teaching staff

Different rules accepted by the KU Senate properly regulate recruitment of academic staff of Ecology and Environmental Studies programme (Descriptor of the Order of Attestation and Competition for Tenure of KU Academic Staff, Heads of Departments, and Deans of Faculties; Resolution No. 11-48, 05-04-2013; the Orders of the Ministry of Education and Science). According to local regulations, those doctors, associate professors and professors realize the MS study process, whose scientific activity is relevant to their teaching subjects. Qualification of teaching staff is appropriate to ensure learning outcomes of the Programme. Half of the staff number involved are professors, 32% of the staff are associate professors. Only one lecturer with 10-year working practice at teaching field included to Programme implementation that corresponds well with requirement for the staff number is being employed without PhD degree.

The staff involved in the implementation of the Programme is comprised of persons elected by competition procedure (for 5 years) and invited lecturers from different Departments of the University. Length of the employment of invited persons is no longer than one academic year. Staff selection is based on scientific performance of applicants. Lecturer's competence is evaluated by the Assessment Commission. This staff selection assures quality standard of teaching persons, permanently. The only issue due to annual fluctuation may be the lack of teaching stability.

Annually decreasing student number was accounted between 2011 and 2016. At the same time, the number of lecturers included to Programme implementation was about 20 (among 16-24). The number of the teaching staff is far adequate to ensure learning outcomes. Majority of specified lecturers is from KU. A few lecturers are from other Universities, local services, authorities and abroad. To increase the staff mobility, a cross-border programme is under preparation with universities in Latvia. Foreigner and local participants contribute to that students benefit from highly experienced teaching staff and a half of the auditorium hours are dedicated to professors.

Sharing of lectures and part-time employment of some professors totalled 2.1 occupied staff units. As a result, one established staff unit served about 10 students per academic year (student: staff ratio = 10:1). The lecturers don't feel any issue due to sharing of lectures; they strengthen the existence of collaborative work. To solve the problems, University declined the number of lecturers from 4 to 5 into two per subject. Students don't mind lecture sharing assuming the best experts are given. However, lecture sharing may cause difficulties from personal side (low contact hours).

Time period dedicated to thesis work afford the students to participate in research projects. The Master thesis supervising is an additional duty (plus contact hours) for Programme lecturers.

The qualification of the teaching staff is acceptable, as most of them are scientists having ISI publications. They are participating in international projects. Most of University staff carries out international projects, they take part actively in international conferences. They are authors of peer reviewed publications, about 100 pieces (international databases) in the last 5-year period in total. 15-20 ongoing projects every year are leading by teaching staff of the University.

KU creates conditions for the professional development of the teachers to foster their skills by participating in different theoretic and applied scientific networks. If the lecturer doesn't have enough teaching skills, the Faculty authority doesn't allow him/her to participate in MS programme. Best lecturers are awarded by wealthy enterprises every year for the best research and pedagogical activity.

The mean number of permanent and non-permanent teachers was 23 and 5 for the analysed period. In permanent teaching process, experts of specific missing fields (environmental economist, fisheries and aquaculture topic, environmental management) were invited from other institutions.

An enviable number, 4.15 staff units (7 persons), are working as technicians.

Age structure of the staff is acceptable. Teaching staff turnover is appropriate to provide proper provision of the Programme.

The CVs of the academic staff demonstrate that in accordance with the criterion of the justification of the academic staff composition, their qualifications comply with requirements of the

legal acts, the aims of the Programme of *Ecology and Environmental Studies*, and the intended outcomes. The length of staff experience is adequate to manage the Programme.

With one exception, the teaching staff's research activity is in close connection with their taught subjects being reviewed. Pursuant to self-evaluation report, strength of the Programme is harmonization between the lecturers' scientific work and taught subjects. At the same time, the weakness is the low ratio of elected staff (20%) at the Natural Sciences Department, therefore no guarantee for stability of the teaching staff.

