STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
**STUDIJŲ PROGRAMOS *FILOSOFIJA (valstybinis kodas - 6211NX029 (iki 2017 m. – 621V50001))*
VERTINIMO IŠVADOS**
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**EVALUATION REPORT
OF *PHILOSOPHY (state code - 6211NX029 (till 2017 – 621V50001))*
STUDY PROGRAM**
at Vilnius University

Experts' team:

1. **Prof. Massimo Leone (team leader)** *academic,*

2. **Assoc. Prof. Solveiga Konkova,** *academic,*

3. **Assoc. Prof. Dr. Werner J. Stueber,** *academic,*

4. **Prof. Tomas Kačerauskas,** *academic,*

5. **Mr. Motiejus Ramašauskas** *students' representative.*

Evaluation coordinator -

Mr. Pranas Stankus

Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Filosofija*
Valstybinis kodas	6211NX029 (iki 2017 m. – 621V50001)
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filosofija
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	Humanitarinių mokslų magistras
Studijų programos įregistravimo data	1997.05.19 No. 565

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INFORMATION ON EVALUATED STUDY PROGRAM

Title of the study program	*Philosophy*
State code	6211NX029 (till 2017 – 621V50001)
Study area	Humanities
Study field	Philosophy
Type of the study program	University Studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study program in credits	120
Degree and (or) professional qualifications awarded	Master in Humanities
Date of registration of the study program	1997.05.19 No. 565

CONTENTS

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 program SKVC takes a decision to accredit study program either for 6 years or for 3 years. If the program evaluation is negative such a program is not accredited.

The program is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The program 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 program **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.	Previous Evaluation Report 2011
2.	Summary of Legal Requirements
3.	SER 2017 + Annexes

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

The Self-Evaluation Report describing the Master's Program in Philosophy at Vilnius University was essential and seemingly complete in describing the academic context of such

philosophical advanced training, its learning outcomes, weaknesses and strengths, as well as the orderly procedures through which the SER has been written. The tables provided in the SER offered a clear and convincing synopsis of the main characteristics of the program.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *9 November, 2017*.

1. **Prof. Massimo Leone (team leader),** *Professor of Department of Philosophy, University of Torino, Italy;*
2. **Assoc. Prof. Solveiga Konkova,** *Professor of Philosophy and Sociology institute, Latvian Academy of Science, Latvia;*
3. **Assoc. Prof. Dr. Werner J. Stueber,** *Former Rector, German Technical Trainers College, Riyadh, Saudi Arabia;*
4. **Prof. Tomas Kačerauskas,** *Head of Philosophy and Communication Department at Vilnius Gediminas Technical University, Lithuania;*
5. **Mr. Motiejus Ramašauskas,** *student of Kaunas University of Technology study program Media Philosophy.*

Evaluation coordinator – Mr. Pranas Stankus.

II. PROGRAM ANALYSIS

2.1. Program aims and learning outcomes

The Self-Evaluation Report describing the Master's Program in Philosophy at Vilnius University was essential and seemingly complete in describing the academic context of such philosophical advanced training, its learning outcomes, weaknesses and strengths, as well as the orderly procedures through which the SER has been written. The tables provided in the SER offered a clear and convincing synopsis of the main characteristics of the program. During the visit, experts tackled the two following points: 1) The SER indicates a series of professional fields as natural outcome of the master's program ("scientist, researcher, lecturer in universities and high schools, journalist, translator, employee of state institutions, business development consultant, politician, mediator of interdisciplinary relations, solving both practical and theoretical issues", p. 8); little evidence, however, is provided in such document as regards the specific relation between the kind of formation and training offered by the program and the professional skills required by the listed labour occupations and outcomes. In what way, for instance, is the program conducive to the profession of 'translator'? 2) Experts gathered more evidence as regards concrete measures taken so as to address the major shortcoming of the program, that is, its being offered in Lithuanian only. How is this linguistic choice compatible with the internationalization required to a study program of this kind, especially taking into consideration that it is described as leading, in some cases, to enrolment in doctoral degree programs in philosophy?

Interviews pointed out the need to foster the internationalization of the young generation; it highlighted, also, that funding might represent a future concern for the master's program, as well as the present regulation, set at the ministerial level, according to which a minimum of twelve students is required for its running.

