STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

SOCIALINIŲ MOKSLŲ KOLEGIJOS VILNIAUS FILIALO **STUDIJŲ PROGRAMOS *TAIKOMASIS PROGRAMAVIMAS IR MULTIMEDIJA* (653I32001) VERTINIMO IŠVADOS**

EVALUATION REPORT OF *APPLIED PROGRAMMING AND MULTIMEDIA* (653I32001) STUDY PROGRAMME at UNIVERSITY OF APPLIED SOCIAL SCIENCES VILNIUS BRANCH

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Taikomasis programavimas ir multimedija***
Valstybinis kodas	653I32001
Studijų sritis	Fiziniai mokslai
Studijų kryptis	Programų sistemos
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 m.)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Programavimo profesinis bakalauras, programuotojo profesinė kvalifikacija
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 2003 m. birželio 6 d. įsakymu Nr. ISAK-796

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***Applied Programming and Multimedia***
State code	653I32001
Study area	Physical Sciences
Study field	Software Engineering
Kind of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3 years)
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Programming, Programmer Professional Qualification
Date of registration of the study programme	6 of June 2003, under the order of the Minister of the Ministry for Education and Science of the Republic of Lithuania No. ISAK-796

CONTENTS

I. INTRODUCTION

The procedures of the external evaluation of the *Applied Programming and Multimedia* Professional Bachelor study programme at the University of Applied Social Sciences (Vilnius campus) were organized by the Centre for Quality Assessment in Higher Education of Lithuania. It selected and appointed the external evaluation Review Panel formed by Professor Jyrki Nummenmaa (Professor of Computer Science, University of Tampere, Finland, head of the Panel), Professor Bernhard Hollunder (Professor at the Computer Science Department at Furtwangen University of Applied Sciences, Germany), Mr Andrus Rinde (Lecturer of Multimedia at Tallinn University, Estonia), Mr Andrej Ruckij (Head of Development at UAB "Adform", employer representative), and Mr Lukas Jokūbas Jakubauskas (graduate of *Informatics Engineering* at Kaunas University of Technology, student representative).

For the evaluation the following documents have been considered:

1. Law on Higher Education and Research of Republic of Lithuania;
2. Procedure of the External Evaluation and Accreditation of Study Programmes;
3. General Requirements of the First Degree and Integrated Study Programmes;
4. Methodology for Evaluation of Higher Education Study Programmes;

The basis for the evaluation of the study programme is the Self-Evaluation Report (hereafter, the SER), dated 2013, its annexes, and the site visit of the Review Panel to University of Applied Social Sciences (Klaipėda campus) on 29th May, 2014 and the site visit of the Review Panel to Vilnius branch of University of Applied Social Sciences on 30th May, 2014.

The University of Applied Social Sciences had initially started the *Applied Programming and Multimedia* Professional Bachelor study programme in Klaipėda and is now giving the same study programme also in Vilnius. The SER preparation group was partly the same, consequently the Panel had one meeting for both campuses. Also, the teachers were only met once, in Klaipėda, even though in fact only 3 of the teachers met by the Panel worked in the Vilnius branch (one teacher's CV is missing). The attention should be paid that since the documentation on intended learning outcomes and curriculum design are largely the same, this report is also identical for certain parts.

The site visit incorporated all required meetings with different groups: the administrative staff, the group responsible for preparing the self-evaluation documents (met in Klaipėda), teaching

staff (met three teachers in Klaipėda), students, and employers. Graduates were not met separately, since the Vilnius branch has only produced two graduates in this programme. The Review Panel evaluated various support services (classrooms, laboratories, library, computer facilities), examined students' works, and various other materials. The Vilnius branch is moving to new premises, and the preparations for that were underway over the time of the visit (the Panel saw the new site under construction, and related plans of the new site). After the Review Panel discussions and additional preparations of conclusions and remarks, introductory general conclusions of the visit were presented. After the visit, the Panel met to discuss and agree the content of the report, which represents the Review Panel consensual views.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim of the study programme *Applied Programming and Multimedia* is to educate IT specialists awarding a Degree of Professional Bachelor of Programming. Graduates will be able to design, create and manage application programmes, webpages, databases, products of multimedia and animation according to the needs of business activity. The SER emphasizes that the aim of the study programme is formulated according to the country's need for such specialists in the Lithuanian labour market – there is a lack of programmers especially with wider knowledge about different IT areas (multimedia etc.). There are only 2 graduates from the Vilnius campus so far, and they are employed.

