



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SPORTO UNIVERSITETO
STUDIJŲ PROGRAMOS *TAIKOMOJI FIZINĖ VEIKLA*
(621B33001)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF *ADAPTED PHYSICAL ACTIVITY* (621B33001)
STUDY PROGRAMME
at LITHUANIAN SPORTS UNIVERSITY

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Išvados parengtos anglų kalba
Report language - English

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Taikomoji fizinė veikla</i>
Valstybinis kodas	621B33001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Reabilitacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2 m)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Taikomosios fizinės veiklos magistras
Studijų programos įregistravimo data	2006 m. gruodžio 29 d. ŠMM įsakymas Nr. ĮSAK-2491 Perregistruota 2010-05-03 Švietimo ir mokslo ministro įsakymu Nr. V-635

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Adapted Physical Activity</i>
State code	621B33001
Study area	Biomedical studies
Study field	Rehabilitation
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (2 years)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of adapted physical activity
Date of registration of the study programme	Order of the Minister of Education and Science of the Republic of Lithuania No 2491 of 29 December 2006 Repeatedly registered by the Order of the Minister of Education and Science of the Republic of Lithuania No V-635 of 3 May 2010

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The Evaluation Team (ET) that was made up of six members from four different countries assessed the Master study programme of *Adapted Physical Activity (APA)* held at the *Lithuanian Sports University*. The centre for Quality Assessment in Higher Education of Lithuania nominated an Evaluation Team (ET) constituting a team leader, Dr. Mark Sacco, (University of Malta, Malta), Prof. Arnd Krüger (University of Göttingen, Germany), Assoc. Prof. Dr. Berta Paz Lourido (University of the Balearic Islands, Spain), Assoc. Prof. Dr. Milda Žukauskienė (Vilniaus kolegija / Vilnius College, Lithuania), Dalia Janušauskienė (Social Partner Representative, Senior Physiotherapist at Valakupiai Rehabilitation centre, Lithuania) and Kristina Mendelienė (Student representative, Lithuania). This is a second cycle course that awards a Masters degree and a professional qualification – Master of Rehabilitation, or a Rehabilitation specialist for persons with disabilities. The programme is registered by Order of the Minister of Education and Science of the Republic of Lithuania No 2491 of 29 December 2006 and has been repeatedly registered by the Order of the Minister of Education and Science of the Republic of Lithuania No V-635 of 3 May 2010. It is implemented in the Faculty of Sports Biomedicine and is a full-time course.

The evaluation of this course commenced by the ET familiarising themselves with the necessary documentation that was very well prepared and forwarded well in advance by the SKVC. The ET were also introduced to the Higher Education system in Lithuania (such as the differences between Universities and Colleges) prior to the actual on-site visit to the LSU. The ET would like to congratulate all the staff involved in the preparation of the Self-Evaluation Report (SER) and the courtesy shown during the site visit on the 13 of March 2014, that allowed the ET to obtain and substantiate all the relevant data to prepare this document. The visit included meetings with the administrative staff, the staff responsible for preparing the SER, teaching staff, students from the different years of study, alumni and employers. The ET was also shown around the campus including lecture rooms, laboratories for practice skills, the library and finally the computer facilities. The ET also reviewed some examined students' final works including their theses.

According to the *European Federation of Adapted Physical Activities* (EUFAPA) there are about 45,540 students who have special needs in Lithuania. 13,400 of them are students with various disabilities, out of which 4,650 of them are educated in special schools. One must take into

consideration that this sector of the population require an education and have to become fully integrated into a modern society.

It is noted that inclusion for the Lithuanian disabled in sports and physical activity has still not been reached however 'inclusion or integration' in society is much more than sports, even though sports contributes immensely to this integration. Keeping this concept in mind one appreciates that there is a genuine need for graduates of such a degree both within Lithuania and overseas.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

In the past rehabilitation for people with special needs was very basic and very little integration into society took place. Nowadays the demand for integration has brought about the 'real need' for this course, this was stated to the Team both by the academic staff and the members of the SER.

