



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŽEMAITIJOS KOLEGIJOS  
STUDIJŲ PROGRAMOS *SOCIALINIS DARBAS* (*valstybinis kodas*  
*– 653L50001*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *SOCIAL WORK* (*state code - 653L50001*)  
STUDY PROGRAMME  
at ZEMAITIJA COLLEGE

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4. Assoc. prof. dr. Violeta Ivanauskienė, *academic,*
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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	653L50001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Socialinis darbas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinio darbo profesinis bakalauras ir socialinio darbuotojo profesinė kvalifikacija
Studijų programos įregistravimo data	<b>2005-04-22</b>

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Work</i>
State code	653L50001
Study area	Social sciences
Study field	Social work
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor in Social work and Social worker's professional qualification
Date of registration of the study programme	<b>2005-04-22</b>

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 The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

### 1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

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

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

### 1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI during the site-visit:

No.	Name of the document
1.	1 priedas. Fakulteto (katedros) veiklos metinės ataskaitos rengimo metodinės rekomendacijos 6 annex. Methodical recommendations preparing faculty’s (department’s) annual activity report
2.	4 priedas. Fakulteto veiklos ataskaitos forma 4 annex. Faculty’s activity report form
3.	6 priedas. Katedros veiklos ataskaitos forma 6 annex. Departmet’s activity report form
4.	8 priedas. Dėstytojo veiklos ataskaitos forma 8 annex. Teacher’s activity report form

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

The professional bachelor study programme Social Work was registered in 2005 and is implemented by the Social Work Department at the Faculty of Telsiai in Zemaitija College.

This report covers the evaluation of BA Social Work study programme delivered in full-time (duration 3 years) and part-time (duration 4 years) modes. This study programme has not yet been accredited by an external team.

The assessment report has been produced in the following way: all members of the assessment group were individually reading the self-assessment report and preparing draft reports; after the visit, the expert group held a meeting in which the contents of the assessment report was discussed to represent the opinion of the whole group.

During the visit the evaluation team had the opportunity to discuss the programme with faculty administration staff, self-evaluation preparation team members, students, teaching staff, alumni and employers. The evaluators visited the library, computer class, classrooms and other facilities associated with the programme.

### ***1.4. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No 1-55 of 19 March 2007 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 11/11/2014.

**Prof. dr. Hans van Ewijk (team leader).** *University of Humanistic Studies, Utrecht. Em. Professor Social Work Theory. Tartu University, Visiting Professor International Social Policy and Social Work.*

**1. Assoc. Prof. dr. Mare Leino,** *Tallinn University, Institute of Social Work, Associate professor, Estonia.*

**2. Ms. Ann Bens,** *University College Ghent, Head of International Office, Belgium.*

**3. Assoc. Prof. dr. Violeta Ivanauskienė,** *Vytautas Magnus University, Faculty of Social Sciences, Vice-dean, Lithuania.*

**4. Mr. Almantas Abromaitis,** *graduate of Vilnius University master study programme European Studies.*

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

The aim of the study programme and learning outcomes are defined in the SER. According to the SER, the aim and learning outcomes meet the requirements of qualification framework and are based on academic and professional requirements. Information about the aim of the study programme, competences and learning outcomes is made public on the website of the college and on information stands in the College. Though it is stated in the SER that the Social work study programme was developed referring to the documents of the International Federation of Social Workers and documents of the International Association of Schools of Social Work, the aim of the study programme lacks the dimension of professional ethics, human rights and social justice: *“The aim of the study programme of Social Work is to train social work specialists able to creatively apply the latest knowledge of social work in complex, changing, multicultural environment, to provide social services professionally, to enable persons and their groups, to encourage positive social changes in social lives of a person, groups, community, and society”* (SER p. 5).

The experts have recognized that the programme developers have stated 17 learning outcomes raising the doubt whether it is possible to reach all of them. Besides that, at least, some learning outcomes are too ambitious and not measurable, e.g. 3.2. *(to apply theoretical knowledge efficiently, and be able to think fast and solve problems in creative working manner)* and 8.2. *(to estimate the efficiency of social services following respective criteria)*. Learning outcome 1.1. *(...to be able to analyze relevant issues related to social problems, consequences and solutions in native and foreign languages)* seems to be too ambitious as staff and students could hardly speak without interpreter.

