



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos Edukologijos universiteto

POLITIKOS SOCIOLOGIJOS STUDIJŲ PROGRAMOS
(61205S101, 612L38001)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF SOCIOLOGY OF POLITICS (61205S101, 612L38001)

STUDY PROGRAMME

at Lithuanian University of Educational Sciences

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Politikos sociologija</i>
Valstybinis kodas	61205S101, 612L38001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Sociologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Dieninė (4), vakarinė (4), neakivaizdinė (5) Nuolatinė (4), iššęstinė (5,5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sociologijos bakalauras, mokytojo profesinė kvalifikacija (įstojusiems iki 2010 m.); Politikos sociologijos bakalauras, pedagogo profesinė kvalifikacija (įstojusiems nuo 2010 m.)
Studijų programos įregistravimo data	1997 m. gegužės 19 d. įsak. Nr. 565 (kodas 61205S101), 2010 m. gegužės 3 d. įsak. Nr. V-635 perregistravimas

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Sociology of Politics</i>
State code	61205S101, 612L38001
Study area	Social Sciences
Study field	Sociology
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Daytime (4), evening (4), extra-mural (5) full-time (4), part-time (5,5)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Sociology, Teacher's Professional Qualification (enrolled until 2010); Bachelor in Sociology of Politics, Teacher's Professional Qualification (enrolled from 2010)
Date of registration of the study programme	19 May 1997, Decree No. 565 (code 61205S101), 3 May 2010, Decree No. V-635 re-registration

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I. INTRODUCTION

An international review panel organized by the Centre for Quality Assessment in Higher Education (SKVC) studied the submitted Self Evaluation Report (SER) and related documentation, conducted a site visit on 8 November, 2012 and subsequently discussed study programme *Sociology of Politics* (Programme) under evaluation. The following assessment of the Programme is given.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. The programme aims and learning outcomes are well defined, clear and publicly accessible;

The Programme has clear and well defined goals. The review panel felt, however, that the goals and subject coverage were a bit too ambitious for a Bachelor (BA) programme. Unfortunately, the description given on the website <http://www.vpu.lt/smf/Page.aspx?pageID=5537> is rather brief and the site also contains empty links (e.g., Dokumentų ruošiniai). The information is only accessible in Lithuanian. There is a Programme booklet, but it was the review panel's impression, that its layout could be modernized to make it more attractive to secondary school students.

The review panel also found, that some of the learning outcomes, e.g., „D5: „To be able to concretize the values in the process of education, take active part in the processes of social (educational) change, and to develop educational and communicative skills”, were not entirely coherent and, more importantly, seemed very hard to measure.

1.2. The programme aims and learning outcomes are based on the academic and/ or professional requirements, public needs and the needs of the labour market;

The Lithuanian University of Educational Sciences (LUES) is the only university in Lithuania, that prepares students to teach the subjects of ‘basics in civic education’ and ‘sociology and law for everyone’ at schools. Figures presented in tables regarding the labour market suggest, that the number of current students greatly exceeds potential labour market needs in the field. Moreover, the review panel believes, that the argument predicting the number of available teaching positions in civics, based on the information in Annex 3.9 of the SER, is not necessarily correct, because it is based, among others, on the assumption, that the age distribution of teachers of civics is the same as that of all teachers.

The review panel, however, is convinced that a general social science education may qualify students for a much wider range of jobs than actively targeted by the Programme. Currently, the students can have practice in a number of secondary schools and it is hoped that they could also find employment in research organizations. However, it may be a more realistic goal to prepare students for research-related work, like interviewing, data collection, routine cleaning and preliminary analysis of data. These additional job opportunities need to be evaluated in greater detail, than done in the SER. Research, as potential labour market is mentioned, but the members of the review panel think, that the higher segments of that market will remain dominated by MA-level graduates looking for the same jobs.

The review panel suggests, that the job opportunities need to be assessed taking into account the current changes in the number of students and the Programme may need to be slightly repositioned on the market and be advertised accordingly.