The study programme corresponds to the level 6 of Lithuanian Qualifications Framework and European Qualifications Framework. There are 14 intended learning outcomes of the study programme addressing theoretical knowledge, practical skills and general abilities as teamwork and communication. In general, the intended learning outcomes are well-defined, but considering that "multimedia" is in the title of the study programme, in the Review Panel's opinion, it is weakly represented in the intended learning outcomes (only two intended learning outcomes: "Will be able to develop applied programmes, webpages, products of multimedia and animation, corresponding to the needs of organizations; Will be able to apply the principles of computer graphics and information visualization, multimedia technologies when developing programme systems", are related directly to multimedia). As social partners and graduates postulated during the meeting with the Panel, multimedia skills should be emphasized more.

Intended learning outcomes could be also further improved by including computer games programming, modern software development approaches (agile methods) and mobile applications. This would correspond to the growing labour market for games and mobile application creators, and possibly attract more students.

Despite the name of the programme, according to information provided in the SER, the study programme seems to be focused more on programming and less on multimedia. Multimedia elements (sound, video, animation) get only little attention (in study subjects Multimedia Technologies (5 ECTS), Computer Game Programming (7 ECTS), Computer Graphics and Design (4 ECTS) and Interactive Multimedia (5 ECTS)). It should be noted that the subject Interactive Multimedia is offered only for students choosing the specialization Systems of Electronic Business. Therefore there is room for improvement the multimedia part of the

programme to ensure the full achievement of the intended learning outcomes on the level appropriate for qualification of Professional Bachelor.

To sum up, study programme aims and intended learning outcomes are proved to match the requirements of type and level of studies in general, even though the Panel has identified some issues related to them. Overall, the aims and intended learning outcomes of the programme are reasonable (the programming and graphics parts of the programme are very well designed) also considering the employment potential. Both aims and intended learning outcomes of the programme can be found on the higher education institution's web page. They are available in English language as well.

2. Curriculum design

The study programme consists of 180 ECTS and is completed in full-time study mode (three years). The number of credits for each semester is fixed to 30 ECTS, which ensures equal workload for each semester. Maximum number of study subjects taught during a semester is seven. In the final semester (sixth), a student performs the final practice of professional activity and prepares the final thesis.

The study subjects are grouped into following categories: "general course units of college studies" (17 ECTS), "course units of major study field" (86 ECTS), "practices" (33 ECTS), "course units aimed at deepening knowledge in a study field" (also called specializations in Annex 7 of SER, each 15 ECTS), "optional modules from other study fields" (9 ECTS), final thesis (10 ECTS) and free optional study subjects (10 ECTS). The Review Panel after the analysis of the provided documents can approve that the curriculum design meets legal requirements set by the Minister for Education and Science of the Republic of Lithuania – "General Requirements of the First Degree and Integrated Study Programmes".

The structure of the programme is a good mix of general subjects, professional subjects and practices, and ensures consolidation of the skills acquired. In addition, the order of study subjects seems to be logical. Most of the subjects of major study field are taught during the first four semesters, fifth semester is mainly for specialization.

In Review Panel's opinion, curriculum contains mostly relevant topics except for the study subject Numerical Methods (3 ECTS), which does not seem to be important and necessary for the achievement of the intended learning outcomes nor as a background material for other studies.