In the SER it is stated that “The study system oriented towards a student was created and introduced in the study programme since September 1, 2011” (p. 6) but neither staff nor students could clearly explain the meaning of this orientation.

All these above mentioned facts ask for revision of the aim, learning outcomes and programme orientation.

### ***2.2. Curriculum design***

The programme is developed on competence and learning outcomes based approach and according to the requirements of college studies and European higher education qualification framework requirements: *the Study Regulation of the Social Work Study Field (approved by the Minister of Education and Science of the Republic of Lithuania on April 9, 2008, order No. ISAK-1980); the Training Standards of a Social Worker (approved by the Ministers of Education and Science and Social Security and Labour of the Republic of Lithuania on June 26, 2008,*

order No. ISAK-1872/A1-209) the Description of Social Work Study Field (prepared by the order of the Centre for Quality Assessment in Higher Education (November 8, 2011, No. 5-18-258) and completed in 2012); legal acts for the Description of Full-time and Part-time Kinds of Studies (approved by the order of the Minister of Education and Science of the Republic of Lithuania No. ISAK-1026, issued on May 15, 2009); and General Requirements of First Cycle and Integral Degree Study Programme (approved by the order of the Minister of Education and Science of the Republic of Lithuania No. V-501, issued on April 9, 2010. (SER p. 9).

The volume of the Bachelor's programme is 180 ECTS credits. The volume of each study subject is at minimum 3 ECTS. The curriculum is divided in general college education part (15 credits), course units of study field (105 credits), professional activity practices (30 credits), elective courses (15 credits), course paper (6 credits) and final thesis (9 credits). Table in the Annex 1 p. 32 of the SER provides an overview of the main study subjects and the volume per semester: during 1<sup>st</sup> – 4<sup>th</sup> semesters students study 7 subjects each semester; during the 5<sup>th</sup> semester – 6 subjects and during the 6<sup>th</sup> semester – 5 subjects and write Final thesis. So it is obvious that study subjects are spread evenly in the programme. The table reveals that the amount of each part is to confirm the general requirements of study programmes and field regulations of social work study. In each study subject a description is given of the division of the hours spend on lectures, seminars and student independent work. However, the hour distribution of two subjects (Social Work with Customer Groups and Mental Health) does not sum up with total number of work hours.

One study subject in the programme usually aims at achieving two or more learning outcomes. In the self-evaluation report Table 2 presents the correlation of learning outcomes of the programme and subjects.

Descriptions of the subjects/modules are provided in Annex 2 of the SER (p. 36). The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes and are consistent with the type and level of the studies. Various teaching methods are reported to be used to achieve the learning outcomes as stated: group work, situation games, reflection, diaries, debates, role plays, practice etc. What concerns lists of recommended literature in the study subject descriptions, it is obvious that most of the literature used is in the Lithuanian language and some of the literature should be updated. There are books from 1995 (*Sociology*), 1996 (*Social Pedagogy, Sociocultural Activity in Community*), 1998 (*Social Projects and Programs*).

It is stated in the SER that since 2011 the specialisations have been declined based on the recommendations given by alumni and employers. The course units delivered in different specialisations are now integrated under one 9 credit unit *Social Work with Customer Groups*.

### **2.3. Teaching staff**

The study programme is provided by the staff meeting legal requirements. Teachers have at minimum three years of experience in teaching and almost all of them have Master degree in different areas: education sciences, psychology, management, law, public administration. Only two teachers are Masters in Social work. Three teachers have a Doctor degree (2 of them are from Šiauliai university). Only one teacher works full time in the programme, most of them have rather small contracts. This makes teamwork and shared concepts about social work and didactics more difficult.

The teacher student ratio is 1 teacher per 5 students (full time study mode) and 1 teacher per 30 students (part time mode). This situation of the full time study may cause problems to the financial situation of the department.

The turnover of the staff is insignificant.

International mobility of the staff is rather low (14 visits) and it is one-way mobility. During in-site visit it was obvious that there is great necessity for the staff to develop foreign language skills.