1.3. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered;

To assess this aspect, the review panel took into account the course descriptions, as detailed information concerning how the Programme wishes to achieve its aims, and also the final secondary school scores of the students, as a measure of how much they are prepared for participation in higher education.

The review panel fears, that given the student scores and the multitude of topics and approaches covered, much of the information provided will have to remain superficial. In other words, the scope of the Programme seems too ambitious for the BA level and the students' actual needs may be better served by more practical courses. If the University agrees to such changes, the learning outcomes may also need to be modified accordingly.

This aspect will be further discussed from the perspective of curriculum design.

1.4. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other;

The review panel thinks, the selection of topics of the Programme is very ambitious (e.g., „Political Elitology” or „Sociology of Migration”) and the name of the Programme refers to a somewhat narrower coverage of societal issues and phenomena, than the Programme description does. At the same time, the Programme is not sufficiently focused, gives too wide coverage and some of the subjects may be at a level more appropriate for MA Programme.

The review panel thinks, that the lack of satisfactory focus and uncertainties of the level of coverage, may be results of rapid changes trying to follow the educational market.

2. Curriculum design

2.1. The curriculum design meets legal requirements;

Study programme curriculum design meets legal requirements, as it is described in Table 6 of the SER.

Part of the programme	Provided for in the programme	Requirements in legislation
General university subjects	15 credits	at least 15 credits
Subjects of the study field	165 credits	at least 165 credits
Scope of pedagogical studies	60 credits	at least 60 credits

Practice	33-3 credits applied studies, ¹² 30 credits – pedagogical	at least 15 credits /pedagogical – at least 30 credits
Final thesis	12 credits	at least 12 credits
Number of optional subjects in the programme (AE and FE)	26 credits - 11per cent	at least 5 per cent
Number of subjects studied and examined during a semester	7 subjects	not more than 7
Percentage of scientists and established artists teaching subjects	61 per cent of the scope of subjects of the study field	at least 50 per cent of the scope of subjects of the study field
In total scheduled in the programme	240 credits	210-240 credits

2.2. Study subjects and/ or modules are spread evenly, their themes are not repetitive:

The load of the students is mostly controlled by credits and their distribution is even. The SER indicates, that the Programme has recently undergone a series of updates.

During the meeting with the students, the review panel felt, those in the first two years represented a more positive opinion of the Programme than students in the last two years, and this may be a positive effect of those changes, but also of the somewhat different compositions of the student groups. The review panel found overlap among courses, but thinks that this is necessary to connect different approaches, also, no repetitive content was found.

2.3. The content and methods of the subjects/ modules are appropriate for the achievement of the intended learning outcomes;

The review panel felt, that some of the courses offered are too ambitious in their content and approach for a BA level programme, and seem better suited for MA programme. For example, History of Political Thought is offered as a 2nd semester course. Its description states the following:

5. Prerequisites
History of Political Thought covers several millenniums of human common existence in communities and organizations. Political thought is considered as a systematized tradition of analyzing political problems, which has developed in the course of human social life. A human being has never been protected, so in order to survive he has to be able to efficiently organize his social life. Therefore, political thought has an old intellectual tradition, the history of which comprises evolution of human thought on political problems. Political ideas have been much influenced by religion, customs, philosophy, law and history.

Disregarding the fact, that these are clearly not the prerequisites of the course (there is a similar

¹² At the request of students and the offer of social partners, an applied internship in the Sociology of Politics worth 3 credits have been introduced.

error with all course descriptions in SER), one is wondering whether the students are aware of those (historical) facts upon which political thought reflects. (The Politology course offered in the 1st semester, quite rightly, covers contemporary issues.) This question is particularly pressing in light of the recent drop of the secondary school scores of the entering students. The teaching staff, during the meeting, also mentioned that they had to lower the level of presentation and adapt the contents of many courses to the background of the actual students. Another course that is very interesting, but may be too abstract is Philosophy.