It also can be noticed that some repetition appears in several study subjects, i.e. HTML web page elements are discussed in varying extents in four different study subjects: Computer Graphics and Design (semester II); Web Design and Programming (semester III); Java Technologies (semester IV) and Interactive Multimedia (semester V)). 3D animation is discussed in two study subjects: Multimedia Technologies and Computer Game Programming as well. This should be reconsidered by the staff responsible for programme implementation.

The scope of the curriculum covers all the intended learning outcomes, but some topics, in the Panel's point of view, are not taught deeply enough. For example, there are only few hours dedicated to audio, video and animation. Multimedia data management could receive more attention as well. Deeper approach to multimedia topics could be introduced within existing subjects if redundant content (i.e. HTML in different courses) is removed.

Additionally, according to the study subjects' descriptors provided as an Annex of the SER, some important topics in computer science are only briefly described or not discussed at all – agile methods of software development, data compression, security (encryption etc.), multimedia in databases, human-computer interaction (HCI), responsive web, mobile applications. The Panel mainly met teachers from Klaipėda campus, and it was understood by the Panel that the SER and its annexes do not reflect the real situation and there are study subjects that include more topics than officially listed (agile methods, HCI, mobile devices etc.). Since the Panel met only 3 teachers from Vilnius campus, a similar conclusion is hard to make, and there is some uncertainty whether the matters are the same way in Vilnius.

The Panel also would like to note that as some topics are spread into different study subjects, i.e. some security aspects are discussed in subjects: Computer Architecture and Operating Systems, Computer Networks and Protection of Information and E-Business Technologies and Online Marketing, the care is needed to coordinate these areas.

Methods used to achieve the intended learning outcomes seem to be appropriate in principle – a lot of practice and hands on work, which is a pre-requisite for training skilled professionals.

Even though the Panel identified a number of weaknesses, they are not major and, in the opinion of the Panel, the curriculum in general is well-designed and relevant from the employment perspective.

3. Staff

The study programme is implemented by 4 associate professors (all holding a doctoral degree), 12 lecturers and 1 assistant. One of the lecturers is also a doctoral student. All members of teaching staff have at least Master degree (or equal qualification). Average age of teaching staff is 35 years and the distribution of age ranges from 28 to 48 years. According to Annex 2 of the SER, most lecturers have at least three years of teaching practice (2 members of staff have less experience), while the average is 8 years.

Of the volume of the main study field, 17% is taught by scientists – this meets the legal requirement (at least 10%). Another legal requirement (at least 50% of teachers must have at least three years of practical experience) also seems to be met. Actually, according to Annex 2 of the SER, all members of staff have at least 4 years of practical experience. **Unfortunately these numbers do not seem to be plausible – just after creative interpretation, only 9 members of staff seem to have required practical experience**, which is approximately 53%, and after all, the legal requirement is met.

Such mismatch can be a result of poorly written CVs, but it also seems that in some cases, pedagogical experience is included in practical experience (i.e. teacher of Computer Architecture and Operating Systems, Multimedia Technologies, and Computer Network and Protection of Information; teacher of Computer Graphics and Design and Cognitive Practice of Professional Activity; teacher of Professional Communication; and teacher of Web Design and Programming).

Most lecturers are part-time employees of the higher education institution and have only 5-6 hours of lectures per week.

There is a very small number of students (maximum 22) which makes it possible to have student/teacher ratio only as small as 1.3. At least theoretically this should leave teachers a lot of time for research, consultations, etc.

University of Applied Social Sciences administration has provided several instruments for professional development of the staff. Several trainings to improve didactic competences have been carried out. According to the SER, the programme's lecturers have taken an active part in the EUF projects intended for updating of study programmes and development of didactic competences.

Lecturers are encouraged to study for doctorates. To ensure their personal development, all lecturers have to evaluate their activities once in three years. Under Erasmus programme, some lecturers have visited Latvia, Portugal, Belgium, Italy, Romania, and Bulgaria.

As lecturers of this study programme are more oriented to practice, they are not very actively involved in research. Still, 5 members of staff have published their articles in scientific editions (mostly in Lithuania, but some in international editions).