To gain pedagogical and/or practical skills, teaching staff may participate in competitions (Erasmus+; EU Funds, expeditions, training courses, internships, lecturer's exchange programmes). It should be considered positive that the subjects have got permanent lecturers from abroad (Germany, Finland, UK), and invited lecturers to conduct seminars (Germany, France, USA, Italy). During the site visit, the expert panel found that there is only a few members of staff that has improved their pedagogical skills by attending courses and the panel think that the University should encourage their staff to take such courses.

A great number of professors act as members of the external and internal expert teams, project executives, task-group associates etc.

Quality control of the lecturers' performance (efficiency) is also based on student's opinion (pool results) and in lecturer's evaluation qualification carried out by Assessment Commission of the Faculty.

Beyond stabilization of yearly education staff, the purpose of the University is to find more money for qualified persons from abroad on annual basis. In accordance to KU rule, most of even local scientists are employed only for one academic year.

2.4. Facilities and learning resources

The SER provided comprehensive information about the facilities (equipment, class rooms, library, laboratories, and computer rooms). Practical tasks are done in study laboratories of the faculty, and there are scientific laboratories available for the individual scientific work, such as the Open Access Centre for Marine Research of KU. The University also has facilities for offshore field practice and a Coastal field station, and the teaching staff invites the students to take part in research projects using these facilities.

During the site visit, the expert panel were given the opportunity to see some research laboratories used for the Programme and the panel was given a presentation about more remotely located premises. The University has already invested in new modern teaching and research

equipment; a new building for research and learning is being built and will finish in 2018. The facilities give the students excellent opportunities to do research work.

There is a main library which acquires learning resources yearly. The library offers computer work spaces and reading-rooms. In addition, there is a subdivision of the library that offers the main literature sources for the Programme under evaluation. This library has Wi-Fi connection, and there is a reading room with free access to subscribed databases such as eBooks Academic Collection, Oxford Journals Online, SciVerse (Science Direct) and so forth. Among other things, they offer courses for student on the library information services, library services, tools for information search, author rights and so forth.

The Programme includes different form of practices, such as research practice and practice during the work with the Master's thesis. The students are able to do their practical work in their scientific research practice in various Lithuanian research institutions. During the site visit, the expert panel found that the students would welcome even more practical work, so the expert panel would encourage the University to find summer internships for the students as they would benefit from this.

2.5. Study process and students' performance assessment

The admission requirements to the Programme is a first cycle study degree in Ecology and Environmental management, Biology, Life Sciences, Biochemistry, Environmental Engineering, Agronomy, Biophysics, Forestry, Geography, Landscape Architecture and Public Health. From the SER (Table 8, p. 23) it is evident that the student numbers are dropping, and it is thereby important that the University do some measures to attract more students. The University has an advantage in that the focus of the Programme is clearly defined as coastal zone and this may also be used in attracting even more students from Lithuania and abroad.

The SER gives a good overview of the number of applicants and the competition marks of the students entering the Programme. It does not state anything about the priority of the study programme the students have when they apply, nor the number of candidates with a bachelor's degree from KU that could potentially enter the Programme. Such analyses are in the expert's opinion important for the University when the competition of getting good students to the programme is harder. The measure that is taken by inviting the students to take part in scientific research already at the bachelor's level, is considered important to attract good students. A Master's degree study programme with only a few students (5 entrants in 2015, SER Table 8), is probably not sustainable. The University should consider the possibility of making a joint degree with some

other university or search some other options to overcome the situation. The expert panel was informed of such an initiative during the site-visit.

The students receive support, both academic and social. All relevant information about the Programme and changes are given at the website as well as on announcement boards in the Faculty. Questions can also be answered by staff of the Faculty and Department of Natural sciences. Consulting on career opportunities are usually conducted by personal contact with the supervisors.

The assessment criteria of the student's achievements are given in the subject descriptions (Annex 3.1). The system of assessment is good showing variation in the assessment forms. The expert panel concludes that the higher education institution ensures an adequate level of academic and social support and that the assessment system of students' performance is clear, adequate and publicly available.

The students have the opportunity to participate in exchange programs, such as the Erasmus exchange programme. Only one student went for exchange in 2015/2016, but this has to be seen in connection with that there was just a few students in the Programme. All the students in the Programme have participated on a study trip to Germany, and there are students in the Programme who have international supervisors for their master thesis work, and this is considered very positive.

