



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Marijampolės kolegijos
**PROGRAMOS *IVAIZDŽIO STILISTAS (653W10002)*
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *IMAGE STYLIST (653W10002)*
STUDY PROGRAMME
at Marijampole College**

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Įvaizdžio stilistas</i>
Valstybinis kodas	653W10002
Studijų sritis	menai
Studijų kryptis	dailė
Studijų programos rūšis	koleginės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės profesinis bakalauras
Studijų programos įregistravimo data	2011-02-04

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Image Stylist</i>
State code	653W10002
Study area	Art
Study field	Fine Arts
Kind of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional bachelor of Fine Arts
Date of registration of the study programme	04-02-2011

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I. INTRODUCTION

Following analysis of the Self-Evaluation Report (SER) and its appendices (which included module descriptions, CVs of teaching staff and summaries of programme content, etc.) the Evaluation Team visited the professional BA Image Stylist programme at Marijampole College on Friday 6th December 2013.

The evaluation process followed the external evaluation procedures, set by the Ministry of Education and Science (by order No 1-01-162 of 20 December 2010) and the methodology for the evaluation of Lithuanian higher education institutions, set by the director of The Centre for Quality Assessment in Higher Education (by order 24 July 2009 No ISAK-1652, amendments 05.11.2009; 17.12.2009; 30.09.2010).

The visit to the Academy involved meetings with the following groups:

- i) Administration (Senior Management)
- ii) Staff responsible for the SER
- ii) Students
- iii) Teachers
- iv) Employers and Social Partners

Site visits to the physical resources were conducted during the course of the day and examples of the student work were viewed.

The Evaluation Team (ET) is grateful to the Director of the College, his Senior Team and all the staff and students who contributed to making the Evaluation visit such a pleasant experience. We commend them for their positive engagement with the evaluation process and also for their careful preparation of the Self-Evaluation Report and its appendices. Throughout the visit, the ET was able to engage in an open and constructive dialogue with all concerned and this greatly enhanced the efficiency of the work of the ET. The Academy provided the ET with a very warm and hospitable welcome and the ET appreciated the willingness of staff, students, employers and social partners to make themselves available according to the needs of the schedule of the evaluation visit.

In undertaking this evaluation, the ET were aware that the professional BA programme *Image Stylist* is a new programme that has not yet fully matured. Therefore, the ET was unable to examine any final works produced by students or graduates of the programme. The ET were also fully cognisant of the specific descriptors of learning outcomes

that apply in the case of the professional bachelor degree (as set out in the Descriptor of Study Cycles, order of the Minister of Education and Science, 21 November 2011, No V-2212).

II. PROGRAMME ANALYSIS

1. Programme Aims and Learning Outcomes

Image Stylist is a relatively new programme, currently in its second year of maturation. The programme is unique within the higher education sector in Lithuania. While the programme aims and learning outcomes are well defined, clear and publicly accessible – the programme lacks a coherent vision, based upon a sound (and broadly shared) understanding of the range of knowledges and skills that the role of an image stylist should encompass. In short, the professional competences of an image stylist are insufficiently conceptualized within the programme and, in the view of the ET, the programme team needs to develop a clear vision statement, rationale and descriptor of how they define the professional role of an image stylist at graduate level. Within this they should detail the specific range of knowledges, competences and skills that such a role encompasses – ensuring that these are also broadly accepted within the professional field.

The identified need for the programme was based on an analysis, undertaken by the College, of demand for a programme of this nature expressed (through a survey) by employers and social partners in the region. The structure of the programme is in accordance with the national requirements for first cycle of professional bachelor studies. However, as outlined above, the ET were not convinced that the aims and learning outcomes of the programme were securely anchored within a clear conceptualization of the role of an image stylist (with its constituent set of knowledges and competencies) that would be broadly accepted within the relevant professional field.

The programme aims and learning outcomes are consistent with those expected of a professional bachelors degree (as set out in the national descriptors of the first study cycle). The SER formulates the programme aims and learning outcomes in accordance to the Bologna process and the European Higher Education Area framework. However, the ET considers them very broad, over descriptive and insufficiently differentiated. The ET recommend that the College undertake a review of the current aims and learning outcomes of

the programme – to ensure that an appropriate and clear distinction between the aims and outcomes is apparent throughout all programme documentation.

