STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO *ZOOLOGIJOS* (621C30001) VERTINIMO IŠVADOS

EVALUATION REPORT OF *ZOOLOGY* (621C30001) STUDY PROGRAMME AT VILNIUS UNIVERSITY

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	**Zoologija**
Valstybinis kodas	621C30001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Zoologija
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	Zoologijos magistras
Studijų programos įregistravimo data	1997-05-19, Nr. 565

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	**Zoology**
State code	621C30001
Study area	Biomedical Sciences
Study field	Zoology
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master degree in Zoology
Date of registration of the study programme	1997-05-19, No. 565

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I. INTRODUCTION

Vilnius University (VU) is the oldest (founded in 1579) and also the largest established University in Lithuania, and it comprises a large variety of academic and non-academic units. The Master study programme in Zoology has been organized by the Faculty of Natural Sciences (FNS) and also by the newly established Nature Research Centre (NRC), which was created by combining the former Institute of Ecology and Institute of Geology & Geography. The programme is coordinated by FNS. The role of NRC in the execution of the programme is important, as also indicated by the Self-Evaluation Report (SER). SER itself was compiled and produced by FNS and the Study Programme Committee. The latest external assessment of the Zoology undergraduate study programme was conducted in 2005.

The Master study programme in Zoology is said to be the only one in Lithuania 'ensuring deep Zoological teaching approach, based on the traditional experience of VU', according to SER.

The description of the programme of Zoology in SER is rather extensive, and it includes also information about the staff and their CV's, a list of the Master theses, etc. SER thus relatively well covers the information needed for this evaluation, and of course the site visit provided a number of additional clarifications. It also appears to be in accordance with the Methodology for the evaluation of higher education study programmes in Lithuania.

The international peer review team of experts, assigned by SKVC, made the site visit on 11 October 2013 in the Department of Zoology. The meetings took place with the groups responsible for the Self-Assessment report, and with members of the teaching staff and students. Furthermore, both alumni representatives and several stakeholders were interviewed. The review team also made a visit to the premises of the Department, its laboratories, classrooms and other facilities used by the Zoology programme. Also, copies of a number of students' course papers were available for inspection.

The team was well received by the Zoology programme representatives and by the administrative staff, and the discussions were very open and useful for the overall evaluation process.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes of the Master programme of Zoology are well defined, clear and publicly accessible. They are also consistent with the actual contents and, by and large, correspond to international standards and practices. The general aims are directed towards training well-educated and open-minded zoologists having basic skills for organizational, creative, and scientific work in the field of zoology, animal ecology and nature protection, and related fields, according to SER, p. 6. The learning outcomes (LOs) are written in rather general terms, and actually do not differ much from those of the Master programme of Botany in VU.

The programme itself has a strong academic and scientific orientation towards a number of research aspects of Zoology. It concentrates mostly on animal biology, like Animal Morphology

and Anatomy, Animal Physiology, Animal Ecology, Animal Taxonomy, Applied Zoology, and Entomology, but may not address enough the management or practical aspects of Zoology, though a course in Lab Animal Science was recently included, at the request of stakeholders. It is a curious feature in the programme aims that the targets are strictly narrowed down to the animal world only, with terms like 'zoological competence', 'zooecological thinking', and furthermore, 'exploring diversity, structure, functions and evolution of animal world'! In fact, most parts of the 'real' nature are thus excluded, which may not have proper bearings on nature management, and on tackling the problems involved, nor for successful cooperation with other fields of (biological) sciences at large.

A clear differentiation of this programme to other study programmes such as the Bachelor programme in Biology at VU is not very clear. This was also the impression gained by the interviews with the social partners. Moreover, the specific major differences of the Zoology programme at VU as compared to similar programmes at other universities in Lithuania, or benchmarking it against universities in other European countries would certainly define its strategic position better, nationally and internationally.