As regards the professional fields targeted by the master's program, the team of experts was informed that summer schools devoted to translation in philosophical field have been regularly organized by the program; also, the visit revealed that the program lacks English courses but not internationalization; there are, indeed, not enough international incoming students in the philosophical field; offering a whole semester in English might be an option for the future, as well as having a great number of dissertations in English. The Youtube channel of the Faculty of Philosophy already partially provides such international materials.

With relation to the specific evaluation criteria of the program aims and learning outcomes, the attentive reading of the SER and especially the visit at the University of Vilnius, together with intensive interviews with all the involved stake-holders, led the assessment team to the following final remarks:

The program objectives and intended learning outcomes are reasonably defined, but the relation of the MA program to the BA program offered by the same institution could be more consistent and clear. This MA mostly sets to provide students with a training in contemporary and, above all, cognitive philosophy; the examination of curricula, the meetings with teachers and students, and the survey of dissertations, however, indicated that the program should better consider the previous training of participants, and allow those with little or no philosophical training to acquire at least the main rudiments of the history of western philosophy. That is going to benefit also those who enter the program coming from less traditionally oriented BA programs in philosophy.

The programs objectives and intended learning outcomes are quite clear, but more efforts could be made in order to convey them to both prospective and current students through a more precise and exhaustive communication. Program objectives and learning outcomes are publicly announced, but they could benefit from communication through social networks.

The program objectives and intended learning outcomes are linked to the state, societal, and labour market needs, but not always through a very consistent and clear long-term strategy. Interviews with alumni, above all, confirmed the relatively high dropping-out rate of the program and gave evaluators the impression that the professional fields that the MA program is specifically meant to aim at are not always clear. The range of professional outcomes quoted in the SER is too wide and priority should be rather given to those potential labour market opportunities that best befit the kind of training offered by the program.

To this regard, program objectives and intended learning outcomes correspond to the mission, operational objectives, and strategy of the University of Vilnius, Faculty of Philosophy, but could take better advantage from the continuity between one of the most prestigious BA programs of philosophy in the country and the present MA program.

Program objectives and intended learning outcomes are, therefore, potentially linked with academic and professional requirements, meaning that most graduates from the MA program under examination acquire interesting knowledge about some current trends in contemporary philosophy but should be better endowed with knowledge of the history and context of these developments, also in order to position them in relation to their specific professional aims.

The examination of the SER, together with the relevant national documentation, allows the evaluation team to reach the conclusion that objectives and intended learning outcomes of the program correspond to the type and cycle of studies and the level of qualifications that are usually required to this kind of program at the national level, although some initiatives (see recommendations) could be taken so as to improve the 'branding' and internationalization of the program, as well as its connection with the philosophical environment of Vilnius University as a whole.

As a result, there is sufficient coherence between the title of the program, its intended learning outcomes, and the content of the program itself, although the focus on contemporary philosophy and cognitive sciences, characteristic of the program, does not completely match its generic title, which would rather induce the expectation of a more traditional training, in line with that provided by the (aptly titled) BA program at the same institution.

2.2. Curriculum design

The curriculum design of the MA study program of Philosophy conforms with the General Requirements for Master Study Programs, the Regulation of Study Programs of Vilnius University, and the Descriptor of the Study field of philosophy as well as other national regulations. Thus, the volume of the program is 120 ECTS in two years. The total number of course units per semester is between four and five, which meets the Description of General Requirements for Master Study Programmes. The Master's paper receives 31 credits. A student's individual work makes 70-86 % of each course unit.

The curriculum design is clear and well structured. The program is enough problem-oriented and displays a wide range of courses on different subjects in theoretical and practical philosophy, such as *Current Issues in Political Philosophy*, *Postmodern Critical Philosophy*, *Development of Cognitive Science*, *Contemporary Analytic Philosophy of Language*, *Philosophy of Cinema*, *Cognitive Psychology*, and others. Courses in social sciences (for example: Fundamental Problems of Urban Studies and Modern Methodological Problems of Social Sciences) also are included.

The curriculum shows diversification with strong interdisciplinary components, including cross-fertilization with cognitive sciences. The program introduces students to present-day theoretical paradigms in contemporary philosophical debates, allowing them to develop a critical mentality.

The program's balance between a high number of optional courses, on the one side, and courses that focus on contemporary philosophical and social issues, on the other, is appropriate. The range and division of mandatory and optional studies available to students are entirely suitable. The proportion of individual work hours is also optimal. The interviewed students stated that the program is suitable for those who want to study cognitive science and analytical philosophy.