Until 2012 this second cycle APA course that has been developed in line with the European standards in Adapted Physical Activity was unique and the only programme of this type available in Lithuania. Since then, another second cycle APA study programme has commenced in Vilnius University. This APA study programme at LSU is oriented to the education of APA specialists that are *“able to conduct self-directed research and use research results to develop, implement and consult project and programmes of different level social services and events and work with persons with different types of disabilities seeking their physical, psychological and social rehabilitation”*. The aims of this Masters of APA study program are to educate, *“with reference to the latest fundamental and applied interdisciplinary science and up to date technological achievements, possessing modern knowledge and skills to conduct research, use the findings in the preparation, execution and expert evaluation of social services, projects of events, programs for solving psychomotor-ecological and empowerment problems for persons with disabilities, to enhance their independence, ensure equal rights and possibilities as well as changes in the national social policy according to the provisions of UN Convention on the Rights of Persons with Disabilities”* (Direct quote SER).

Most of learning outcomes are clear but not all are so well defined and measurable. It is recommended, that active verbs (according to Bloom's taxonomy) showing the level of knowledge (written in the SER) would be changed from – *to know, understand, to tell, uncover, show, list, repeat, define, explain, name, point* etc. Another issue arises regarding the number of

learning outcomes. Considering that this is only a two years master course and that 30 ECTS are dedicated to the final thesis, 23 learning outcomes seems to be excessive. It would be better to reduce the number of learning outcomes.

The University and staff have to be congratulated as this second cycle APA course has met the aims and objectives that it is intended to achieve, in that it has produced graduates who can work with people of special needs. This has been voiced very strongly by the social partners that were present at the course evaluation meeting. Here the ET were told that second cycle APA graduates have a deeper understanding of the section of society with special needs than other members of the multi-disciplinary team, that they have new ideas, work well, are better prepared and best at screening these individuals. To have achieved these perceived views must be due to the very experienced and highly motivated staff.

APA graduates are employed in disability rehabilitation, special or inclusive education, recreation, sport, nursing and care institutions and the programme is directed towards '*research and management for practice*'. It has been stated by the staff that the aim of the course is to produce graduates who will eventually utilise their expertise to influence policy however the learning outcomes do not emphasise this. The number of students attending the course is decreasing and the department will have to promote this programme via the curriculum and learning outcomes if it is to increase popularity and attract potential students from different professions wanting to extend their knowledge into this section of the public with special needs even further.

2. Curriculum design

The curriculum is designed well in that the study-units have been amalgamated into modules, each having their learning outcomes, however, it is evident that these have been written in Lithuanian and later translated into English, it is being recommended that a more academic translation using the terminology related to level 7 of the EQF be applied.

The present curriculum is an improvement on the past and this has been told to the ET by nearly all the stakeholders including the Staff themselves, alumni, present students and the social partners.

The fact that the actual resources available have been improved and due to the increased foreign input has led to an attractive course curriculum and the fact that there are no drop outs of the course speaks for itself.

The course does not have any modules for any elective studies, so students are a bit restricted to what they are learning which is not very consistent to a master's profile for either specialisation or generalisation.

Keeping in mind that graduates should be ready to work with different disabilities and that they are admitted to the APA master course with different educational backgrounds and their final aim after all is to improve the health, physical activity, and wellness of individuals with different disabilities the ET thinks that a more psychological and psychosocial aspect should be highlighted in the course programme.

The course does not have any clinical or practical components and the department might want to look into this matter further as one of the optional study-units offered in the future. This was a generic statement by the attending students to the ET.

It is also being recommended that the course increases the chance for students to improve their language skills, especially the English language as this was one of the requests put forward by the students present during the course evaluation.

The ET would like to recommend to the course director that a change in terminology should occur. The term “abstract” should be used instead of “summary” especially as we are dealing with a research paper and not a summary of a chapter for example. This abstract (and all Master theses themselves) should include a paragraph on the methodology selected. As stated by the staff and clearly noticeable by the ET on more than one occasion during the visit, the Master study programme is oriented to scientific research. The research methodology will enable the researchers to develop the most appropriate methodology for their research studies. Also this will help anybody, especially an ET to give a fairer opinion on the theses being presented.

3. Staff

The teaching staff meets the legal requirements to teach in this master, they produce scientific research and are involved in mobility programmes. It is reported in the SER that the academic

exchange in the last few years has been “*intensive and beneficial for the development of teachers’ competences, expansion of knowledge, improvement of communication, foreign language skills and teaching methods*”. Nevertheless, the number of incoming international teaching staff is encouraging and ought to be enhanced in the future, together with further agreements with foreign institutions, since both have a direct impact not only on the teaching staff but also on the students.