The programme provides students with opportunity to develop knowledge and skills in a range of competencies that relate to personal and/or corporate presentation – to prepare specialists who are able to shape the image of a person or a company, including branding, clothing styles, hairstyles, make-up, personal grooming and social etiquette. While the students clearly acquire an understanding of, and competency in, these areas – it is not clear to the ET how the programme ensures these individual competencies will cohere into an inter-related body of knowleges and skills that will result in the formation of a graduate level image stylist. In light of this, the ET recommend that the College reconsider the title of the degree.

2. Curriculum Design

To the best understanding and knowledge of the ET, and with the advice of the SKVC, the programme appears to fully comply with the relevant legal acts and regulations that govern national higher education. The programmes compliance with the Bologna process and the implementation of the European Credit Transfer System (ECTS) is commended.

There is an appropriate spread of study subjects within the programme. However, the content of each of the study subjects is quite broad and the ET was not convince that a sufficient depth of study would be achieved – at the summation of the programme – to ensure that students will have developed a professional level of competency in any specific area. The curriculum also includes a range of optional courses, which are not necessarily focused on competences relevant to the specific aims of the programme. However, the ET heard from both students and staff of the ways in which the content of these courses was – in terms of practical delivery – adapted to the field of image styling.

The focus of core study courses is on the acquisition of a broad range of practical skills and understandings in various fields, which – in the view of the ET – is likely to lead to a lack of depth of knowledge. While the ET appreciated the wish of the College to prepare multi-skilled and educated graduates, there is a risk that the programme – as it is currently constituted – will produce graduates who will struggle to operate at a sufficiently high level in the professional field. The highly practical nature of the programme, both in terms of skills

acquisition (for example, Clothing Design Practice) and contextual knowledge (such as, Fashion Business Economics and Marketing Services) risks that the graduates approach to image styling will be under-theorized on entry to the professional field. It is the view of the ET that students practical abilities and understandings (in the above areas) would be better supported by the inclusion of modules on, for example, the semiotics of clothing, fashion trends and forecast, fashion and contemporary cultural perspectives within the curriculum. The ET recommend that the curriculum is reviewed, and revised as necessary, to ensure that the programme provides students with a sufficient depth of study and synthesis of understanding in key areas of the subject – rather than prioritising a breadth of study – to ensure that it is consistent with the requirements of study of the professional bachelors degree at level 6.

The content and methods of the individual study modules are broadly appropriate to achieve the individual learning outcomes of each module.

The ET viewed the scope of the programme sufficient to enable students to meet the individual learning outcome of the programme. However, the ET was less confident that achieving the range of learning outcomes, as currently constituted, would lead to the formation of an Image Stylist able to operate at graduate level.

The ET formed the impression that – though members of the teaching staff are actively engaged in fields of professional practice related to specific areas of programme content – there was an insufficient level of input to the learning experience from practicing professional image stylists.

3. Staff

The ET was satisfied that the staff teaching on the professional BA *Image Stylist* programme meet all the necessary legal requirements.

The ET were satisfied that the qualifications, knowledge and experience of staff teaching on the professional BA Image Stylist programme were adequate to ensure the programme learning outcomes. All of them have appropriate qualifications in the study field

in which they are teaching and extensive teaching experience, as well as practical experience in appropriate aspects of the subject field.

There are 19 teachers (15 lecturers, 2 docents and 2 assistants) contributing to the teaching of the programme. Teachers aged between 30-39 years represent 16% of the group while teachers aged between of 50-59 represent near to 60%. The long teaching experience is a good base for the implementation of the programme, but still there is a need for young specialists. In view of the particular nature of the programme, its relatively recent establishment as a distinct sphere of professional practice, as well as its inter-relationship with other fields of study – such as fashion design and fashion styling – the ET encourage the College to seek to include young teachers who possess both training and experience in these fields within the staff cohort. This will help to ensure that the programme maintains a closer relationship with current trends and developments in these spheres. The programme should also seek all opportunities to utilize visiting lecturers drawn from across the country and abroad to make contributions to the teaching of the programme.