Most of the programme teachers participate in scientific research projects. They deliver presentations in different conferences. It is possible to observe from the CVs attached to the SER it can be stated that the number of academic publications produced by the teachers is rather small. There are at least 9 teachers who do not have a single publication.

The practice supervision is mostly in the hands of alumni social workers. This became clear after the meetings with the alumni and social partners during the in-site visit. They stated that most often the graduates of the programme are supervising students during their field placements.

Each teacher is presenting a report on his/her annual individual activities. These reports indicate how they have constantly developed their qualifications. As it is stated in the SER *all teachers have equal possibilities for professional development* (p. 16). During the in-site meeting with the administration it was stated that the staff is encouraged to develop their qualifications by attending conferences, seminars, trainings and different courses. There are 3 potential teachers who could study in a doctorate programme.

### **2.4. Facilities and learning resources**

The Social Work programme can be executed in all classrooms of the Faculty of Telsiai and in the classroom in the dormitory. The number of available classrooms are adequate both in size and quality with respect to the actual small number of students. The classrooms are equipped sufficiently: have internet connection, computers, and multimedia projectors. Thus the premises for successful studies exist. This was emphasised by the interviewed students, and the



expert group was able to visit classrooms, sports hall and the library. Based on our interview data students have good access to computers and library facilities. Almost all social work periodicals published in Lithuania are available in the library. The library has access to several databases however the students can use them only from the library and not from home. As it was stated in the descriptions of the subjects the majority of books in the library have only one copy. The experts noticed not sufficient number of study material in foreign languages and the working hours of the library seem rather limited, though the students and staff did not have complaints.

Professional practice has an important place in the curriculum: during the in-site visits it was stressed in the meetings with the students, alumni and social partners. It was also stated that the students have well organised placements and field practice is the strength of this programme. The number of practice places is sufficient. The main criteria for acceptance the practice place is if the practice place has a professional social worker who has social work experience.

### ***2.5. Study process and students' performance assessment***

The admission procedure to the study programme is organized by the association of Lithuanian Higher Education Institutions for general admission organization. The most important student admission criterion is the scores he/she has achieved in high school. The admission requirements are well founded, clear and easily accessible. The self-evaluation report did not describe any specific view on admission requirements. They are based on the general Lithuanian policy of admission to higher education. It does not describe what kind of students the college is looking for and what methods are being used to see if they possess such qualities.

According to the SER there is a considerable decrease of admitted students since 2010. It has dropped down from 34 to 9. There is a serious case of economic sustainability of the programme if this tendency continues. Insufficient number of students usually has negative implications on the admission criteria.

According to the SER, *24 academic hours per week are allocated for theoretical and practical classes and 16 hours per week are allocated for individual work* (p.23). Besides the Annex 1 of the SER (p.32) shows the distribution of class work and individual work in the 3 credits subjects (37 hours for lectures and seminars; 35 hours for individual work; 8 hours for consulting and assessment) and 6 credits subjects (74 hours for lectures and seminars; 70 hours for individual work; 16 hours for consulting and assessment). So the work load and the separation between individual and class work seems to be adequate.

The incorporation of virtual learning environment is seen mostly as a tool of academic support, and not as a challenging learning area for students. Though in the SER it is stated that *students, teachers, members of administration can use flexible distance learning environment Moodle where information is uploaded in separate modules* (p.19), during the in-site visit it became clear

that flexible electronic learning environment Moodle is not sufficiently used by the teachers and students.

Students are being encouraged to take part in applied research activities and a number of them take these opportunities, and present their research in various conferences and different events. Annual students' conference "The aspects of students' research activities in the education process" is organized by the faculty and students take active part in it.

Possibilities to take part in other kinds of activities, such as art, song and dance, sports and voluntary activity are also mentioned in SER though the number of students who take part in them is not mentioned. During in-site visit expert group watched students taking part in sports and singing activities.

Students have opportunities to participate in student mobility programmes and they use them to some extent. Compared to other regional colleges the situation with student mobility is satisfactory, because there are a number of students (16 during the period 2007-2013), who actually studied or had work practice abroad. The international mobility is one-way mobility as there are no incoming students to the programme.