Learning outcomes are defined through corresponding international recommendations, and generally they are consistent with the aims of the programme, though the programme itself can be criticized (see below). They have been used in the design of the programme and are specified and harmonized with the study programme aims. They are described in four categories: (1) knowledge and understanding; (2) research skills; (3) practical skills and personal effectiveness; (4) critical thinking, independent action and communication. Each category is then subdivided into 6 outcome groups.

The emphasis of the Zoology programme seems to be strongly biased towards a research career, and it neglects many of the practical skills for the labour market, including also some training of business and entrepreneurial skills. Not all Zoology graduates enter the PhD programmes although many of them do. The learning outcomes now emphasize strongly the future roles of employees rather than the roles of employers for the Zoology graduates.

According to SER, the weakness of the Zoology programme is that it is in contradiction with the expectations of the labour market for a broad education in Biology. At the same time, however, it also lists as its strength the fact that it follows the legal regulations and directions of the Republic of Lithuania, which presupposes Botany, Ecology, Biology, and Zoology being separate study directions in the Life Sciences group. This 'division of labour' can also be criticized as being against the modern trends of Biology teaching and research in higher education.

2. Curriculum design

The curriculum meets the legal requirements and covers a range of fields relevant to zoology education. The duration of the zoology programme at VU is for 2 years (4 semesters) and the total volume is 120 credits, or 60 credits per year. The Programme volume corresponds to the requirements for the second cycle study programmes, which are set according to the National regulations (Decrees Nr. V-826, 2010-06-03, and V-232, 2012-02-16). There are 5 course units per semester, though no more than 5 are required.

The study-subject descriptions provide information about teaching and learning methods that seem appropriate for the Master programme in Zoology. About half of the courses are theoretical and also compulsory for the study field. According to the regulations, all these courses must have no analogues within the first cycle of studies, and in practice they make up 90 credits.

There are no elective subjects or courses in the programme. The second part of the curriculum is oriented towards preparation of the final thesis. The final thesis is calculated at 30 credits, with master tutorial of 6 and the thesis of 24 credits. The fieldwork consists of two master practices (20 ECTS), which certainly is important for the studies and students in Zoology.

However, the curriculum is fixed in very detail by each semester, and the courses offered are strictly from the area of Zoology only. Thus, in fact the programme is strongly predetermined and there is no freedom for students to choose courses or disciplines from other areas of biology or even outside biology. Thus one must conclude that the Master study programme in Zoology is strongly oriented to follow the studies at doctoral study level for the PhD degree. This is maybe the best strength of the current Zoology programme, but also it can be seen as its serious weakness!

The students can select the topic of their Master thesis as an individual research, and their Project supervision, in the field of Zoology. This is about the only elective 'course' the students can take since other kinds of elective courses are not available. This shortage was already indicated in the last external assessment of the Master programme in Zoology in 2005:"*All subjects of the programme are compulsory; there should also be some optional courses…*".

Therefore the students in Zoology actually are facing a very narrow specialization, which may not help them much even when tackling scientific problems that often require also interdisciplinary approaches and team work, nor in the labour market, as also indicated by several stakeholders in the interviews, and also hinted in SER itself. The course contents seem to follow the traditional structural approach, also by animal taxonomical groups, while the modern trend of moving more towards dynamic aspects of nature, involving the evolutionary aspects and the ecological/environmental dynamics of nature seem to be missing, or is not very visible.

There could be two major possibilities, either to design the programme into the narrow specialization and research in the field of Zoology only, or to have a broader Master study programme under the concept of Biology with several specializations, both for academic research and for practical professional fields. But even for the PhD studies a very narrow specialisation may be too 'narrow', since it keeps the overall horizon of the student towards nature in general and its dynamics very restricted, and does not provide the skills for team work nor towards solving the existing big (and small) problems in biology and in the use of our natural resources, and in our environment at large. In the understanding of nature and the natural processes, there is more to it than only Zoology. Admittedly, however, there are some needs in the society for high-level and narrow expertise, e.g. concerning harmful forest insects, but their job market is certainly very limited.

The Master theses produced during the last two years (9 + 9 = 18) are all by individual authors, without any apparent connections to any wider research projects at VU, or group work. They are usually taxonomically defined into a single animal species or animal group and their behaviour, and often with a purely faunistic approach. Generally the theses have been given very good marks.