It is also the review panel's opinion, that some other courses miss the opportunity to provide the students with the practical knowledge they are likely to need, if they want to successfully compete on the job market. For example, Statistics, offered in the 1st semester, instead of clearly explaining branches, like official (descriptive) and inferential statistics, illustrating its uses in research and decision making, and teaching the main concepts and tools (as most introductory statistics courses do as is illustrated by item 5 on the main reading list), consists of three parts. First, a historical overview, with students having no chance to understand, e.g., R. A. Fisher's contributions. Second, an extremely detailed coverage of certain methods in descriptive statistics, that many of the students may find boring. Third, a very brief coverage of correlation and regression with no sign of inferential aspects. The concept of probability only appears among prerequisites (however, it is clear from the context, that it is not assumed to be a prerequisite, because the section describes the general role of statistics, as opposed to the previous knowledge the students are supposed to have) and in the historical part (including the laws of large numbers!). It is likely that students can not understand this, but probability does not seem to be referred to later on, at all.

To summarize, given student quality as measured by incoming scores, many of the classes have to remain superficial and the students may be better served by more practical courses.

Students are given practical training at schools, which is useful, but other internship opportunities need to be developed further.

2.4. The scope of the programme is sufficient to ensure learning outcomes:

It is the opinion of the review panel, that some of the learning outcomes are not specified in the best possible way (see D5, above), but the selected learning outcomes are covered broadly by the Programme. Given that, some of the courses may have to remain on a superficial level and may not help the students to find jobs or prepare them for further studies in the most useful way, the real learning outcomes of the Programme are not identified entirely.

Based on the SER, the review panel felt, that the Programme lacked collective ownership and this view was reinforced during the meeting with teaching staff. They were present at the meeting in a large number, and everybody was very enthusiastic about their own courses, but much less identification with the entire Programme was expressed. The Programme appears to have been composed of existing components, and even if those components are appropriate, this is not a guarantee that the composition is appropriate as well.

2.5. The content of the programme reflects the latest achievements in science, art and technologies:

The course material contain contemporary references, but language limitations of both, students

and faculty members, limit the scope of the current literature they can rely on.

3. Staff

3.1. The study programme is provided by the staff meeting legal requirements;

The study programme is provided by the staff meeting legal requirements, as is substantiated in Section 2.3 of the SER. In the last academic year there were 14 professors or associate professors and 18 lecturers in younger ranks involved with the Programme. About half of the teaching staff is younger than 44 years. In the last academic year, the teacher/ student ratio was 1/16. The teachers involved represent a wide range of qualifications, in accordance with the broad scope of the Programme.

3.2. The qualifications of the teaching staff are adequate to ensure learning outcomes;

The formal qualifications of the teaching staff are appropriate. Out of the 6 professors, 4 possess Habilitation, all 8 associate professors and 5 of the lecturers have a doctorate.

3.3. The number of the teaching staff is adequate to ensure learning outcomes;

The number of the teaching staff is adequate to ensure learning outcomes, as is illustrated in Table 12 of the SER:

Academic year	Professors	Associate Professors	Lecturers	Assistants	Doctoral students	All academic staff
2007/08	5(1276)	24(9968)	10(5755)	12(3671)	-	51(20670)
2008/09	7 (1241)	18(7660)	10(4903)	10(3046)	-	45(16850)
2009/10	5(1169)	15(7158)	11(4598)	8(3283)	-	39(16208)
2010/11	4(1277)	15(6159)	11(5445)	6(1891)	-	36(14772)
2011/12	6(1778)	8(2059)	16(5907)	2(1356)	-	32(11100)

3.4. Teaching staff turnover is able to ensure an adequate provision of the programme;

Teaching staff turnover is able to ensure an adequate provision of the Programme. The review panel noted the presence of a large number of younger teaching staff. Their contribution to the Programme may provide continuity over time, but also the necessary innovation in terms of scope, curriculum and teaching methods.

3.5. The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme;

During site visit, the review panel experienced, that teaching loads are carefully calculated and recorded by the institutions, but the system seemed complicated even for local teaching staff. A more straightforward system may be helpful in allocating research time.