As it was mentioned above, the Review Panel only met three lecturers from Vilnius branch. It should be noted that Associate Professor Aleksandr Igumenov (joint meeting was held in Klaipėda) left a positive impression as an active and good teacher.

During the meeting with the Panel both students and social partners claimed that students have poor practical skills. This is directly related to how study subjects are implemented – **the subjects of study programme are not implemented the way they should be and that must to some extent be because of how teachers teach. This may be linked to the fact that the teaching staff is not very experienced and appears to only just fulfil the legal requirements**.

Study programme is mainly managed in Klaipėda, and the staff of Vilnius campus can contribute into development of curriculum, but the Panel did not get a clear view as to how much they actually use this opportunity.

4. Facilities and learning resources

The Panel visited the premises just when the term was about to finish, and those were the last days when the old premises were used, so for instance, the equipment was already partly packed up. However, the found old premises were quite modern, though much better is to be expected when the higher education institution moves to the new premises, which according to the pictures and what were seen on the building site, are designed to provide a modern learning environment that supports creativity. The size of the current premises is harder to evaluate, since the same facilities are shared by different programmes, but there is no reason to think that the size of the facilities would not be enough.

The laboratories are modern and in excellent condition – some laboratories had not been packed up yet, and also some of the packed-up equipment was checked to see that it was more or less equal to that seen at the Klaipėda branch.

The library provides the electronic materials commonly available for universities and colleges in Lithuania, and books, which seemed reasonably new.

The practice places are arranged with the help of social partners. No complaints were provided on it by the students.

5. Study process and student assessment

The admission process is typical for the Lithuanian higher education institutions – the competition score is made up of the marks for mathematics, informatics, Lithuanian language during school final examination and annual mark for foreign language multiplied by leverage coefficients. General requirements of entering higher education institutions of Lithuania are published on the website of general admission of Association of Lithuanian Higher Education Institutions.

The staff helps by giving information on study subjects and specializations before the students select, which is also necessary since the information is not publicly available.

Students are encouraged to participate in mobility programmes and they participate quite actively. There are foreign students on the programme, e.g. the Panel met one from Nigeria and one from France. English language is well integrated to the studies, both foreign and Lithuanian students the Panel met were happy with the arrangement of the study process.

Student assessment is done using accumulative grades, practical assignments, and oral presentations. Students do not need to memorize things to pass exam, teachers require students to demonstrate practical skills during exam.

According to the social partners, the graduates easily find employment in the area of their studies.

6. Programme management

According to the SER: “The SMK has an established and constantly implemented Quality Assurance System, which foresees responsibility of divisions and separate employees for assuring quality, student participation while assuring quality as well as implementation, supervision and ways of improving policy of quality assurance. The SMK has confirmed and is carrying out periodic revisions, monitoring of study programmes, procedures of analysis and improvement, assuring an appropriate collection of information, its analysis and usage for an

efficient management of implemented study programmes." From the provided information, the Panel can approve that the higher education institution has formally set management structure and procedures to implement and improve the quality of studies.

There is only little public information about the study programme. In addition, the provided information in the SER and the annexes was to some extent incomplete, and also a bit hard to read, e.g. there were a lot of annexes without informative names.

The feedback from different stakeholders is collected and taken into account in programme development. Student feedback can be given on-line using a web form that does not require a login, and is thus anonymous. **Meeting with students discovered that they are not fully aware of possibilities to improve/change programme content; they mainly evaluate teachers while filling in surveys.**

University of Applied Social Sciences is very active with social partners and has a big network. Social partners offer students topics for final theses and participate in evaluation of final theses. Noticeable, that there is a very strong social partner advocating game development in Vilnius, which may prove to be beneficial for the programme.