The feedback from students and employers suggests that despite the narrow specialisation of the Zoology programme, certain major animal groups are poorly covered; this concerns especially birds. According to the student opinion, some overlap between courses exists both within the Zoology programme itself, and between the Zoology programme and the first cycle study of Biology programme. The division of teaching between classes and laboratory work does not seem to correspond to reality and should be made more transparent.

As also indicated in the interviews during the site visit, more attention should be paid to proper connections between theory and practical training. Most subjects taught are only theoretical without any practical or laboratory work or relation to the situation in the field, and thus in need of revision.

3. Staff

The teaching staff of the programme of Zoology meets the legal requirements both by numbers and by their formal qualifications. The teaching body includes a total of 14 teachers, out of whom 13 are holding a doctoral degree and also have been hired by the principle of open competition. The staff thus includes two professors, 9 docents and 3 lecturers or assistants, and among the latter, two hold a PhD. Of all the courses given, one fifth are taught by the professors, 67% by docents, and 13% by lecturers. According to the National regulation, at least 80% of teaching staff of the study programme must be composed of qualified scientists. Recently the number of graduates from the Zoology programme has been 9 per year (cf. above), which also means that numerically the teacher to student ratio is rather unusual, at least in the European HE context.

Most teachers affiliated in the Programme are involved in both teaching and research. This is naturally of importance for teaching and also supervision of the Master theses. A majority of the teaching staff are experts in their field of specific study subject, though there are no specialists e.g., in Ornithology. But this also shows that the teaching staff is actually composed of a number of specialists, each being responsible for a rather narrow field of Zoology, also on the basis of animal taxonomy.

Yet the actual qualifications of the teachers are not in balance, since only part of the staff are active in research, as seen in their CVs. There are also teachers who have had no publications in the last five-year period. Most of the research financing seems to come from domestic sources, though it is mentioned in SER that some teachers have participated for instance in FP5, FP6, and FP7. (Framework Programme 7 is already coming to an end in 2013.) It is apparent that part of this imbalance is due to the teaching being concentrated in the Department of Zoology, while most research is done in the Research Centre, outside the university. And there were some complaints by teachers that research papers were officially rated higher than teaching, according to SER, which also may be partly related to the institutional separation of the two activities. New staff recruits would make it possible to extend the scope of the programme to the fields currently neglected and also to expand the programme's overall scope, and, at the same time, bring younger if not even international 'blood' to the staff. Good many of the staff has been hired internally from the same university if not even the same programme, which may give an impression of an inbred system to an outsider. It appears that there are plans to provide for the continuity of the teaching staff without any major interruptions, because of retirements, etc.

There is an annual evaluation system for the teachers, who are also assessed by the students, which may have bearings on an individual teacher's certification. Within the Faculty, "The Best Teacher of the Year" as well as the best researcher titles are awarded by the Rector at the end of the year.

The teachers have been encouraged to improve their qualifications by means of specialized traineeships, visits to other universities and research institutions, lecturing in other universities, attendance in seminars, etc. There exist national and international agreements to this effect, but still the academic mobility of the staff is but modest at best, and actually declining in the last years; for instance, there were 12 visits abroad in 2008-2009, but only three in 2011-2012, and

two in 1012-1013, and even then many of them were of rather short duration. The numbers of guest visitors are much smaller, and from the neighbouring countries only. There were actually none in 2012-2013.

Thus it is important that the university, and the Zoology programme and the Faculty in particular, take an active role to strike a proper balance between staff teaching and research, since both are of value in a higher education setting. There seems to be no sabbaticals or only few corresponding opportunities for teachers and scientists to renew their skills and create new contacts with the outside world.

