

KLAIPĖDOS VALSTYBINĖ KOLEGIJA/ HIGHER EDUCATION INSTITUTION
DECISIONS IMPLEMENTED BASED ON FEEDBACK RESULTS
FOR THE 2025–2026 ACADEMIC YEAR

At Klaipėdos valstybinė kolegija / Higher Education Institution (KVK/HEI), study programmes are continuously reviewed and improved on the basis of feedback from students, graduates and employers, as well as decisions made by study programme committees and academic departments. Taking into account the comments and suggestions received, measures have been implemented to improve the organisation of practices, balance the study load, modernise teaching methods and enhance communication between lecturers and students.

HEALTH SCIENCES FACULTY

◆ **DENTAL HYGIENE**

- **Cooperation between students and lecturers** – additional consultations and meetings with students have been organised, and mentoring and academic support are continuing.
- **Quality of practices** – the objectives, tasks, documentation and assessment criteria for practices are presented more clearly to students; reflections on practices are analysed; and the names of practices and their placement within the study plan have been updated.
- **Clarity of feedback and assessment** – constructive feedback from lecturers is strengthened; tasks and assessment criteria are formulated more clearly; dates for interim assessments are planned in advance, with no more than two assessments per week.
- **Relevance of study materials and information** – Moodle materials are being updated and standardised, and assessment information provided via the Edina system is being standardised.
- **Strengthening practical skills** – the aim is to increase the scope of practical activities and work with patients, and to place greater emphasis on working with modern tools, patient education, communication and self-confidence.
- **Aligning the degree programme with labour market needs** – the study plan and programme description for 2026–2029 have been updated, with a focus on strengthening skills in financial literacy, first aid, managing complications, communication, teamwork, entrepreneurship and management.

◆ **DENTAL ASSISTING**

- **Organisation of practices** – students are systematically provided with information on practice placements, the process, documentation and requirements; an updated list of practice placements and relevant information is published on Moodle.
- **Quality of practices and consistency of assessment** – requirements for the organisation of practices, the preparation of reports and assessment have been updated and aligned with the KVK procedures; practices are monitored and students' reflections are analysed.
- **Practical preparation** – students' practical skills and readiness for professional practice in laboratories and clinics are being strengthened.
- **Problem-solving and critical thinking skills** – greater emphasis is placed in the content of study modules and the methods used on analysing situations, identifying problems and seeking well-founded solutions.
- **Competencies relevant to the labour market** – professional knowledge, communication with patients, emotional intelligence, financial literacy and broader professional thinking are being strengthened.

- **Relevance of the curriculum** – study programme descriptions have been revised in line with employers' recommendations, and the Dental Assisting study plan and programme description for 2026–2029 have been updated.
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◆ PHYSIOTHERAPY

- **Organisation of the study process** – the aim is to spread lectures and the students' workload more evenly, to better coordinate the sequence of theoretical lectures and practical sessions, and to strengthen communication between the study organiser and lecturers.
 - **Accessibility and clarity of information** – plans are in place to regularly update the information on Moodle and the list of practice places, and to clearly publish assessment deadlines and criteria.
 - **Quality of assignments and feedback** – lecturers have undertaken to formulate assignments and their requirements more clearly, and to devote more attention to discussing completed work and providing constructive feedback.
 - **More active and practical teaching methods** – the programme will make greater use of clinical case studies, practical and discussion-based tasks, group work, modern technologies, and visual and video materials, thereby linking theoretical knowledge more closely with practice and academic literature.
 - **Students' general skills** – the curriculum includes strengthening time-management and priority-setting skills, whilst the psychology programme incorporates cognitive behavioural therapy strategies, broadening students' knowledge of evidence-based methods of psychological support.
 - **Professional competences relevant to the labour market** – account is taken of employers' needs to strengthen competences in the application of new technologies, manual therapy, physiotherapy, functional electrostimulation and teaching. To address these needs, professional development for teaching staff is planned, along with an assessment of the equipment and literature required for the study programme.
 - **Assessment and learning methods** – the assessment methods for certain modules are being reviewed, students' independent learning is being encouraged, and more active, engaging teaching methods are being implemented.
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◆ COSMETOLOGY