The ET is pleased with the involvement of the teaching staff in scientific conferences and seminars directly related to APA, and other allied areas. This seems to be related with the fact that more than half of the work related time (68%) is spent on research activities and 32% of time is spent on actual teaching.

The site visit highlighted that teachers are very pleased to participate in this master, where the reduced number of students and their motivation makes teaching more enjoyable. The student-teacher ratio ensures a close contact with students what facilitates to follow their learning and advances. This was illustrated in both meetings with teaching staff and with the students. The last ones put in value the fact of having expert teachers of diverse areas included in the programme.

4. Facilities and learning resources

The Laboratories, classrooms and other material facilities have been adjusted for the disabled who are wheelchair bound, except the swimming pool where there was no evidence of any lifting device for people on wheelchairs to get into the pool.

In the SER it is mentioned that there is a specialised APA Department classroom with 32 workplaces in a separate building on the first floor for people who are wheelchair bound however this was not shown during the visit and the person who showed the ET around the environment was not aware of its existence.

The Library has been renovated and adapted to the needs of persons with disabilities. It is being recommended that the pavements/side-walks are upgraded to make access easier to get to the library with a wheelchair.

Laboratory equipment which is used during lectures and shown during the visit is sufficient and adequate; however, the ET was not shown any equipment for evaluating the blind, deaf or people with mental disabilities (bike adapted for the blind (tandem) and goal ball balls are used for sports).

LSU sports facilities (games halls, gymnasium, athletics hall, stadium, gym) are all used for practical sessions.

In the library modern literature is mostly in English. The Students complained that the selection of books in their national language was rather limited. It ought to be stated that the visit to the library was very brief and not enough specific information regarding the services offered to the visual, hearing or other disabilities was shown to the ET.

For implementation by the APA study programme there are presently are 11 books published in Lithuanian and the library has a 100 copies that are considered sufficient for APA students should they require them.

The University utilises an e-learning system (Moodle), which contains a number of lecture materials, tasks for practice sessions and seminars.

5. Study process and student assessment

The graduates following this second cycle have stated that they feel more confident in their workplace as they have a deeper knowledge into the subject, stating that this is due to the research foundation of the course. However there was no evident evidence of how the research either carried out by the faculty staff or the students themselves is actually being put into practice either from the SER presented to the ET, or by the onsite visits, or verbally by the stakeholders.

The study process has one deep flaw to the system in that the qualification is not recognised by the state, hence can be a real demotivating factor as was stated to the ET by a past student.

It is also being recommended that all the theses presented have an abstract that must include the methodology that was used during the research process and possibly how the public or the profession will benefit from the research that was carried out. This will complete the circuit of research done for a purpose as opposed to research done as a course requirement.

The modes of assessment were deemed as fair and transparent by the present students and graduates present and all stated that should they have any difficulties a manner exists whereby they can have feedback regarding the issue.

6. Programme management

In this section, the ET congratulates the managers and teachers who have made significant efforts to implement a recognized system of quality management and have followed many of the recommendations stated in the previous external evaluation. The self-evaluation group made the analysis of programme strengths and weaknesses and it seems that actions have been planned for improvement in different areas. It was possible to see during the meetings that the master program is regularly monitored by the APA Study Committee with active participation of social partners and students. Social partners find many of their recommendations reflected in the programme and students seem to be involved in quality procedures quite often.

It is stated in the SER that the Student-to-staff ratio is an important indicator for programme quality assurance, so to assure the quality of the second cycle APA study programme, some leading researchers are involved in teaching on the APA study program subjects with a relatively small teaching load, but with a very important input to the building of competences for future programme graduates.

However, it is mentioned in the SER that there is not an established procedure to regulate the professional development of academic staff and the ET believe that this should be implemented in the future due to its final impact on the programme. The SER ought to go into greater detail regarding how the institution may benefit from the agreements it has with foreign universities and international associations related to APA and other external institutions.

II. RECOMMENDATIONS

The following recommendations are not in any particular order and hence should not be interpreted as having more significance than others.