4. Facilities and learning resources

After last external evaluation in 2005 the Faculty of Natural Sciences has seen good improvements in terms of research equipment. Participation in national and international programmes and projects has contributed to pronounced development of the FNS at VU. Infrastructure essential for development of both the Zoology and the Biology study programmes has been substantially renewed in the period 2005-2008, and later in 2008-2012. New well-equipped laboratories have been created. Students of I and II cycle study-programmes, PhD students and researchers can use the same equipment. Therefore the Zoology programme students have good opportunities for practical laboratory work. Other common facilities, the auditoria and seminar rooms, are suitable for their purposes.

The Museum of Mineralogy and the Museum of Zoology, on the campus, are important for students to learn and understand animal diversity, including the paleontological data. There is also a field station, of Puvočiai, with a dormitory with up to 50 places to live and with classes for 90 persons; substantial reconstruction of the facility has to be started in 2013, and another one Šlyžiškės, with accommodation and laboratory space for 30 persons. Furthermore, the Botanical Garden of VU in Kairėnai is available, and also the National Parks and Nature Reserves can be used for teaching and research purposes. The building for a modern Life Sciences Center is expected to be finished by 2015, though its organisational structure and status are still open and unclear, which apparently is hampering the long-term planning for future facilities and actual resources for studies.

The library of FNS is a division of the VU library, and has seating for ca. 40 persons. It has a relatively good collection of materials in life sciences, or some 23.000 books and 2000 journal volumes, with annual acquisitions for some 40.000 Lt. The number of textbooks appears sufficient for the need, though in some fields minor problems may appear. There have been improvements in the general library facilities also, with a possibility of access to all e-resources and databases available at the Vilnius University Library through the computer network. The resources were evaluated by MOSTA in 2012, and they were estimated sufficient.

5. Study process and student assessment

The admission in VU is organised according Education and Science Ministry, which approves general requirements for Master‘s study programmes. It is obligatory to have a Bachelor degree in Biomedical Sciences, Biochemistry, Biophysics, Molecular Biology, or Biology. There are no entrance exams. All information for admission is available on the website www.vu.lt/priemimas. Also in all admission process and study programme management is involved in Faculty of Nature Sciences Dean‘s administration and council - controlling master‘s studies process. Department level - specific questions about master‘s study process organizing. Students from students representative are involved in comities and other group works and have opportunity to express ideas and vote to decision-making.

During the last five years, five to 13 students have been admitted into the programme of Zoology, and the numbers of graduates each year have varied between 2 and 9 The programme has been moderately popular as the numbers of applicants have varied between 10 and 35.

The admission quotas vary yearly, and thus the numbers of students accepted are not stable. The students can choose Zoology after passing the Bachelor in Biology or in related fields. There are no entrance exams, but the admission is based on the competitive score. The programme appears popular due to its strong natural science profile, and, in the private field, the graduates may find employment in commercial labs, in biotechnology, in agriculture companies, etc. The dropout rates have been ca. one third of the admitted students, and the reasons have been variable, though very few leave the programme because of unacceptable study results.

The relationships between lecturers and students appear good; they share information in Moodle or directly by e-mail; students can get consultation before exams; and the lecturers get feedback after exams by student surveys in e-system. The students can also have a good amount of individual flexibility in their studies. Active students have opportunity to participate in conferences, and even publish their thesis in local or international journals. University supports students with equipment, materials, and use of labs. Some of the graduate students decide to start their private business, but most of the students have plans to work in Nature Research Centre, or continue their studies for the PhD degree, and thus stay and work in the university.

Participation rate in the Erasmus exchange programme is very low due to a number of reasons. The curriculum itself is very tight and leaves little time for mobility. Most of the students start to write their Master thesis in their first year, and thus they do not want to change their work place. Another reason is the programme subjects' incompatibility, and thus the students avoid accumulating debts and losing a full study year. During the last five years only two students were participating in the Erasmus programme, in Iceland and in Germany. But short-time mobility is naturally available, as students may go abroad e.g., to present their research results in conferences, etc.

Students have possibility to live in dormitories, and to get grants and scholarships. In their free time they can participate in other activities, sports, art, dance and etc. Students are provided with consultation about career opportunities during special events organized by VU administration, but students mentioned that the best recommendations for practical work often came from the lecturers. The career centre is posting information about available places for practice or advertising jobs, and it also offers additional trainings to improve students' personality, about writing the CV, or how to find a job.