The higher education institution ensures an adequate level of academic and social support: students may get scholarships, study loans, disabled students may receive allowance from the State Study Foundation; teachers provide consultations to the students. The need of social work students for the dormitory accommodation is fully satisfied.

The assessment system of students is clear, adequate and publicly available. The accumulative grading systems seems to be positively treated by the students. The main reason for student not finishing the programme is low performance. This is usually a sign of the assessment system being effective.

The average assessment of final theses is 7,8 (full time students) and 8 (part time students). During in-site visit experts were told that part time students are more industrious and studies are easier for those who have more experience. It was noticed that many theses do not meet standards of final work: research problems are not clearly stated and research questions were mostly lacking. Just browsing through the reports debatable statements were found ("*an aid process of social worker when working with people under alcohol abuse is not researched widely and thoroughly*"). The number of respondents in quantitative research were sometimes too small (e.g. 24 respondents), the reported interviews were very short. Most theses lacked any reference to international scientific articles. The framework and quality of theses need improvement.

The number of graduates that have successfully been employed in the field of their education during the past 5 years is close to 50%. But the numbers are questionable, because there are only 3 categories: *Employed according to qualification*, *Unemployed* and *Emigrated*

which all add up to 100% of the students. This means there have been no graduates who have found work which is not related to the field of social work, what seems highly doubtful.

## ***2.6. Programme management***

According to the SER, responsibilities for implementation, development and quality assurance of the programme are clearly distributed among structural units of the faculty and college: the Quality Committee of the College, the Faculty Council, the Dean and Vice-dean of the faculty, the Study Programme Committee.

The internal quality assurance procedure is clearly out-spelled in the SER (parag. 80, p.25) and it is operated in co-operation with the whole college system for quality assurance, and concerning field practice, in co-operation with the stakeholders and employers. Implementation of the quality management system is implemented by taking into account the external (governmental, Ministry of Education and Science and other institutions' legal acts, regulating the activity of the College) and internal documents of the College. The Quality Committee of the College is composed of: the Director, deputy director for academic activity, deputy director for housekeeping, chief accountant, deans of the faculties, and a student from Students' Council. The Quality Committee controls and coordinates the process of College quality assurance and is responsible for constant quality process evaluation and improvement. The Quality Committee advises teachers and heads of other departments in preparation process of activity reports, self-evaluation reports, quality improvement plans, and discussing self-evaluation results. The committee guarantees that self-evaluation is conducted according to the quality assessment criteria and requirements. At the end of each semester written and oral surveys conducted by teachers are used to evaluate the quality of studies. Study Programme Committee consists of the teachers, one social partner and one student and uses different methods (surveys, interviews) to evaluate the quality of the studies.

Students, alumni and employers participate regularly in the quality assurance procedures of the programme in different ways and expressed no complains – on the contrary, they were most satisfied and enthusiastic with the situation at present.

### **III. RECOMMENDATIONS**

1. To reconsider the aim of the programme taking into consideration Global Definition of Social Work.
2. To rethink the learning outcomes of the programme trying to reduce the number of them and making them more smart.
3. To increase the international mobility among students and staff looking for other opportunities to have different kind of internationalization: internationalization at home, short term internationalization.
4. To improve foreign languages, especially in English as majority of academic literature is in English.
5. To improve the framework and quality of final theses.

### **IV. SUMMARY**

The aim and learning outcomes meet the requirements of qualification framework and are based on academic and professional requirements. Information about the aim of the study programme, competences and learning outcomes is made public on the website of the college and on information stands in the College. The aim of the study programme lacks the dimension of professional ethics, human rights and social justice. 17 learning outcomes raise the doubt whether it is possible to reach all of them.

The programme is developed on competence and learning outcomes based approach and according to the requirements of college studies and European higher education qualification framework requirements. Field practice has been identified as the strength of this programme. Staff has at minimum three years of experience in teaching and almost all of them have Master degree in different areas, though there only 2 Masters in social work.

The number of available classrooms are adequate both in size and quality with respect to the actual small number of students. The classrooms are equipped sufficiently: have internet connection, computers, and multimedia projectors. The library has access to several databases but the students can use them only from the library.