The master's final theses vouch for the refined knowledge of students and their praiseworthy competences in scientific research. They fully comply with international academic standards as regards master's theses. The content of the program as well its final theses reflect the latest academic, artistic, and technological achievements.

The most serious shortcoming of the program is that it does not smoothly build on the BA program in philosophy at VU. That was indicated as an obstacle for interviewed students and alumni who enrolled in this program having previously gained a BA degree in other academic fields, and therefore without any profound knowledge of philosophy. Introductory courses on the history of philosophy could be included in the MA curriculum so as to bridge this gap. Besides, some courses on the development of practical skills (academic writing for publishing) would be desirable.

2.3. Teaching staff

The MA study program in Philosophy at Vilnius University is taught by 20 academic staff members, including eight full professors, nine associate professors, two lecturers with a doctoral degree, and one assistant lecturer. The composition of the staff, in general, meets the existing legal national regulations of Higher Education in Lithuania. The teaching experience of

the staff is twenty years on average. The principal employer of the members of the staff is Vilnius University.

According to the SER, the turnover of the academic staff has been hardly noticeable. There was an increase of it in 2014 due to the introduction of the specialization of Philosophy and Cognitive Science, which required introducing a block of new course units taught by staff from the Department of Psychology and from other departments of the University. The distribution of teachers by age groups is optimal. The age of the academic staff, nevertheless, is fifty in average, so that attracting teachers of the new generation would be desirable. The ratio of teachers to students, which leads to work in small groups and individually, is very good. For example, there were 14 admitted students per 20 teachers in 2016.

Number and qualifications of the teaching staff are adequate to ensure the program's learning outcomes. The teaching staff is highly professional and excellent also in research, which is the primary strength of the program. The program includes such highly qualified and well-known international experts in the field of philosophy. Members of the staff actively participate in local and international projects. The lack of international projects, however, is signalled as a shortcoming in the Self-Evaluation Report.

The content of the program's courses shows that the results of the lecturers' research is widely used in the preparation of courses, and the content of the courses is regularly updated with the latest results of the researchers' activities. A recommendation is to include the results of research in the courses to a greater extent, making them more strongly oriented toward actual research problems and discussions. As most of the teachers work intensively also in the BA program, too much workload in lectures and research due to low pay can become not only an obstacle to rational academic development but also leading to a burnout syndrome. For these reasons, the arrangement of regular sabbatical leaves for the members of the staff would be necessary.

The teaching staff has enough opportunities for improving its academic qualifications through international staff mobility programs such as Erasmus +, Erasmus Mundus, and NordPlus. Yet, most teaching staff mobility Erasmus agreements are established through personal contacts, and the participation of teachers in exchange programs is not high; therefore, a better organisation of mobility at the university's level would be needed. Institutional support would also be necessary in order to attract foreign teachers to the MA program with competitive benefits' packages. Nevertheless the review team considers current teaching staff of MA programme a very qualified and of very high international standard.

2.4. Facilities and learning resources

The program's premises are suitable and adequate for their purposes. They are situated in the historical city centre of Vilnius. This prestigious environment. The interviewed staff members indicated that they would like to have more office space (although not necessarily individual).

There is a good number of attractive lecture and seminar rooms for various kinds of audiences; they are mostly well located, and their quality enables efficient and productive teaching and learning. Facilities are provided with appropriate teaching and presentation equipment, and the computer equipment available is sufficient for all the present teaching purposes. During the visit review team was also showed a specific equipment for monitoring human behaviour, psychology and cognitive sciences labs etc. Which is of very high standard and relevant to the MA programme.

The library, supervised by committed staff, holds unique historical collections. The main electronic academic databases (including Scopus and Clarivative Analytics Web of Science) can be accessed. Excellent software for experimental philosophy is available. Although some

students use these databases in order to search for recent publications on the topics of their choice it could be further improved. The final dissertations of students, nevertheless, do not adopt a unified system of quotations and references. The most quoted authors are namely from the VU. That somehow betrays a closed community and a certain disregard toward other authors outside the VU and abroad. According to the program's alumni, support to students for writing and publishing articles either in Lithuanian or in foreign languages is not usually provided.

In general, the program counts on facilities and resources that meet students' and other stakeholders' expectations. The main strengths of the program in this area are the following: facilities, premises, and equipment are suitable and sufficient for the purposes of the program; library collections and electronic databases are of high standard; the program operates in a unique historical surrounding.