The assessment of the student system is clear, and the evaluating criteria and the learning processes are described during the first lecture, the final theses have reviewer opinion, etc. Generally, the students expressed satisfaction, also about evaluation process. Every subject ends with and exam and it is recorded in terms of ECTS. Little over one-third of the graduates continue towards the PhD. In the interviews, the graduate students told they find jobs in national parks, the ministry, etc. Also individual social partners mentioned their need for some specific specialists.

6. Programme management

The administration of a programme like Zoology is run, first at the state level by the Ministry of Education and Science, which is responsible for the general acts on second cycle studies. At the University level, the main players are the VU Senate and Rector.

At the faculty level, the responsibilities lie with the Dean's administration and the Council of FNS. It organizes and controls study processes, confirms schedules of lectures, regulates relations with other faculties, implements international study programmes, and responds to the VY Senate on improvements of the studies and their quality. FNS Council approves the Master study programme and its amendments.

At the departmental level, the main actor is the Committee of Zoology study programme, but also the Zoology Department itself. They are responsible for the general arrangements of the study process, supply of facilities and learning resources, care of study quality, distribution of teaching load, promotion of the programme, relations with the social partners, confirmation of the Master theses, etc. The staff of the Zoology Department approves these decisions, and still the most important decisions are to be confirmed by the Council of FNS.

Students participate in the process through representatives in the Council of FNS and the study Committee. At the end of the semester, students are offered a comprehensive questionnaire for assessment of teaching quality; this process is organized and analyzed by the VU Quality Management Centre. Up to 70% of the respondents give good assessment of the Zoology study programme.

The administrative structure and procedures used for the implementation of the programme and for its assessment are adequate. Discussions with the administration, teachers, students, and social partners left a positive overall impression of satisfaction and good spirit within the programme. A wish for more solid and active cooperation with the social partners was expressed, especially for programme improvement and development of the learning outcomes (LOs). Yet even SER laments that the programme Committee consists of teachers and scientists and students whose main concern and interests are towards their particular teaching and tasks, which excludes the possibility of any strategic thinking and action.

As for the internal quality assurance, it seems to be working well, with relatively clear division of duties and responsibilities spread among the players at all levels. It is also indicated in SER that the European Standards and Guidelines (ESG) are used in the process of quality assurance and assessment.

The programme management in Zoology thus seems to be working adequately, at least for what it is now. However, as also discussed and indicated in the above report, it has certain strategic shortcomings that require strong attention and action. The recommendations given in the 2005 evaluation have been mostly implemented, though they also give hints that little development in the Zoology curriculum itself has taken place since then. The 'strength' of the programme cannot be in its just following the legal regulations!

The major issue seems to be the overall scope of the Zoology programme, which appears very narrow and very specialised, and actually it seems to train the students mainly for the PhD studies, at the next level, rather than preparing them for the intended purposes in the labour market. This is a clear contradiction. There is a strong 'silo' concept being practiced, where nature and the study of nature is split according to taxonomical groups, and for each one there is a special training programme of experts! The view of nature is being blurred, which certainly affects, negatively, the understanding of the management of nature, the use of natural resources, and it narrows down the ability to tackle the big environmental through good research, through interdisciplinary team work, and through international liaison and cooperation. The same problem was apparent also with the VU Botany programme, evaluated by the same international team. Of course this study programme structure follows the legal requirements, but it would be

advisable if the Zoology programme at least takes as its task of benchmarking with successful Biology etc. departments elsewhere in Europe in order to learn and adopt the best practices.