The ET viewed the turnover of teaching staff as being of a reasonable level.

Teaching staff are required to identify any staff development needs within their regular reports, including the gaining of any necessary qualifications. The College's quality assurance system maintains an overview of the student experience and indicates where additional staff development may be needed. The ET learned that the College provides a programme of in-house training seminars in response to the general needs identified across the cohort of teaching staff, the most recent focus has been on the development of second language skills. In implementing the professional BA *Image Stylist* programme, the College had recognised that some staff needed to develop new skills and understanding in specific areas and a range of visiting staff from Lithuanian universities were brought in to run staff development workshops to address these needs.

Teachers are involved in preparing methodical guidance to support studying process of the students and the College is planning new publications in the field of this new programme. Teachers participate in conferences, international project events, exhibitions and a number of them have engaged in international mobility activities. As the programme represents a new area of study for the College, as yet no specific international links with peer

provision have been established, neither have international visits or other activities been undertaken by staff with specific reference to the Image Stylist programme. The ET strongly recommend that the College pays particular attention to the needs of this programme within the scope of its international internships, programme of guest lecturers, conferences and other activities in order to support and improve the contribution that teachers are able to make to the student learning experience.

4. Facilities and Learning Resources

The professional BA *Image Stylist* students have access to a range of general teaching spaces and specialist workshops, including external specialist facilities (for example, a commercial beauty salon) that operate under a cooperation agreement with local employers. These premises appeared to be sufficient to support the learning needs of the students.

Given the particular focus of the programme, the ET were surprised that the students did not have access to appropriately equipped photographic and digital media studios. Given the importance of both printed (magazines) and broadcast media as areas of potential employment for graduates, the ET took the view that this aspect of the programme needs to be significantly upgraded.

Students of *Image Stylist* programme have external access to specialist facilities (for example, a commercial beauty salon) through a cooperation agreement with local employers. Students are also encouraged to participate in internal and external events organised by the programme, such as the *Exchange Wardrobe* and *Intoxicating Elegance* projects which connect students with the cultural life of Marijampole and Kaunas. One student had recently participated in an Erasmus intensive project in Turkey.

The ET found the library resources available to the students to be in need of urgent updating and expansion. The students should be provided with a wide range of different sources of information – specialized albums, books, literature and subscriptions to professional journals and periodicals (including international titles) and electronic databases – current resources appeared to be inadequate for the needs of the *Image Stylist* programme students. Students that met with the ET reported that they are currently reliant on being loaned books and other reference resources from the private collections of teachers. The ET judged

the current library resources available to support student learning in the specialized field of image styling as being inadequate for purpose and the College urgently needs to invest in expanding the current library resources to support the curriculum and ensure that such resources are regularly added to so as to reflect contemporary trends in this specialised field.

5. Study Process and Student Assessment

The admission process at first cycle studies is currently managed as a national scheme, outside the control of individual institutions. Applicants have access to information about the Image Stylist programme (provided on the College website) and the admission process. The College organises Open Days once a year and participates in Career Days events.

In its evaluation of the professional BA Image Stylist programme, the ET recognised that it is a new programme and – therefore – still in the process of maturation. At the time of the Evaluation Visit, there had been no graduating cohort from the programme. However, The ET was able to satisfy itself – from the documentation provided and through its engagement with staff, students, employers and social partners – that the study process is well structured and effectively organised and is likely to enable students to meet the learning outcomes of the programme as they are currently constituted.

Students are encouraged to participate in a range of internal and external activities not only locally (in Marijampole and the surrounding area) but also further afield (in Kaunas for example). Therefore, students have opportunity participate in a variety of seminars and events that relate directly to their study programme. In the view of the ET, a greater emphasis on both staff and student participation in international exchange and experience in the specific field of image styling will be of significant benefit to the programme in terms of ensuring it develops and maintains a stronger contemporary and international outlook.

Both staff and students confirmed to the ET that information on mobility opportunities (through both EU Erasmus and NORDPLUS programmes) is widely disseminated. Students confirmed that they were encouraged to consider participating in such mobility programmes. However, staff reported that it was currently proving difficult for them

to identify international programmes in the same field that would make suitable exchange partners.