2.5. Study process and students' performance assessment

The panel's evaluation is positive. The admission to the MA program requires a completion of the first cycle studies in any field. Those who come from a background different than philosophy may fulfil the required competences by taking the course units that are managed by the Program Committee. The admission score is calculated by adding the mean value of the marks in the diploma supplement and a mark for the graduation thesis or marks for the final examinations.

VU ensures that students get the academic and social support by an online ask-and-get-an-answer system http://klausk.vu.lt which saves the time for the administration and the students themselves. All information on the study process like the study calendar, timetables, procedures of assesments can be found online on the VU's information system.

In the case of students' disagreement with the procedure of the exam or grade, they may launch an appeal to the Appeal Commission of the Faculty no later than five days after the results have been announced. The decition of the commission is final but the examination procedure can be further appealed at the VU Dispute Tribunal. None of the students who came to the meeting had the experiences concerning the appeal system.

Students are generally satisfied with the teaching staff. The subjects taught in the program are up to date by international standards – the staff is constantly in search of emerging trends in philosophy, namely in the fields of analytical philosophy and cognitive sciences.

Alumni keep a close relationship with the program and some of them are social partners too, eager to help VU students through offering insights and various options for internships. The student council is quite active and students feel that it represents them well.

The students are encouraged to take part in research and scientific activities. Students take part in VU's Society of Philosophy Students and organize the annual 'Metaphysical Potato' and 'Philosophy Days' events, latter of which attracts more and more people who are not the students of the program. The faculty's Students' Representation issues the monthly newspaper 'Studentų Era' where students' articles are published.

Concerning the academic honesty, VU principles are laid down in the Code of Academic Ethics of Vilnius University. It defines the basic norms of teaching, research and studies ethics. The final theses are checked by the Electronic Plagiarism Detection System.

Most of the interviewed students declared that they did not take part in international exchange programs, mainly due to job or family commitments. Some, however, informed also that the bureaucracy of such ERASMUS exchanges is sometimes problematic (problems with

exams validation, etc.). Finally, there is also a low number of incoming international students due to the fact that there are not enough courses offered in English.

To summarize, on the positive side, the program's courses are up to date by international standards; moreover, the program keeps a good relationship with its alumni and often turns them into social partners, ready to help new students through insights or internship opportunities. On the minus side international mobility programs could be improved.

2.6. Program management

Guidelines, standards, mechanisms and respective bodies in charge are adhered to and constitute a formally well-differentiated and functioning system of quality assurance, entailing data collection, respective analysis and follow-up. VU's Quality Manual is the main source adhered to, which is reflective of the standards pertaining to the European Higher Education Area. The main body is the SP Committee, which is held in high esteem by staff and students alike. VU's Procedure of Ensuring Feedback to all Involved in the Study Process is itemized extensively, at the same time convincingly covering the very points one is inclined to look for.

International research projects fall short in number, which, in turn, is a direct consequence of the weak international outreach and cooperation of the faculty. Excellence of an academic program depends to a large extent on a noteworthy research component and, nowadays, on internationally-linked and -financed research projects. In this respect, a general reluctance seems to prevail among the teaching staff as regards competing for research grants, e.g., on European level, by drawing on schemes run by the EU Commission. International outreach as such is not featuring prominently, apart from individual conference attendance and guest lecturing abroad. At least, little evidence was given of a departmental strategy in this respect.

Since lack of funding is seen as a major stumbling block in view of international outreach and internationalization of the study program, it appears recommendable to see the department and the university make a concerted effort by means of preparing funding proposals to be submitted to the European Commission. Within the European Higher Education Area, the Bologna-triggered process of internationalizing studies (encompassing students and staff alike) is given paramount importance, first and foremost to provide for an internationally versatile academic workforce. Tapping schemes, such as the ERASMUS MUNDUS-program or HORIZON 2020, EU's Research and Innovation program could be beneficial. The first scheme provides for joint Master-programmes run with European partner universities, the latter is to develop the European Research Area (ERA). The ERA Progress Report 2016 (Country Snapshot Lithuania) sees room for improvement as regards Lithuania: "Lithuania's research and innovation (R&I) system is highly dependent on European Structural and Investment Funds" (ERA, p. 3). And "International cooperation [...] is an area in need of improvement for Lithuania" (ERA, p. 6). Seed money allocated from the university's and/or the faculty's regular budget to finance additional expert administrative staff, located, e.g., within the office of VU's presidency and/or the respective faculty and charged with preparing and submitting funding requests, could be an appropriate way to tackle the issue of internationalization.