The findings of differences between Klaipėda and Vilnius campuses suggest that there is a difference in management related to the problems in Vilnius. After talking to students, it seems that the SER and its annexes do not always reflect the real situation and subjects are not implemented according to study subjects descriptions. The students found that the teaching on just the basic topics like programming does not give them practical skills, which they need. They claimed that teaching was mainly theoretical. Also, approach to some topics is very shallow or non-existing, i.e. security, PHP programming, sound. The curriculum does not imply these problems, and they did not seem to appear like this in Klaipėda campus. **Copying a study programme from one site to another is a complicated process, and requires close supervision, collaboration between teachers, successful recruitment of teachers, etc. It seems that the management has not been fully successful in managing these issues.**

III. RECOMMENDATIONS

1. The management should urgently ensure that teachers realize the study subjects the way they should, providing the training for the necessary practical skills. This is necessary starting from the basic programming study subjects and reaching to topics such as PGP encryption, active databases, multimedia in databases, and agile methods, which even in Klaipėda are only reviewed in theory, without practical hands-on work.
2. The role of multimedia should be made stronger in the programme. To help adding deeper materials, some overlapping materials can be removed.
3. Curriculum documentation should be reviewed to ensure that it matches the current situation.
4. Numerical methods should be replaced for material that is directly useful in the programme.
5. Public information about the programme should be improved.
6. It should be ensured that different stakeholders know how they can influence the development of the programme.

IV. SUMMARY

The first cycle study programme *Applied Programming and Multimedia* at University of Applied Social Sciences gives employment for the students. However, the multimedia dimensions should be stronger, e.g. the intended learning outcomes on multimedia are not very strong considering that it is in the title.

Curriculum contains mostly relevant topics, with the exception of numerical methods that do not seem relevant. Deeper topics on multimedia could be introduced, and this could partly be made possible via removing redundant content on e.g. HTML from different subjects. More concrete work on things like PGP encryption, active databases, multimedia in databases, and agile methods should be tried in practice instead of just introducing the theory. Some content is spread into study subjects to penetrate different aspects, like multimedia and security, and care is needed to coordinate these areas.

Both students and social partners say that students have poor practical skills. This is related to how subjects are implemented – the subjects of study programme are not implemented the way they should be and that must to some extent be because of how teachers teach. This may be linked to the fact that the teaching staff is not very experienced and appears to only just fulfil the legal requirements.

Generally, there is little public information about the programme. Additionally, the provided information in the SER and the annexes was to some extent incomplete, and also a bit hard to read. Regarding students feedback, it can be given, and is anonymous.

The feedback from different stakeholders is collected and taken into account in programme development, e.g. games programming got into the compulsory material due to suggestions.

The findings of differences between Klaipėda and Vilnius campuses suggest that there is a difference in management related to the problems in Vilnius. Copying a study programme from one site to another is a complicated process, and requires close supervision, collaboration between teachers, successful recruitment of teachers, etc. It seems that the management has not been fully successful in managing these issues.

V. GENERAL ASSESSMENT

The study programme *Applied Programming and Multimedia* (state code – 653I32001) at University of Applied Social Sciences is given **a 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	2
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	2
	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.

Grupės vadovas:
Team leader: Prof. Jyrki Nummenmaa

Grupės nariai:
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SOCIALINIŲ MOKSLŲ KOLEGIJOS VILNIAUS FILIALO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TAIKOMASIS PROGRAMAVIMAS IR MULTIMEDIJA* (VALSTYBINIS KODAS – 653I32001) 2014-08-19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-454 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Socialinių mokslų kolegijos Vilniaus filialo studijų programa *Taikomasis programavimas ir multimedija* (valstybinis kodas – 653I32001) vertinama **teigiamai**.

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

Socialinių mokslų kolegijoje vykdoma pirmosios pakopos studijų programa *Taikomasis programavimas ir multimedija* suteikia studentams galimybę įsidarbinti. Vis dėlto multimedijos aspektas studijų programoje galėtų būti aiškiau ir išsamiau apibrėžtas, pavyzdžiui, numatomų studijų rezultatų orientavimas į multimediją nėra pakankamas, nors ji ir pabrėžiama studijų programos pavadinime.