Teaching staff may benefit from academic mobility agreements, but it is the review panel's opinion, that the number of visiting quest lecturers is critically low: 3 in the last academic year, 1 in the previous academic year and 0 in all three years before that. Outgoing mobility has been decreasing every year since 2007/2008.

3.6. The teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed;

The publication activity of the teaching staff is relevant for the Programme, however is almost exclusively in Lithuanian. As much as the review panel could judge, most of the publications were not subject to peer review. Research activity is largely applied but, given the nature of the Programme, it is not problematic, however the research activities are distributed somewhat unevenly.

The review panel wishes to make the following comment regarding the teaching staff, which does not directly fit into any of the above bullet points – it seems necessary to invest time into developing a professional community, with teaching and related research identity. The necessity of this was seen from the curriculum vitae submitted, where no specific research profile was found and also from experiences during meeting with teaching staff, see the comments above related to the scope of the Programme.

4. Facilities and learning resources

4.1. The premises for studies are adequate both in their size and quality;

The premises are adequate for teaching. Many of the lecture rooms visited by the panel were of high quality.

4.2. The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality;

The facilities are adequate for the current size of the student body. The review panel noted, that it is not typical at a European university, that 10 people share an office. This, among others, reduces the opportunity of student-teacher interaction. Opportunities need to be identified to improve the office space situation.

4.3. The higher education institution has adequate arrangements for students' practice;

The review panel found, that the facilities are there, but the culture is weak in terms of promoting student-teacher interaction and thus common practical work. In terms of practice outside of the University, the Programme has agreements with several secondary schools, but with only one non-teaching establishment. In response to our comments, the higher educational institution declared that they have additional contracts and research internships will start in the coming year.

4.4. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible;

Access to research data bases is good, access to books is easy, multiple copies are available, however, the review panel has had some reservations as to the choice of some of the books, in particular, with respect to their languages other than Lithuanian.

During the site visit, the facilities were not very much used by the students (only one person in the otherwise excellent quiet room of the library, computer laboratory with SPSS access locked), but this may be related to the scheduling of classes.

5. Study process and student assessment

5.1. The admission requirements are well-founded;

The admission procedure is part of the general admission process to institutions of higher education in Lithuania, so the legal aspects are clear. Both admission scores and admission numbers have gone down recently, which indicate that the Programme can not be very selective.

The SER took the position, that the decrease in students intake and in admission scores were the result of circumstances beyond the control of the institution (the general prestige of teaching in the country, the voucher system), and this view was reiterated during meetings with teaching staff. It is the review panel's opinion, that although these factors are certainly present, better positioning of the Programme may make it more attractive.

5.2. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;

The review panel thinks, that the organization is clear and adequate, but more organized involvement in scientific research and partnership with social partners may be useful.

5.3. Students are encouraged to participate in research, artistic and applied research activities;

The SER suggests, that 2 students presented the topics of their Bachelor's degree thesis at the National Young Researcher Conference organised by the Faculty of Social Sciences and the Department in 2012. Other than this, no sign of student participation in research was experienced, in spite of the fact, that the intended jobs for graduates include research work.

The review team believes, that if research jobs, more realistically: research assistantships, are aimed as opportunities for graduates, research involvement of the students needs to be increased. Research done for theses is usually limited and does not possess many of the characteristics of contract or publishable research.

5.4. Students have opportunities to participate in student mobility programmes;

In theory, yes, but the number of partnerships is relatively low (6) and the number of outgoing students has decreased over the course of the past two academic years. A greater variety of countries (and more renowned universities) could be offered.

The review panel thinks, that language issues with both teachers and students, and the relatively low level of attractiveness of LUES as a target institution (identity changes of the Programme, exclusive usage of the local language), may be the most important factors behind this problem.