- **Greater integration of studies with professional practice** – visiting lectures will continue, and visiting lecturers and social partners will be systematically involved. The aim is for visiting lecturers to contribute to at least 40 per cent of study subjects.
- **A more reasonable academic workload for students** – the planning of interim assessments within a common timetable will continue, with no more than three interim assessments per week.
- **Clearer and more up-to-date information on the Moodle platform** – each study subject's page will include a subject description, assessment dates, assessment methods and criteria, topics and the required teaching materials.
- **Ongoing communication with students** – meetings with academic groups from all courses are to be held at least once per semester to discuss and resolve issues arising during the study process.
- **Strengthening a culture of feedback** – the purpose of surveys and the significance of their results for improving the quality of studies are explained more clearly to students, whilst the importance of objective and responsible assessment is emphasised.
- **Availability of consultation hours** – information on lecturers' consultation hours is presented more clearly within the Moodle environment and throughout the study process; students are encouraged to make more active use of academic support.
- **Relevance of lecturers' competences and study content** – the development of lecturers' pedagogical and subject-specific competences is planned in a targeted manner to ensure that study content is up-to-date and linked to professional practice.

◆ SOCIAL WORK

- **More detailed feedback** – lecturers are encouraged to provide more detailed comments on students' work and to organise discussions of assessment results.
- **A more balanced study load** – the distribution of assessments throughout the semester, as well as the scope and complexity of study tasks, are being reviewed, taking into account students' academic preparedness.
- **Clearer assignments and assessment** – at the start of each study subject, students will be provided with a more detailed explanation of assignment requirements and assessment criteria.
- **Strengthening academic skills** – greater emphasis is being placed on developing academic writing, information analysis and critical thinking skills.
- **Active teaching and learning methods** – project-based, problem-based and reflective learning will be further developed to encourage students' independence and active engagement.
- **Flexibility of study** – in light of positive student feedback and the need to balance studies with work, it is planned to maintain blended learning models.
- **Student engagement** – the dissemination of information on applied research, volunteering, project-based and other academic and social activities is being strengthened.
- **Relevance of study content** – the material, reading lists and assignments available on the Moodle platform are being updated, whilst plans are in place to integrate the theme of sustainability into course content and to strengthen document management skills.

◆ GENERAL PRACTICE NURSING

- **Organisation of practices and student counselling** – prior to the practice, students are presented with potential practice places and, where possible, their preferences are taken into account. During the practice, remote consultations are to be organised at least once a week.
- **Clearer practice tasks and assessment** – lecturers must clearly define the practice tasks and their assessment criteria, and assess the results of the practice against the actual objectives achieved.
- **More practical and interactive learning** – in clinical subjects and pharmacology, the use of practical tasks, discussions and interactive methods is being strengthened.
- **Strengthening simulation-based teaching** – during practical sessions, the aim is to provide all students with the opportunity to carry out simulations of nursing procedures. Lecturers prepare and organise the simulation scenarios used in practical sessions.
- **Feedback and communication** – emphasis is placed on systematic communication between lecturers and students, timely responses to their questions, and constructive feedback both during the study period and after assessments.
- **Maintaining the time allocated to practical training** – it has been decided not to reduce the number of contact hours, taking into account the students' expressed need for sufficient practical hours in clinical subjects.
- **Updating the curriculum** – plans are in place to update the study subject descriptions for the modules 'Surgical Nursing', 'General Nursing', 'Professional Ethics and Law' and 'Microbiology and Hygiene', as well as to incorporate the ability to recognise instances of corruption and respond to them appropriately into the relevant modules.

◆ MIDWIFERY

- **Optimisation of the study load and assessment requirements** – the content of study subjects and the scope of assessments are being reviewed, particularly for smaller-scale subjects, with a view to reducing students' excessive workload.

- **Clearer study materials** – plans are in place to systematically update the materials, reading lists and assignments provided on Moodle, and to ensure that lecture content is presented in a structured manner.
 - **Consistency of course content** – a review of subject content has begun, with the aim of reducing duplication of topics across study subjects and modules and better aligning their content.
 - **Improving the organisation of studies** – the aim is to achieve more stable timetable planning, fewer changes to timetables and a more even distribution of the student workload.
 - **Greater focus on practical training** – plans are in place to review the allocation of academic hours and the number of practical sessions, as well as the sequence in which practices and assessments are organised.
 - **Cooperation between students and lecturers** – timely communication is being strengthened, and measures to improve the quality of studies are being presented to and discussed with students.
 - **Updating the content of study programmes** – topics relating to the recognition of corruption and ethical responsibility are being integrated as subjects are updated.
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BUSINESS FACULTY