The admission procedure to the study programme is organized by the association of Lithuanian Higher Education Institutions for general admission organization. There is a considerable decrease of admitted students since 2010. It has dropped down from 34 to 9. The international mobility is one-way mobility as there are no incoming students to the programme.

The internal quality assurance procedure is operated in co-operation with the whole college system for quality assurance, and concerning field practice, in co-operation with the stakeholders and employers.

## V. GENERAL ASSESSMENT

The study programme Social Work (state code – 653L50001) at Zemaitija College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	3
	<b>Total:</b>	<b>16</b>

\*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. Hans van Ewijk
Grupės nariai: Team members:	Assoc. prof. dr. Mare Leino
	Ms. Ann Bens
	Assoc. prof. dr. Violeta Ivanauskienė
	Mr. Almantas Abromaitis

**ŽEMAITIJOS KOLEGIJOS PIMOSIOS PAKOPOS STUDIJŲ PROGRAMOS**  
**SOCIALINIS DARBAS (VALSTYBINIS KODAS – 653L50001) 2015-01-20**  
**EKSPERTINIO VERTINIMO IŠVADŲ**  
**NR. SV4-11 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Žemaitijos kolegijos studijų programa *Socialinis darbas* (valstybinis kodas – 653L50001) vertinama **teigiamai**.

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

\* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Tikslas ir studijų rezultatai atitinka kvalifikacijos sąrangos reikalavimus ir yra pagrįsti akademiniais ir profesiniais reikalavimais. Informacija apie studijų programos tikslą, kompetencijas ir studijų rezultatus yra viešai skelbiami Kolegijos svetainėje ir informaciniuose stenduose. Studijų programos tikslui trūksta profesinės etikos, žmogaus teisių ir socialinio

teisingumo aspekto. Studijų rezultatų skaičius (17) kelia abejonių, ar įmanoma juos visus pasiekti.

Programa parengta remiantis kompetencijomis ir studijų rezultatais, taip pat atsižvelgiant į koleginių studijų ir Europos aukštojo mokslo kvalifikacijų sąrangos reikalavimus. Darbo praktika yra šios programos stiprybė.

Personalas turi ne trumpesnę nei trejų metų dėstyimo patirtį ir beveik visi iš jų turi magistro laipsnį įvairiose srityse, nors tik du turi socialinio darbo magistro laipsnį.

Esamos auditorijos yra tinkamos tiek pagal dydį, tiek pagal kokybę atsižvelgus į dabartinį nedidelį studentų skaičių. Auditorijos pakankamai aprūpintos įranga: yra interneto ryšys, kompiuterių ir daugialypės terpės projektorių. Bibliotekoje yra prieiga prie kelių duomenų bazių, tačiau studentai gali jomis naudotis tik bibliotekoje.

Priėmimą į studijų programą organizuoja Lietuvos aukštųjų mokyklų asociacija bendrajam priėmimui organizuoti. Nuo 2010 m. žymiai sumažėjo priimtų studentų skaičius nuo 34 iki 9. Tarptautinis judumas yra vienpusis, nes nėra atvykstančių studentų studijuoti programą.

Vidinė kokybės užtikrinimo procedūra vykdoma kartu su visos Kolegijos sistema kokybei užtikrinti, o kalbant apie darbo praktiką, bendradarbiaujant su socialiniais dalininkais ir darbdaviais.

<...>

### **III. REKOMENDACIJOS**

1. Iš naujo apsvarstyti programos tikslą atsižvelgiant į tarptautinį socialinio darbo apibrėžimą.
2. Iš naujo apsvarstyti programos studijų rezultatus, siekiant sumažinti jų skaičių, ir siekti, kad jie labiau atitiktų tikslų kokybės užtikrinimo struktūrą.
3. Didinti studentų ir dėstytojų tarptautinį judumą, ieškant kitų tarptautiškumo galimybių: į programos turinį įtraukti tarptautiškumo elementų, trumpalaikių mainų.
4. Gerinti užsienio kalbų įgūdžius, ypač anglų, nes dauguma akademinės literatūros yra šia kalba.
5. Gerinti baigiamųjų darbų sistemą ir kokybę.

<...>