The students can participate in active research during their Master's thesis, as well as during the subject "*Research work*". During the site-visit the expert panel was given the opportunity to familiarise with students work such as master thesis. The panel found that these are of very high quality and based on original research. With such highly qualified lecturers and exceptional research facilities it would be beneficial to increase the students' number. The labor market welcomes these graduated students.

2.6. Programme management

The management of the Programme is built on a Statute of KU and Regulations of Studies of KU and programme administration, and the internal quality assurance is monitored by the Vice-rector for academic affairs and assisted by the Department of Student admission and Studies, under the directorate of Studies. There is a Study Program Committee that is responsible for certification of the study subjects and also for appointing of reviewers to evaluate academic and methodological literature and make decisions about if the material is considered a course book or other forms of study material. Also there are the Head of the Natural Sciences Department and the Programme coordinator who are responsible for a proper enforcement and improvement of the Programme.

The Programme *Ecology and Environmental Study* reflects that the Management has made a clear strategic choice about that the focus of the Programme is the coastal zone.

From 2014, the University has started to use an electronic information system that is describing the sequence of decision making and a procedure for considering and approval of the quality assurance measure taken for the Programme. Data about the Programme are collected and are sufficient for improve the Programme's quality.

The quality assurance system of the Programme covers several fields such as approval, monitoring and periodic assessment of the Programme and awarded qualifications, evaluation of student achievements, quality of lecturers' academic input, study resources and student support. Procedures for involvement for stakeholders in these processes are in place. The data obtained using this procedure is used to improve the Programme. Based on the information in the SER and information given during the site-visit, the expert panel concludes with the outcomes from both the internal and external quality assurance is used to make improvement in the Programme.

During the site visit, the expert panel found that there is only a few members of staff that has improved their pedagogical skills by attending courses and that the teachers that attend such courses have to pay for them themselves. The panel think that the University should encourage their staff to take such courses and that the cost for such courses should be covered by the University.

2.7. Examples of excellence *

The integration of the latest achievements in science into the subjects, are excellent.

The clearly defined focus on the coastal zone shows good integration into the Programme and this focus is also clear in the research preformed.

III. RECOMMENDATIONS

1. With such highly qualified lecturers and exceptional research facilities it would be beneficial to increase the students' number. Labor market welcomes these graduated students.
2. The University should consider the possibility for summer internships for the students.
3. The University may consider integrating project management, quality management, law, informatics into the study programme, as these are skills and knowledge highly appreciated by the social partners.
4. The University should encourage the teaching staff to increase their pedagogical skills by taking courses.
5. The learning outcomes of the Programme should be improved as they rely mostly on knowledge and its application and focus far less on the skills and general competencies.

IV. SUMMARY

The master degree Programme in *Ecology and Environmental Studies* prepares highly qualified ecologists with strong emphasis on competencies that meet the requirements of the modern knowledge-based and information-based Lithuanian and EU economy. The study Programme has a clear focus on the coastal zone. The name and content of the Programme are consistent with this, even though it does not reflect the emphasis on the coastal zone, and the University could consider to include a subtitle for the Programme name to make this fact even clearer to students and the labour market.

The curriculum design meets the formal requirements for a study programme in the second cycle. The learning outcomes of the Programme are generally consistent with the level of study, but during revision on the Programme, the learning outcomes should be rewritten as they mostly rely on the knowledge and its application.

The way the teaching staff integrates their research into the subjects, is excellent. The subjects are taught by staff that are experts in their field and they use their own research in the lectures. The research competencies of the teaching staff are adequate for the provision of the Programme and the staff are involved in research and are publishing in international journals and they are participating in research projects. The teaching staff have adequate pedagogical competence, but they should be encouraged to take pedagogical courses.

The master theses of this Programme are of high quality and based on original research.

The student numbers in the Programme is low, and the University should try to increase the student number by increasing the number of international students and inviting more students from other parts of Lithuania. This should be possible based on the fact that the Programme has such an emphasis on the coastal zone.