◆ ACCOUNTING

- **Organisation of practices** – the database of practice places is updated and practice places are monitored. Practice coordinators liaise with students' practice supervisors in companies and prepare monitoring reports. Issues relating to the organisation of practices are also discussed with students during their practice defence.
 - **Link between studies and professional practice** – during lectures, there are plans to explain more clearly the relevance of course modules to the future specialism and their practical application.
 - **Improving lecturers' competences** – in accordance with the department's activity plan, lecturers' teaching competences are being strengthened with a view to improving the organisation of studies and the quality of teaching.
 - **A more rational and stable timetable** – students are involved by inviting them to submit suggestions for improving the lecture timetable, and a calendar of assessments is to be drawn up for each academic group.
 - **A culture of communication and collaboration** – student feedback on the quality of teaching is discussed individually with lecturers, with greater emphasis placed on the ethics of communication and constructive collaboration with students.
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◆ FINANCE

- **Organisation and scope of practices** – the range of practice places is being expanded, and efforts are being made to establish cooperation with banking institutions. In the curriculum, the scope of the 'Financial Analysis in a Company' practice has been increased to 7 credits, and that of the 'Practice in a Simulated Company' to 4 credits.
- **More active teaching methods** – study subject descriptions have been updated, incorporating active teaching methods that encourage greater student engagement in the learning process.
- **Stability in the organisation of studies** – the aim is to reduce the number of timetable changes, to provide advance notice of any potential changes, and to better coordinate the organisation of assessments.
- **Clearer planning of assessments** – plans are in place to draw up an assessment calendar each semester, with a view to ensuring a smoother study process and a more rational distribution of students' workload.

- **Strengthening engagement, initiative and critical thinking** – taking into account feedback from employers, students are encouraged to participate more actively in academic, voluntary and other KVK activities.
 - **Involving students in applied activities** – students are involved in activities organised by the department and in applied research, thereby strengthening their independence, initiative and professional preparedness.
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◆ MANAGEMENT OF ORGANIZATIONS

- **The link between studies and future careers** – opportunities to highlight more clearly, during the studies, the connection between the subjects taught and future professional activities have been discussed with the programme's lecturers. These links are also emphasised to students.
 - **Improving teaching methods** – more varied, engaging teaching methods that foster a respectful academic environment were discussed with lecturers.
 - **A more even distribution of the student workload** – it was decided to mark the dates of student assessments in a shared table so that assessments are spread more evenly throughout the semester.
 - **Clearer presentation of information** – plans are in place to provide information on the organisation and assessment of each course via the Moodle platform, with particular attention paid to students studying remotely.
 - **Student information and engagement** – students are kept regularly informed via various communication channels about events taking place at the KVK/HEI and beyond, and are encouraged to participate in them.
 - **Presentation of student representation opportunities** – a meeting with members of the Student Council is planned, during which students will be introduced to the Council's activities and opportunities to become more actively involved in the KVK/HEI community.
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◆ LOGISTICS MANAGEMENT

- **Improving study assignments and teaching and learning methods** – practical, independent and assessment tasks are being reviewed with a view to encouraging students' independence and the achievement of learning outcomes. Where possible, digital tools are integrated into study subjects, and assignments are refined to encourage independent student work and reduce the unjustified use of artificial intelligence.
 - **Strengthening the links between studies and professional practice** – when improving study subjects, the focus is on teaching and learning methods and tasks that help students achieve learning outcomes and better highlight their connection to future professional practice.
 - **A more balanced academic workload for students** – an assessment calendar is drawn up each semester and monitored to avoid the heaviest concentration of assessments at the end of the semester.
 - **A more stable lecture timetable** – lecturers are encouraged not to change the timetable without good reason and to follow the established procedures for organising studies.
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◆ PRE-SCHOOL AND PRE-PRIMARY SCHOOL PEDAGOGY

- **Clearer assessment** – at the start of the semester, students are informed about interim assessments, the requirements for practical and independent work, and the assessment criteria; this information is provided via the Moodle platform.
- **Quality of distance learning** – more active and engaging methods are used: discussions, interactive polls, group projects, case studies, reflection exercises, video discussions and other digital tools. Lecturers' digital skills are being enhanced.