Enhancing the visibility of VU's MA-program in Philosophy by means of more public relations geared, for instance, towards committing social partners to become active stakeholders and a hub to link the world of word and study appears desirable. Practical training and job opportunities could be brought about this way. Moreover, social partners and alumni should be regularly consulted for program fine-tuning and improvement reflecting the experiences garnered by bot groups of stakeholders in the professional world.

Should the two Philosophy-departments be consolidated in terms of having one Institute of Philosophy, the MA-program could theorectically gain if synergetic effects unfold and are not countermined by capacity calculation that entails downsizing in teaching personnel. Possibly, the prevailing shortage of workplaces may improve as well if new space is accorded to the Institute.

2.7. Examples of excellence *

The facilities demonstrate excellent software for experimental philosophy as well as specific laboratory equipment.

III. RECOMMENDATIONS*

(1) Establishing a unit or body within VU, preferably at the central level, endowed with an operational budget and commissioned with soliciting funds from abroad, primarily from the European Commission, could prove advantageous to advance internationalization;
 (2) Involve social partners and alumni more actively and systematically for program fine-tuning and adjustment in view of the introduction of students to the professional world;
 (3) A more strategic effort as regards public relations appears desirable to increase the visibility of the MA-program in the public's mind.

IV. SUMMARY

Overall, the master's program appeared to the team of experts as praiseworthily interdisciplinary; relying on very updated equipment and facilities, the master's program offers a variety and diversified array of courses. The programme seems very modern and scientific corresponding to the curriculum as well as well qualified staff. On the minus side, final dissertations would benefit from a unified quotation system; also, the transition between the BA and the Master's program in philosophy could be made smoother, with the introduction of more courses in contemporary philosophy at the BA level and of more courses on classical philosophy at the BA level. Such transition seems important as two programs are very different in terms of content (BA is sound classical philosophy while MA is contemporary philosophy). In general, it is the experts' contention that this master's program would deserve a more appropriate 'branding'.

V. GENERAL ASSESSMENT

The study program *Philosophy* (state code - 6211NX029 (till 2017 – 621V50001)) at Vilnius University is given **positive** evaluation.

Study program assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Program aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Program 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:	**Prof. Massimo Leone**
Grupės nariai: Team members:	**Assoc. Prof. Solveiga Konkova**
	Assoc. Prof. Dr. Werner J. Stueber
	Prof. Tomas Kačerauskas
	Mr. Motiejus Ramašauskas

VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
FILOSOFIJA **(VALSTYBINIS KODAS - 6211NX029, 621V50001) 2017-12-19**
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-242 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Filosofija* (valstybinis kodas - 6211NX029, 621V50001) vertinama **teigiamai**.

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

Apskritai ekspertų grupė palankiai vertina magistrantūros programos tarpdiscipliniškumą; magistrantūros programoje naudojama naujausia įranga ir įrenginiai, siūlomas platus įvairių studijų dalykų pasirinkimas. Regis, studijų programa yra labai šiuolaikiška, moksliška, atitinkanti turinį, o ją vykdo kvalifikuotas personalas. Tarp trūkumų paminėtina tai, kad rengiant baigiamuosius darbus nėra taikoma viena bendra citavimo sistema; taip pat sklandesnis perėjimas iš filosofijos bakalauro į magistrantūros programą galėtų būti užtikrintas bakalauro pakopoje įtraukiant daugiau šiuolaikinės filosofijos ir klasikinės filosofijos dalykų; apskritai ekspertai mano, kad ši magistrantūros programa yra verta tinkamesnio „įvaizdžio".

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III. REKOMENDACIJOS

1. VU padalinio arba organo, kurio veiklai būtų skirtas biudžetas ir kuriam būtų pavesta rinkti lėšas iš užsienio šalių, visų pirma iš Europos Komisijos, įsteigimas, pageidautina centriniame lygmenyje, būtų naudingas skatinant programos tarptautiškumą;
2. Aktyviau ir sistemingiau įtraukti socialinius partnerius ir absolventus į programos derinimo ir koregavimo veiklą, siekiant studentus supažindinti su profesiniu pasauliu;
3. Pageidautina, kad būtų imtasi strategiškesnių veiksmų, susijusių su viešaisiais ryšiais, siekiant populiarinti magistrantūros programą visuomenėje.

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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,