By the same line, the programme would benefit greatly from opening it up to the international HE market, and to collaborative teaching, research and cooperation. The international mobility of both the staff and the students is very low, and some of the reasons may be the result of some legal regulations, but it could be also boosted by directed financial assistance. (Currently EU is increasing the funding for the Erasmus programme quite substantially.) It might also be difficult to find corresponding (Zoology) programmes in other European universities that are equally 'classical', so that the mobile students could really benefit from it and get a credit. The overall spread of language skills is still uneven. Hiring of new staff seems to be a bit inbred process, that is, the university tends to train its own future teachers and staff. The organisational separation of teaching and research does not help for better efficiency, rather to the opposite. The biology programmes at VU are all rather small, also by the numbers of the students, which is also posing the question of the real cost to benefit ratio!

The programme in Zoology has obtained a rather good and adequate infrastructure to make it successful and competitive as such, but the management needs a strong strategic view to develop it further, to open it up also to the international scene in its best sense.

III. RECOMMENDATIONS

The major strategic recommendations for the programme of Zoology at VU are also given in the text above, but we wish to reiterate some of the more immediate measures to be taken.

1. Give a better chance to the students to take elective courses, and to engage in practical and laboratory work.
2. Increase interactions between the staff within and between the Departments and programmes to avoid overlap in course contents and repetitions, and thus also to identify possible gaps. There is clear need to clarify the interrelationship between the roles of the Department of Zoology and the National Research Centre.
3. Support and encourage the staff towards more active publishing in international fora, but it also requires that the quality of research itself is adequate for it. This would also requite stronger international mobility as well as language skills for building international liaisons and cooperative links.
4. Diversify better the teaching and learning methods and adjust the contact hours between lectures, lab work and self-learning accordingly. Overall, the emphasis should be in learning, and not in teaching.
5. Although a number of the Zoology graduates later enter the PhD programme, still a better attendance to the requirements of the labour market would be beneficial, and also through more active liaison with the stakeholders.

IV. SUMMARY

The aims and the learning outcomes of the zoology study programme are consistent with the actual content and, by and large, correspond to the international standards. The emphasis of the programme is biased towards research career and neglects practical training for instance, of entrepreneurial skills normally expected from a biology programme.

The curriculum meets the legal requirements and covers a wide range of fields relevant to zoology education. Some overlap between courses exists both within the programme and between this programme and the Biology BA programme. Most subjects are only theoretical without practical or laboratory work and thus do not support the intended purposes of the programme.

Teaching staff of the programme meets the legal requirements and expectations both in numbers and formal quality. The qualifications of the teaching staff are unbalanced, since active research participation does not cover the entire staff.

The classrooms, computer classes and internet connections, the laboratories and library services used by the programme are adequate and meet the requirements of teaching and learning equipment and student practise. Recent and on-going modernization of the facilities and instrumentation is visible and will guarantee successful operation of the programme in the future. The book collections of the library, including the most popular textbooks should still be expanded.

The admission procedure is functional and the study process is organized in a manner that allows students to follow individual study plans in an optimal way, and to achieve their expected learning outcomes.

The administrative structure and procedures used for the implementation of the programme and for its assessment are adequate, as it is now. However, the strategic management of the programme leaves much to be desired, including the overall scope of the programme, the internationalisation of the staff and students, and their mobility. Now the programme of Zoology seems to prepare the students mainly for the PhD studies, and thus neglecting the demands of the current labour market.

V. GENERAL ASSESSMENT

The study programme Zoology (state code – 621C30001) at Vilnius University 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	3
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	**16**

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

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

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

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

Grupės vadovas: Team Leader:	Prof. Dr. Ossi V. Lindqvist
Grupės nariai: Team members:	Prof. Dr. Ioannis Vlahos Prof. Dr. Ain Heinaru Prof. Dr. Algimantas Paulauskas Tadas Juknius

Vertimas iš anglų kalbos

VILNIAUS UNIVERSITETO STUDIJŲ PROGRAMOS *ZOOLOGIJA* (VALSTYBINIS KODAS – 621C30001) 2013-12-09 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-522 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Zoologija* (valstybinis kodas – 621C30001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	**16**

* 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

Zoologijos studijų programos mokymosi rezultatų tikslai dera su faktiniu turiniu ir didžia dalimi atitinka tarptautinius standartus. Pagrindinis programos akcentas – mokslinė karjera, tačiau dėl to nukenčia, pavyzdžiui, praktinis rengimas arba verslumo įgūdžiai, kurių paprastai tikimasi iš biologijos programos.