- **A more balanced study load** – taking students' feedback into account, the study plan has been adjusted by redistributing modules across semesters and reducing the peak workload during specific study periods.
- **Responsible use of artificial intelligence** – lecturers are developing their AI skills, with an emphasis on the targeted and responsible application of AI when preparing teaching materials, setting assignments and assessing students' work.
- **Organisation of practices** – a register of practice places is available on the Moodle platform; practice assignments are being updated and their link to learning outcomes is being strengthened. More opportunities are planned to tailor assignments to students' professional experience.
- **International opportunities** – information on 'Erasmus+' study and practice opportunities is being improved, students' international experiences are being showcased, and practice places abroad are being sought.
- **Cooperation between students and lecturers** – greater emphasis is placed on the ethics of communication, a culture of academic respect and open dialogue between students and lecturers.
- **Quality of final-year theses** – methodological support is being strengthened, individual and group consultations are organised, the progress of final-year theses is systematically monitored, and consistent feedback is provided.
- **Strengthening professional and general skills** – greater emphasis is placed in the programme on problem-solving, critical and analytical thinking, research skills, professional knowledge, foreign languages, time management, teamwork, initiative, entrepreneurship and leadership.
- **Integration of theory and practice** – the curriculum and reading materials are updated; problem-based, experiential, project-based and interdisciplinary learning approaches are applied; field trips are organised; and practising educators are involved in the teaching process.

♦ PEDAGOGY OF PRIMARY EDUCATION

- **Active and innovative teaching methods** – updated study subject descriptions, theoretical material and practical assignments in the Moodle environment. Innovative teaching methods and artificial intelligence tools are integrated to foster critical and analytical thinking as well as creativity.
- **Clearer study and assessment requirements** – during the first lecture, students are introduced to the course objectives, learning outcomes, content, continuous assessment system, and assessment criteria and methods.
- **A more reasonable student workload** – the number and scope of assignments are adjusted, taking into account the credits allocated to the study subject and the hours of independent study. Assignments clearly specify their objectives, links to learning outcomes and assessment criteria.
- **A more stable lecture timetable** – the aim is to reduce the number of changes to the lecture timetable, and lecturers must give advance notice of any planned absences, training courses or conferences.
- **Promotion of 'Erasmus+' opportunities** – students are systematically introduced to opportunities for studying and undertaking practices abroad; meetings are organised and the experiences of students who have already participated in exchange programmes are shared.
- **Academic support and feedback** – consultation timetables are updated, and individual consultations are organised. Feedback is integrated into course modules as a regular form of communication between lecturers and students, covering consultations, the discussion of assessments and assignments, and the clarification of errors.

♦ DIGITAL MARKETING

- **More practical learning** – the scope of real-world projects and practical tasks is being expanded, and collaboration with businesses and other social partners is being strengthened. Representatives from companies are involved in the projects, providing students with real-world practical tasks.

- **Strengthening internationalisation** – students are encouraged to take part in ‘Erasmus+’, BIP and other international activities, and to share the experience they have gained.
- **Improved organisation of practices** – the objectives, requirements and assessment criteria for practices are communicated more clearly, whilst student feedback is integrated into the planning of practices. The aim is for practice supervisors to be specialists in the relevant field of study.
- **Deeper digital marketing competences** – the curriculum has been updated, with greater emphasis on ‘Google Ads’, ‘Meta Ads’, ‘YouTube Ads’, ‘Google Analytics’, real-world case studies and project-based work.
- **Strengthening design and marketing skills** – an additional 1 ECTS has been allocated to each of the study subjects ‘Graphic Design’ and ‘Marketing’, providing more opportunities to develop design and marketing skills.
- **Developing skills relevant to the labour market** – based on feedback from employers and graduates, the programme strengthens communication and business etiquette, understanding of business processes, sales promotion, consumer behaviour, analytical thinking, design skills, knowledge of the advertising industry and the use of digital marketing tools.
- **Closer cooperation with the business sector** – visits to companies are organised, and business representatives and social partners are invited to give talks, presenting the skills required for professional practice, as well as work experience and employment opportunities.