5.5. The higher education institution ensures an adequate level of academic and social support;

It is the review panel's opinion, that support is adequate, but not better than that. Students are offered introductory courses to familiarize them with the study process. Personal access to the teaching staff is limited to scheduled hours due to the insufficient office situation.

It has to be added, that not all the senior students the panel spoke with, were very strongly motivated towards acquiring knowledge at this university, which may point to lack of academic support, but also to the difficulty of providing it.

As extracurricular activity, the university choir Ave Vita was found. The members of the review panel also visited the office of the student organization and saw pictures of a student initiation ritual.

5.6. The assessment system of students' performance is clear, adequate and publicly available;

The SER addresses only the full-time mode of the study programme regarding the assessment of student performance. The evaluation of full-time students is appropriate. Part-time studies might have difficulties in assessing students based on their attendance and performance in a limited number of seminars. There is no information provided regarding the information system used for the overall management of student records.

5.7. Professional activities of the majority of graduates meets the programme providers' expectations;

The recent changes in the Programme structure would make the relevance of such information very limited, even if such information was collected. The review panel is not aware of any survey carried out among graduates and alumni: during the meeting they did not remember any organized form of seeking feedback since graduation. On the other hand, the SER uses government produced official statistics to trace the employment/ unemployment status of the graduates.

6. Programme management

6.1. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;

The review panel has found no clear decision making procedure as to the structure of the courses. There is a Committee responsible for Programme management, but it is not clear how decisions about including or replacing courses are being made. Although SER gives links to internal documents describing the role of the Committee, this was not discussed in the SER and the review panel feels, that this procedure needs improvement to create a better focused and more coherent Programme.

6.2. Information and data on the implementation of the programme are regularly collected and analysed;

It is clear from the SER and was also mentioned during the meetings conducted by the review panel, that some information collection occurs regularly, but the review panel has found no traces of decisions or actions made based on the data collected.

6.3. The outcomes of internal and external evaluations of the programme are used for the improvement of the programme;

The review panel has seen the Report of an earlier evaluation conducted in 2003. Changes in the Lithuanian higher education system, that have occurred since then, make that Report obsolete. Further, the entire university has been undergoing a rebranding process (most notably the change of its name in 2011). Also, the Programme itself had to change its name and reposition itself to a certain degree.

The review panel thinks, that all this has been a bit more of structural changes, than one would

necessarily wish to have a clear Programme identity and to be able to attract students. On the other hand, even the most critical students had the opinion, that their criticism has led to changes in teaching style.

6.4. The evaluation and improvement processes involve stakeholders;

Alumni, during the meeting, could not recall regular contacts with the university. The review panel did not find signs of involving schools, in spite of their assumed role in employing graduates.

6.5. The internal quality assurance measures are effective and efficient;

Students, during the meeting, reported response to their complaints. On the other hand, the review panel thinks, that the informal quality control activities are more concerned with individual courses, than the Programme, as a whole.

III. RECOMMENDATIONS

1. Position the Programme more clearly and realistically, taking into account the job market for graduates, student readiness for participation in higher education and background of the teaching staff. Modify Programme's aims and learning outcomes accordingly.
2. Focus the content of the Programme better on the modified learning outcomes.
3. Offer courses only because they are needed to achieve the learning outcomes and not because somebody wants to teach them.
4. Position the courses according to the needs and abilities of the students.
5. Create a culture of common ownership, so that each teacher will also feel responsibility for the Programme, as a whole, and not only for their own course.
6. Maintain much stronger relationships with the potential employers and the secondary schools where students may come from. These schools are also potential employers. Use both groups to create more internship opportunities and practical training for your students.

IV. SUMMARY

The main strengths of the study programme *Sociology of Politics* include the following:

1. The study programme aims to respond to real societal needs;
2. The study programme offers a very wide variety of topics within politics and sociology;
3. In addition to a general social science degree, the study programme offers a teaching qualification which is seen by many as an added bonus;
4. The study programme has a dedicated teaching staff with nearly ideal age composition.