Studijų turinys atitinka teisinius reikalavimus ir apima daug įvairių zoologiniam išsilavinimui tinkamų sričių. Tiesa, kai kurie tiek pačios programos, tiek šios ir biologijos bakalauro studijų programos kursai dubliuojasi. Dauguma dalykų yra grynai teoriniai, dėstomi be jokio praktinio ar laboratorinio darbo, todėl nepasitarnauja numatomiems programos tikslams.

Programos pedagoginis personalas atitinka teisinius reikalavimus ir skaičiaus bei formalios kvalifikacijos prasme pateisina lūkesčius. Tačiau dėstytojų kvalifikacija labai skirtinga, kadangi ne visi aktyviai dalyvauja moksliniuose tyrimuose.

Programai dėstyti naudojamos auditorijos, kompiuterių klasės ir interneto ryšys, laboratorijos ir bibliotekos paslaugos yra tinkamos ir atitinka reikalavimus, keliamus dėstymo ir mokymosi įrangai bei studentų praktinei veiklai. Stebimas neseniai pradėtas ir toliau tęsiamas priemonių ir instrumentų modernizavimo procesas, kuris ateityje užtikrins sėkmingą programos vykdymą. Tačiau bibliotekos knygų, įskaitant populiariausius vadovėlius, rinkinius ir toliau reikėtų gausinti.

Priėmimo procedūra vykdoma tinkamai, studijų procesas organizuojamas taip, kad studentai gali optimaliai mokytis pagal individualius studijų planus ir siekti išsikeltų studijų rezultatų.

Administracijos struktūra ir procedūros, tokios, kokios yra dabar, tinka programai įgyvendinti ir vertinti. Nepaisant to, strateginė programos vadyba toli gražu nėra tobula, kalbant tiek apie bendrą programos pobūdį, tiek apie dėstytojų ir studentų tarptautiškumo skatinimą ir jų judumą. Panašu, kad šiuo metu Zoologijos programos studentai daugiausia rengiami doktorantūrai ir visiškai nepaisoma dabartinių darbo rinkos poreikių.

III. REKOMENDACIJOS

Pagrindinės strateginės rekomendacijos dėl VU zoologijos programos tekste išdėstytos pirmiau, tačiau mes norime dar kartą priminti, kokių priemonių būtina imtis neatidėliotinai.

1. Suteikti studentams daugiau galimybių rinktis laisvai pasirenkamus kursus, dalyvauti praktiniame ir laboratoriniame darbe.
2. Didinti dėstytojų sąveiką tarpusavyje, tarp katedrų ir programų, kad būtų išvengta kursų turinio dubliavimosi ir pasikartojimų, juolab kad taip būtų galima nustatyti ir tikėtinas spragas. Būtina išsiaiškinti Zoologijos katedros ir Nacionalinio tyrimų centro tarpusavio santykius ir tai, kokie vaidmenys jiems tenka.
3. Palaikyti ir skatinti dėstytojus aktyviau reikštis tarptautiniuose forumuose, bet tam reikalinga ir atitinkama mokslo tyrimų kokybė. Be to, tarptautinių ryšių ir bendradarbiavimo saitų kūrimui praverstų didesnis tarptautinis judumas ir užsienio kalbų įgūdžiai.
4. Geriau diversifikuoti dėstymo ir mokymosi metodus, atitinkamai suderinti paskaitų, laboratorinio darbo ir savarankiško mokymosi kontaktinių valandų skaičių. Apskritai turėtų būti pabrėžiamas mokymasis, o ne dėstymas.
5. Nors nemažai zoologijos programos absolventų vėliau stoja į doktorantūrą, vis tiek būtų naudinga atidžiau stebėti darbo rinkos poreikius ir aktyviau palaikyti ryšius su socialiniais dalininkais.

<...>

Studijų kokybės vertinimo centras

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)