◆ TOURISM BUSINESS

- **Closer cooperation with employers** – meetings and round-table discussions are organised with social partners, business representatives are invited to give lectures, and study visits to companies are arranged. Problem-based learning is applied in the course of studies, addressing real-life business problems and challenges.
- **More practical learning** – real-world business projects, practical seminars and professional scenarios are incorporated into the study programme.
- **Strengthening foreign language skills** – opportunities are provided to practise foreign languages through participation in BIP programmes, joint activities with international students, tourism hackathons and lectures by international lecturers.
- **Project management and digital skills** – from 2026, new study subjects, ‘Project Management’ (4 ECTS) and ‘Digital Marketing’ (4 ECTS), will be included in the curriculum.
- **Improved dissemination of practice places** – practice and job offers are regularly publicised to students, and a list of practice places accepting international students has been compiled.
- **More systematic supervision of practices** – a standardised practice monitoring document has been drawn up, and monitoring is carried out at least twice during each practice placement, thereby strengthening the supervision and support provided to students during their practices.

TECHNOLOGIES FACULTY

◆ CONSTRUCTION ENGINEERING

- **Clearer assessment** – lecturers are required to clearly define the assessment criteria so that students understand the principles and requirements of assessment.
- **Timely feedback** – greater emphasis is placed on informing students about their academic performance and providing feedback.
- **Monitoring of lecture quality** – lectures are monitored by attending lectures delivered by lecturers and observing the quality of the learning process.
- **Monitoring of student attendance** – plans are in place to strengthen the monitoring of student participation in the learning process.

- **Improvement of the digital learning environment** – monitoring of Moodle and other information systems used in studies is being strengthened. Monitoring of the updated Moodle system has been in place since September 2026.

◆ REAL ESTATE MEASUREMENT ENGINEERING

- **More visiting lectures and visits** – the department's activity plan includes visiting lectures for students, meetings with companies and visits to sites relevant to their professional activities.
- **Closer cooperation with social partners** – students are given opportunities to gain first-hand insight into companies' operations, the experience of specialists and the technological solutions applied in the profession.
- **Strengthening practical skills** – the aim is to provide students with more opportunities for practical work using the equipment employed in their studies.
- **Introduction to modern technologies** – in collaboration with UAB 'Agrodronas', students were introduced to the capabilities of unmanned aerial vehicles, RTK devices and software.

◆ AUTOMOBILES TRANSPORT ENGINEERING

- **Improvements to the study plan** – the study programme plan has been revised in light of students' feedback on the scope of study subjects and the level of difficulty of the course work.
- **Updating study subject content** – study subject descriptions, topics and lists of practical and laboratory work have been reviewed and updated.
- **Integration of the latest information sources** – bibliographies have been updated, integrating the latest academic literature into the study process.
- **Strengthening interdisciplinary links** – updating the study plan and subject descriptions ensures clearer links between study modules.

◆ MECHANICAL ENGINEERING

- **More visiting lectures** – in response to suggestions from graduates, there are plans to systematically organise student visits and visiting lectures at companies.
- **Closer links with the professional environment** – during visiting lectures, students are given the opportunity to familiarise themselves with the actual operations of companies and the technologies they use.
- **Systematic planning of practical activities** – the department's 2026 activity plan sets out the objective of organising five visiting lectures for each field of study/programme.
- **Implementation of measures** – In 2026, field trips have already been organised for Mechanical Engineering students, involving groups of students from different years.

◆ DIETETICS

- **A broader presentation of professional fields** – continued collaboration with social partners, companies and organisations offering practice places, and employers of graduates.
 - **Closer collaboration with practitioners** – specialists from various professional fields are invited to participate in the study programme, sharing their practical experience and discussing topics relevant to the dietitian profession with students.
 - **More visiting lectures** – visits to professional work environments are organised, enabling students to gain a better understanding of the specifics of a dietitian's work and potential career paths.
 - **Clearer publication of feedback results** – students are presented with the results of surveys on satisfaction with the quality of their studies, and are informed of the changes made to the study programme in response to this feedback.
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◆ FOOD TECHNOLOGIES