The main weaknesses of the study programme *Sociology of Politics* include:

1. The societal needs for the degree are not precisely determined;
2. The learning outcomes are a bit vague;
3. Coverage of many subjects remains somewhat superficial, mostly because of the discrepancy between the level of the students and the learning outcomes;
4. Students do not get enough practical skills;
5. The choice of the courses offered seems to have an ad hoc element.

Overall, the assessment of the review panel is that, the study programme *Sociology of Politics* is at a satisfactory level.

The main recommendations of the review panel:

1. Position the study programme more precisely;
2. Create a sense of common ownership of the study programme;
3. Maintain closer ties with the social partners.

V. GENERAL ASSESSMENT

The study programme *Sociology of Politics* (state code – 61205S101, 612L38001) at Lithuanian University of Educational Sciences is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	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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Vertimas iš anglų kalbos

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOS PAKOPOS STUDIJŲ
PROGRAMOS *POLITIKOS SOCIOLOGIJA* (VALSTYBINIAI KODAI – 61205S101,
612L38001) 2012-12-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-150 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Politikos sociologija* (valstybiniai kodai –61205S101, 612L38001) 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

Pagrindinės studijų programos *Politikos sociologija* stiprybės:

1. Studijų programa siekiama patenkinti realius visuomenės poreikius;
2. Studijų programa pasižymi labai plačiu politinių ir sociologinių temų spektru;
3. Šalia bendrojo kvalifikacinio laipsnio, taip pat yra suteikiama pedagogo profesinė kvalifikacija, o tai, daugelio nuomone, yra papildomas privalumas;

4. Studijų programoje dėsto atsidadę dėstytojai, kurių amžiaus virdurkis beveik idealiai atitinka reikalavimus.

Pagrindinės studijų programos *Politikos sociologija* silpnybės:

1. Nepakankamai tiksliai apibrėžiamas visuomenės poreikis suteikiamam laipsniui;
2. Studijų rezultatams trūksta apibrėžtumo;
3. Daugelis studijų dalykų yra pernelyg paviršutiniški, dėl neatitikimų tarp priimamų studentų pasirengimo studijoms ir studijų rezultatų;
4. Studentai neįgyja pakankamai praktinių įgūdžių;
5. Panašu, kad laisvai pasirenkami dalykai grindžiami *ad-hoc* principu.

Ekspertų grupės nuomone, studijų programa *Politikos sociologija* yra vertinama patenkinamai.

Pagrindinės ekspertų grupės rekomendacijos:

1. Aiškiau pozicionuoti studijų programą;
2. Diegti ir puoselėti kolektyvinės atsakomybės kultūrą;
3. Palaikyti glaudesnius ryšius su socialiniais partneriais.

III. REKOMENDACIJOS

1. Atsižvelgiant į darbo rinką, studentų pasiruošimą aukštajam mokslui ir dėstančio personalo kvalifikaciją, pozicionuoti studijų programą aiškiau ir realistiškiau. Pagal tai atnaujinti programos tikslus ir studijų rezultatus.
2. Studijų programos turinį orientuoti į modifikuotus studijų rezultatus.
3. Dėstyti studijų dalykus, nes jie yra reikalingi siekiant numatytų studijų rezultatų, o ne todėl, kad kažkas pageidauja juos dėstyti.
4. Studijų dalykus orientuoti į studentų poreikius ir gebėjimus.
5. Diegti ir puoselėti kolektyvinės atsakomybės kultūrą, kad kiekvienas dėstytojas jaustųsi atsakingas už studijų programą, kaip visumą, ne tik už savo dėstomą dalyką.
6. Palaikyti glaudesnius ryšius su potencialiais darbdaviais ir vidurinėmis mokyklomis, kurių moksleiviai yra potencialūs studentai. Vidurinės mokyklos taip pat yra potencialūs darbdaviai. Pasinaudoti abiejų grupių teikiamomis galimybėmis studentų praktikoms atlikti.

<...>

Paslaugos teikėja patvirtina, kad yra susipažinusi su Lietuvos Respublikos Baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr. 37-1341.