1. It is being recommended that the course introduces further language communication skills, especially in the English language.
2. Include more social and psychological teaching and research in the programme.
3. It is being suggested that the term 'summary' be changed into 'abstract' and that each of these abstracts should contain a paragraph on the research methodology used in the final thesis.
4. It is being recommended that the terminology used to describe the Learning Outcomes be more in line with those recommended by educational authorities, for example Bloom's Taxonomy related to the European Qualifications Framework.
5. It is being recommended that the number of Learning Outcomes be reduced.
6. It is being recommended that the course introduces a number of electives into the curriculum.
7. It is being recommended that the number of visiting academic staff be increased to add a different perspective to the course.
8. It is being suggested that the number of e-journals be increased and possibly that the Library acquires more literature in the native language.
9. It is being recommended that the access to the actual buildings become more accessible for wheelchair users.
10. The final recommendation is that the University has to work hard to get the profession recognised by the actual state.

IV. SUMMARY

In 2014 the Master second cycle study programme of Adapted Physical Activity offered by the Lithuanian Sports University was assessed by an Evaluation Team (ET). The course had been previously evaluated in 2010 and was accredited for three years. It is with pleasure that the ET has noted that most of the previous recommendations have been implemented.

It was stated that a “market” for this course exists and hence the logical response for a first level APA study programme, directly related to the developmental perspectives and the obligations of Lithuania as a member of the United Nations and the EU. This MA however, that is a specialised course further to the first cycle “professional” APA qualification however is not recognised by the government of Lithuania. This must be very disappointing for the present cohort of students and certainly does not lead well to further recruitment of local students.

Programme aims and learning outcomes

As has been stated previously the course is of a high academic standing and the programme aims, though ambitious, appear to have been met. There still is room for improvement and the ET does recognise the immense improvement that has taken place since the previous evaluation.

Curriculum design

A well designed course that is rather limited. Hence the ET suggests that electives be offered that will allow students to be more creative in what they would like to follow and obtain a certain amount of expertise in.

Staff

This is one of the strong points of the course. The interviews with all the different stakeholders convinced the ET that the staff is all highly motivated. The ET is recommending however that more visiting academic staff contribute to the course.

Facilities and learning resources

The ET commends the various structural improvements that have taken place to make the premises more user friendly, however access to the actual buildings could be improved especially for any wheelchair users. The library appears to have a good number of foreign books however literature in the Lithuanian language is very sparse.

Study process and student assessment

The course programme is highly rational and transparent. The programme curriculum design, staff competence, mobility of teachers and the amount of external funding all contribute to a smooth programme. Good student support and careful academic monitoring has ensured that the

number of drop-outs is non-existent and all students were pleased with the manner of assessment.

Programme management

The course appears to be running well and smoothly, for this reason the staff all has to be congratulated. The stakeholders including the employers all hold the graduates from this course in high esteem which gives credit to the course. The programme works on a policy that quality is better than quantity; hence students following this course are highly motivated.

This is a well run course that has some difficulties with the state regarding recognition of the actual qualification however due to the ever present market and the scarcity of a course like this within the EU this course could easily become attractive to foreign students from various countries if marketed properly.

V. GENERAL ASSESSMENT

The study programme Adapted Physical Activity (state code – 621B33001) at LITHUANIAN SPORTS UNIVERSITY is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
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)	3
	Total:	18

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

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

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

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

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**LIETUVOS SPORTO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *TAIKOMOJI FIZINĖ VEIKLA* (VALSTYBINIS KODAS – 621B33001)
2014-06-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-374 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sporto universiteto studijų programa *Taikomoji fizinė veikla* (valstybinis kodas – 621B33001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

2014 m. ekspertų grupė įvertino magistro antrosios pakopos studijų programą *Taikomoji fizinė veikla*, kurią siūlo Lietuvos sporto universitetas. Programa buvo įvertinta ir anksčiau (2010 m.) bei akredituota trejiems metams. Ekspertams malonu pažymėti, kad dauguma ankstesnių rekomendacijų buvo įgyvendintos.

Buvo teigiama, kadrinka šiai programai yra ir tai logiškas atsakas į pirmojo lygio TFFV studijų programą, kuri tiesiogiai susijusi su plėtros perspektyvomis ir Lietuvos, kaip Jungtinių Tautų ir Europos Sąjungos narės, įsipareigojimais. Tačiau šis magistro laipsnis yra specializuotas kursas,

pratęsiantis pirmosios pakopos „profesinę“ TFFV kvalifikaciją, bet jos Lietuvos Vyriausybė nepripažino. Tokia situacija turėtų būti apmaudi šių studijų studentams ir tikrai nėra gera paskata vietiniams studentams įsidarbinti.