- **A clearer assessment system** – lecturers present the planned assessments, assessment procedures and criteria to students during the first lecture. Study subject descriptions are available on Moodle, whilst the assessment guidelines for exams and coursework are approved by the department.
 - **Clearer organisation of assessments** – greater attention is paid to providing information on the distribution of assignments and assessments throughout the semester, as well as to discussing assessment results.
 - **More active teaching and learning methods** – the aim is to apply methods that help students achieve better learning outcomes and develop their logical thinking. Training sessions on active teaching methods and the application of artificial intelligence in studies are organised for lecturers.
 - **Strengthening practical preparation** – employers' assessments and suggestions from social partners to extend the duration of work placements have been taken into account. Only 16.67 per cent of employers rated students' practical preparation as 'very good', whilst the rest rated it as 'good' or 'average'.
 - **A longer final placement** – it was decided to merge 'Food Production Process Research' (6 ECTS) and 'Final Placement' (9 ECTS) into a single integrated 18 ECTS 'Final Practice' course, to be undertaken in the sixth semester.
 - **Update to the study plan** – the study programme plan and practice descriptions for the academic years 2026–2029 have been amended to implement the planned changes to practical training.
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◆ INFORMATICS

- **Improvements to the Moodle environment** – the aim is to structure study subject modules more clearly, enrol students in courses in a timely manner, and present information and materials for self-directed learning in a coherent manner.
 - **Monitoring of information provision** – the quality of information published in the Moodle environment is continuously monitored at department and faculty levels, and a new Moodle environment has been implemented at the KVK/HEI.
 - **Longer professional practice** – in line with the expectations of social partners, it has been decided to merge the 'Systems Design Practice' (6 ECTS) and the 'Final Practice' (12 ECTS) into a single integrated 18-ECTS 'Final Practice', to be undertaken in the sixth semester.
 - **More opportunities to develop practical skills** – changes to the organisation of practice ensure a duration of no less than three months, providing students with more opportunities to acquire professional skills and prepare for their future careers.
 - **Update to the study plan** – the study plan and practice descriptions for the Informatics study programme for the academic years 2026–2029 have been revised.
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◆ INFORMATICS ENGINEERING

- **Greater emphasis on practical engineering skills** – plans are in place to review the allocation of teaching hours across study modules and to increase the volume of practical sessions, developing skills in computer networks, technical equipment, workstation administration and technical infrastructure maintenance.
- **Balancing the study content** – the aim is to achieve a more appropriate balance between programming and other areas of computer engineering, whilst reducing duplication of programming topics.
- **Solving practical problems during the studies** – the topics for coursework have been reviewed, and provision has been made for coursework to be focused on solving real-world infrastructure problems, such as the design and implementation of a computer network or the implementation of a technical infrastructure solution.

- **A longer, continuous practice period** – in line with the expectations of business representatives, the Final Practice has been increased by 6 ECTS, with the separate Systems Design Practice being discontinued. The entire final semester of study is devoted to practice.
- **Strengthening professional and general skills** – taking into account employers' recommendations, greater emphasis is placed on developing students' lifelong learning skills and their confidence in expressing their thoughts and opinions.
- **Updating the study plan** – the study plan and practice descriptions for the Computer Engineering programme for the academic years 2026–2029 have been revised.

♦ ELECTRICAL AND AUTOMATION ENGINEERING

- **Balancing the study load** – following feedback from students regarding the scope of the 8 ECTS subject 'Electrical Machines and Drives', it was decided to spread it over two semesters.
- **Updating the curriculum** – the study programme plan and subject descriptions for 2026–2029 have been updated, incorporating the latest academic literature and strengthening interdisciplinary links.
- **Improving the organisation of practices** – given that 57.1 per cent of students rated the organisation of practices positively, plans are in place to improve practice descriptions and plans, and to update practice-related information on the Moodle platform.
- **More visiting lectures** – in response to suggestions from graduates, students' practical familiarisation with companies and the technologies they use is being strengthened. The department's 2026 activity plan provides for the organisation of five visiting lectures for each field of study / programme.
- **Practical familiarisation with the professional environment** – in 2026, field trips have already been organised for groups of Electrical and Automation Engineering students, providing opportunities to link the study content directly to professional practice.

INFRASTRUCTURE MANAGEMENT DIVISIONS

- **Computer equipment has been upgraded** – 22 desktop computers have been purchased, which have been used to upgrade one computer lab and several lecturers' workstations in other classrooms.
- **Expanded self-service printing facilities for students** – two additional printing stations were installed in the T16 student accommodation and at the Technologies Faculty. The total number of self-service printing stations has increased from 3 to 5.
- For students' convenience, **water refill stations have been installed** in the buildings at 1 Jaunystės Street and 10 Bijūnų Street.
- Window adjustment and repair work has been carried out in the building at 1 Jaunystės Street.