V. GENERAL ASSESSMENT

The study programme *Ecology and environmental studies* (state code – 621C90001) 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	4
5.	Study process and students' performance assessment	4
6.	Programme management	3
	Total:	20

*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:

Assoc. Prof. dr. Trine Johansen Meza

Grupės nariai:

Team members:

Prof. dr. Angéla Anda

Prof. dr. Aleksandar Jovanovic

Dr. Kęstutis Skrupskelis

Vygailė Pundzaitė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
EKOLOGIJA IR APLINKOTYRA (VALSTYBINIS KODAS – 621C90001) 2017-02-09
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-37 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Ekologija ir aplinkotyra* (valstybinis kodas – 621C90001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	20

* 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

Pagal magistro studijų programą *Ekologija ir aplinkotyra* rengiami kvalifikuoti ekologai, išskirtinį dėmesį skiriant jų kvalifikacijai, kuri atitinka modernios žiniomis ir informacija grindžiamos Lietuvos bei ES ekonomikos reikalavimus. Studijų programa sutelkta į kranto zoną. Programos pavadinimas ir turinys atitinka tikslą, nors neatspindi dėmesio, skiriamo kranto zonai, todėl universitetas galėtų į programą įtraukti jos papildomą pavadinimą, kad šis faktas būtų aiškesnis studentams ir darbo rinkai.

Programos sandara atitinka antrosios pakopos studijų programoms keliamus oficialius reikalavimus. Programos studijų rezultatai apskritai atitinka studijų lygį, tačiau, peržiūrint programą, studijų rezultatus reikėtų perrašyti, nes jie daugiausiai grindžiami žiniomis ir jų taikymu.

Dėstytojai savo mokslinius tyrimus puikiai integruoja į dėstomų dalykų medžiagą. Studijų disciplinas dėsto dėstytojai, kurie yra savo srities ekspertai ir į paskaitas įtraukia savo atliekamų mokslinių tyrimų medžiagą. Dėstančiojo personalo mokslinių tyrimų kompetencija yra tinkama programai, dėstytojai atlieka mokslinius tyrimus, skelbia straipsnius tarptautiniuose leidiniuose, dalyvauja mokslinių tyrimų projektuose. Dėstytojai turi atitinkamą pedagoginę kompetenciją, bet juos reikia skatinti dalyvauti pedagoginių žinių teikiančiuose kursuose.

Šios studijų programos magistrų darbų kokybė aukšta, jie grindžiami originaliais moksliniais tyrimais.

Pagal šią programą mokosi mažai studentų, universitetas turėtų stengtis padidinti studentų skaičių ir kviestis daugiau studentų iš užsienio ir kitų Lietuvos regionų. Tai turėtų būti įmanoma, atsižvelgiant į tai, kad programoje daug dėmesio skiriama kranto zonai.

<...>

III. REKOMENDACIJOS

1. Esant tokiems kvalifikuotiems dėstytojams ir turint išskirtinius mokslinių tyrimų išteklius būtų naudinga padidinti studentų skaičių programoje. Darbo rinkoje šie absolventai ypač laukiami.
2. Universitetui derėtų studentams siūlyti vasaros stažuočių galimybes.
3. Universitetas galėtų apsvarstyti galimybę į studijų programą įtraukti projektų vadybos, kokybės valdymo, teisės ir informatikos dalykus, nes socialiniai partneriai vertina studentų turimus šių sričių įgūdžius ir žinias.
4. Universitetas turėtų skatinti dėstytojus gerinti savo pedagoginius įgūdžius dalyvaujant specializuotuose kursuose.
5. Programos studijų rezultatus reikėtų tobulinti, nes jie daugiausiai grindžiami žiniomis ir jų taikymu, per mažai remiamasi įgūdžiais ir bendromis kompetencijomis.

<...>

2.7. Išskirtinės kokybės pavydžiai*

Naujausi mokslo pasiekimai puikiai įtraukiami į dėstomus dalykus.

Dėmesys, skiriamas kranto zonai, liudija gerą mokslo naujovių integravimą į programą, taip pat šis dėmesys akivaizdus atliekamuose moksliniuose tyrimuose.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)