Programos tikslai ir studijų rezultatai

Kaip buvo nurodyta anksčiau, studijos užima aukštą akademinę padėtį, o programos tikslai, nors ir ambicingi, yra pasiekti. Tačiau dar yra ką tobulinti, nors ekspertai pripažįsta, kad buvo pasiekta didžiulė pažanga po ankstesnio vertinimo.

Programos sandara

Gera parengtos studijos, tačiau gana ribotos. Ekspertai rekomenduoja siūlyti pasirenkamuosius dalykus, kurie studentams sukurtų erdvės kūrybiškumui, galimybę rinktis, ko jie norėtų siekti ir kur norėtų įgyti tam tikros patirties.

Personalas

Tai yra viena iš šių studijų stipriųjų pusių. Per pokalbius su įvairiais dalininkais ekspertai įsitikino, kad personalas labai motyvuotas. Tačiau ekspertai rekomenduoja padidinti kviestinių dėstytojų, dėstančių šios programos dalykus, skaičių.

Materialieji ištekliai

Ekspertai vertina įvairius atliktus struktūrinius patobulinimus, kuriais siekiama, kad patalpos būtų patogesnės naudoti, tačiau sąlygos patekti į esamus pastatus galėtų būti geresnės, ypač asmenims, kurie naudojami neįgaliųjų vėžimėliais. Atrodo, kad bibliotekoje, yra nemažai užsienio knygų, tačiau literatūros lietuvių kalba labai nedaug.

Studijų eiga ir jos vertinimas

Studijų programa yra labai racionali ir skaidri. Studijų programos sandara, darbuotojų kompetencija, dėstytojų judumas ir išorinio finansavimo suma – visa tai padeda sklandžiai vykdyti programą. Parama studentams gera, akademinė stebėseną vykdoma atidžiai, todėl studijų nebaigusių studentų nėra ir visi buvo patenkinti vertinimo tvarka.

Programos vadyba

Studijos, atrodo, vykdomos gerai ir sklandžiai, todėl galima pasveikinti visą personalą. Dalininkai, tarp jų ir darbdaviai, šių studijų absolventus vertina, o tai suteikia pasitikėjimo studijomis. Programa vykdoma paisant principo, kad kokybė yra geriau už kiekybę; todėl šios programos studentai yra labai motyvuoti.

Tai gerai vykdoma programa, kuri, žinoma, turi sunkumų dėl kvalifikacijos pripažinimo, ką faktiškai turėtų padaryti vyriausybė. Tačiau atsižvelgus į dabartinę rinką ir tokių studijų trūkumą Europos Sąjungoje, ši programa, jei bus tinkamai reklamuojama, gali lengvai tapti patrauklia užsienio studentams iš įvairių šalių.

III. REKOMENDACIJOS

Šios rekomendacijos nėra išdėstytos jokia ypatinga tvarka ir neturėtų būti suprantamos, kaip vienos turinčios didesnę reikšmę nei kitos.

1. Rekomenduojama į programą įtraukti kalbos įgūdžių tobulinimą, ypač anglų kalbos.
2. Į programą įtraukti daugiau socialinių ir psichologinių dalykų bei mokslinių tyrimų.
3. Siūloma anglišką terminą „summary“ pakeisti žodžiu „abstract“ ir kad kiekviename „abstrakte“ būtų pastraipa apie mokslinių tyrimų metodiką, kuri naudojama baigiamajame darbe.
4. Rekomenduojama labiau suderinti terminologiją, vartojamą studijų rezultatams aprašyti, su terminologija, rekomenduojama švietimo institucijų, pavyzdžiui, studijų rezultatai formuluojami pagal Bloomo taksonomiją, susijusią su Europos kvalifikacijų sąranga.
5. Rekomenduojama sumažinti studijų rezultatų skaičių.
6. Rekomenduojama į kurso studijų turinį įtraukti pasirenkamųjų dalykų.
7. Rekomenduojama padidinti skaičių atvykstančių dėstytojų, kurie išplėstų skirtingus dalykų aspektus.
8. Siūloma padidinti e. žurnalų skaičių ir galbūt biblioteka galėtų įsigyti daugiau literatūros gimtąja kalba.
9. Rekomenduojama palengvinti patekimo į pastatus sąlygas asmenims, kurie naudojami neįgaliųjų vežimėliais.
10. Paskutinė rekomendacija – Universitetas turi sunkiai dirbti, kad profesiją pripažintų esama valdžia.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.