The teaching staff prepares, and makes available to students, a range of methodological guidance to support student learning on the programme. The College provides social and cultural support – in music and art studios, and sport facilities. Students have access to grants and scholarships, and all students have the possibility of securing hostel accommodation. The level of academic and social support available to the students is adequate.

The criteria for the assessment of student achievement are appropriate to the aims of programme and its learning outcomes. The Assessment system was clearly outlined in the SER and is readily available to students. In their meeting with the ET, students confirmed that the intended learning outcomes were made clear to them at the start of the programme and that the learning outcomes of each module were set out for them at the beginning of the course. The first graduates from this programme will present their final projects for examination in 2014.

The programme has not yet produced a graduating cohort, so it is not possible to comment on whether graduates meet the expectations of the College. However, the ET were impressed by the commitment to the programme expressed by the potential employers and social partners that they met with, and their interest in the future graduates.

6. Programme Management

Responsibility for the implementation, maintenance and decision-making of the programme, is clearly defined within the overall management framework within the College. This framework is regulated by both College-wide and department regulations which are in accordance with relevant legislation pertaining to higher education study. The Study Programme Committee – which is responsible for the implementation of quality assurance processes, the compliance of programme content with the needs of employers, the selection of teachers, the adequacy of learning resources and the development and maintenance of new study materials – plays a key role in ensuring the on-going health of the *Image Stylist* programme. The ET noted that the teaching staff responsible for the implementation and on-

going management of the programme share between them considerable administrative and teaching experience.

The College is currently in the process of implementing a quality management system in accordance with standard BS EN ISO 900: 2008. This aim of this system is to ensure that all divisions of the College continually gather and analyse data pertaining to various parameters of study programmes – such as student progression and achievement, quality of teaching, the organisation of studies, the utility of learning facilities and employment of graduates. The ET views that, when fully implemented, the internal quality assurance process is likely to be broadly effective and efficient. However, given the number and significance of the recommendations made within this evaluation report, it seems clear to the ET that there is considerable scope to improve the Colleges monitoring of the programme.

As the professional BA Image Stylist is a new programme, this evaluation process represents the first external evaluation of the provision. The ET hope that the recommendations contained within this report will be fully implemented by the College in order to assure a successful future for the programme.

As part of the development of this programme, the College consulted widely with potential employers and social partners about both the focus and content of the degree. The College's formal QA processes include the Study Programme Committee which includes stakeholder representatives within its membership and employers and social partners are also included within the membership of the Qualification Commissions, which formally assess the health of the programme as part of the process of assessing the students' final thesis.

To ensure the effectiveness and improvement of its quality system the College is currently in process of implementing a quality management system in accordance with standard BS EN ISO 900: 2008. This aim of this system is to ensure that all divisions of the College continually gather and analyse data pertaining to various parameters of study programmes – such as student progression and achievement, quality of teaching, the organization of studies, the utility of learning facilities and employment of graduates. The ET views that, when fully implemented, the internal quality assurance process is likely to be broadly effective and efficient.

III. RECOMMENDATIONS

As a conclusion to this report, the Evaluation Team make the following recommendations.

i) That the programme team develops a clear vision statement, rationale and descriptor of how they define the professional role of an image stylist at graduate level. This should also detail the specific range of knowledges, competences and skills that such a role encompasses – ensuring that these are also broadly accepted within the professional field [*1 evaluation area refers*].

ii) That the College undertakes a review of the current aims and learning outcomes of the programme – to ensure that an appropriate and clear distinction between the aims and outcomes is apparent throughout all programme documentation [*1 evaluation area refers*].

iii) That a review of the curriculum is undertaken, and that it is revised as necessary, to ensure that the programme provides students with a sufficient depth of study and synthesis of understanding in key areas of the subject – rather than prioritising a breadth of study – to ensure that it is consistent with the requirements of study of the professional bachelor degree at European Qualification Framework level 6 [*2 evaluation area refers*].