Studijų programos sandara yra tinkama, išskyrus skaitinių metodų dėstymą, kuris šioje studijų programoje nėra itin aktualus. Multimedijos studijų dalykai galėtų būti dėstomi išsamiau. Tam pasitelkti būtų galima pasikartojančios medžiagos iš įvairių studijų dalykų pašalinimą, pvz., HTML. Tokie dalykai kaip PGP kodavimas, veikiančios duomenų bazės, multimedijos duomenų bazėse ir Agile metodai verčiau būtų išbandomi praktiškai užuot dėsčius tik teoriją. Kai kurios

medžiagos dėstymas yra paskirstytas po įvairius studijų dalykus, siekiant aprėpti įvairius aspektus, pavyzdžiui, multimediją ir saugą. Minėtąsias sritis reikėtų koordinuoti.

Studentų ir socialinių partnerių teigimu, studentai neįgyja pakankamai praktinės patirties. Tai priklauso nuo to, kaip studijų dalykai yra dėstomi. Šioje studijų programoje dalykai nėra dėstomi taip, kaip turėtų būti ir tai labiausiai priklauso nuo dėstytojų. Galbūt taip yra dėl to, kad dėstytojai neturi pakankamai praktinės patirties ir tik minimaliai tenkina teisės aktų nustatytus reikalavimus, keliamus jų kvalifikacijai.

Informacijos apie studijų programą nėra pakankamai. Be to, savianalizės suvestinėje ir jos prieduose pateikiama informacija nėra išsami, todėl jos pagrindu vertinti studijų programą yra pakankamai sudėtinga. Dėl studentų grįžtamojo ryšio, jo teikimui yra sukuriamos prielaidos. Pažymėtina, kad studentai grįžtamąjį ryšį teikia anonimiškai.

Įvairūs socialiniai dalininkai teikia grįžtamąjį ryšį, į kurį yra atsižvelgiama tobulinant studijų programą, pvz., pagal pateiktus siūlymus į privalomuosius studijų dalykus yra įtrauktas žaidimų programavimas.

Skirtumai tarp studijų programos vykdymo Klaipėdoje ir Vilniuje rodo, kad problemos Vilniuje galimai yra sąlygotos studijų programos vadybos. Tos pačios studijų programos vykdymas skirtinguose padaliniuose yra sudėtingas procesas ir reikalauja atidžios stebėsenos, bendradarbiavimo tarp dėstytojų, sėkmingo dėstytojų pasirinkimo ir t. t. Atrodo, kad už programos vadybą atsakingi asmenys nevisiškai geba šiuos aspektus sukoordinuoti.

III. REKOMENDACIJOS

1. Už programos vykdymą atsakingi asmenys turėtų trumpalaikėje perspektyvoje užtikrinti, kad dėstytojai teisingai suvoktų ir dėstytų studijų dalykus ir lavintų būtinus praktinius studentų įgūdžius. Tai reikėtų pradėti daryti nuo pagrindinių programavimo studijų dalykų, pereinant prie tokių, kaip PGP kodavimas, veikiančios duomenų bazės, multimedija duomenų bazėse ir *Agile* metodai, kurie net ir Klaipėdoje yra dėstomi tik teoriniu lygmeniu, be praktinio studentų įgūdžių ugdymo.
2. Multimedijai turėtų būti skiriama daugiau dėmesio šioje studijų programoje. Siekiant išsamesnio studijų dalykų dėstymo kai kurių persidengiančių temų dėstymo galėtų būti atsisakoma.
3. Su programos sandara susiję dokumentai turėtų būti peržiūrėti, siekiant užtikrinti, kad jie atitinka esamą padėtį.

4. Skaitinių metodų dėstymas turėtų būti pakeistas temomis, kurios yra tiesiogiai susijusios su šia studijų programa.
5. Informacijos apie studijų programą teikimas turėtų būti geriau užtikrinamas.
6. Turėtų būti užtikrinama, kad įvairūs socialiniai dalininkai yra susipažinę su studijų programos tobulinimo galimybėmis.

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

[1] Žin., 2002, Nr.37-1341.