iv) That the College to seek to inculcate young teachers, who possess both training and experience in the professional field of image styling, within the staff cohort and increase the level of input to the student learning experience by practicing professional image stylists so as to ensure that the programme maintains a closer relationship with current trends and developments in the professional field [*2 and 3 evaluation area refers*]

v) That the College pays particular attention to the needs of this programme within the scope of its international internships, programme of guest lecturers, conferences and other activities in order to support and improve the contribution that teachers are able to make to the student learning experience [*3 evaluation area refers*].

vi) That an increased focus is given within the programme to the students practical understanding and knowledge of photographic and media production so as to more fully reflect the importance of both printed (magazines) and broadcast media as areas of potential employment for graduates [*4 evaluation area refers*].

vii) That the College urgently invests in expanding the current library resources – journal and magazine subscriptions (including international titles), monographs and specialist

research databases – to better support the curriculum of the Image Stylist programme and to ensure that such resources are regularly added to so as to adequately reflect contemporary trends in this specialised field [*4 evaluation area refers*].

viii) That the College place a greater emphasis on both staff and student participation in international exchange and experience in the specific field of Image Styling with the aim of ensuring it develops and maintains a stronger contemporary and international outlook [*5 evaluation area refers*]

IV. SUMMARY

The Evaluation Team noted, in particular, the following positive aspects of the programme:

- The programme enables students to develop a wide range of practical skills that will help them to find employment on graduation [*1 evaluation area refers*]
- The teaching team prepare useful methodological guidance to support student learning and study skills [*3 evaluation area refers*]
- The strong support for the programme expressed by potential employers and social partners [*5 evaluation area refers*]
- The wide and detailed consultation undertaken by the College in scoping the focus and content of the programme [*6 evaluation area refers*]
- The strong and positive team spirit among staff and students that is fostered and supported by a highly dedicated programme team.

The Evaluation Team noted a number of significant negative aspects within the programme – these are encapsulated within the recommendations contained within this report.

V. GENERAL ASSESSMENT

The study programme *Image Stylist* (state code – 653W10002) at Marijampole College 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	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	2
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	12

*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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**MARIJAMPOLĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ĮVAIZDŽIO STILSTAS (VALSTYBINIS KODAS – 653W10002) 2014-02-05 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-63-2 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Marijampolės kolegijos studijų programa *Įvaizdžio stilistas* (valstybinis kodas – 653W10002) vertinama **teigiamai**.

Eil.Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	12

* 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

Ekspertų grupė nurodo visų pirma šiuos teigiamus programos aspektus:

— Šios programos dėka studentai gali ugdyti įvairius praktinius gebėjimus, kurie padės jiems įsidarbinti baigus Kolegiją [*1 vertinamoji sritis*];

— Dėstytojų kolektyvas rengia naudingas metodines gaires, skirtas sustiprinti studentų mokymosi įgūdžius [*3 vertinamoji sritis*];

— Tvirtas galimų darbdavių ir socialinių partnerių palaikymas programos atžvilgiu [*5 vertinamoji sritis*];

— Plačios ir išsamios Kolegijos konsultacijos dėl programos objekto ir turinio [*6 vertinamoji sritis*];

— Tvirtas pozityvus dėstytojų ir studentų nusiteikimas, kurį skatina ir palaiko atsidavusi programos įgyvendinimo grupė.

Ekspertų grupė nurodė daug reikšmingų neigiamų programos aspektų, kurie įtraukti į šiose vertinimo išvadose pateiktas rekomendacijas.

III. REKOMENDACIJOS

Atlikusi programos vertinimą, ekspertų grupė pateikia šias rekomendacijas:

i) programos rengimo grupei aiškiai suformuluoti viziją, pagrindimą bei aprašytą, kaip jie mato profesionalaus įvaizdžio stilisto absolvento profesinį vaidmenį. Be to, reikėtų nurodyti visas konkrečias žinias, gebėjimus ir įgūdžius, kuriuos šis vaidmuo apima, siekiant užtikrinti, kad jie yra visuotinai priimti šiame profesiniame lauke [*1 vertinamoji sritis*];

ii) Kolegijai persvarstyti dabartinius programos tikslus ir numatomus studijų rezultatus ir užtikrintų, jog visuose programos dokumentuose tikslai būtų tinkamai ir aiškiai atskirti nuo numatomų studijų rezultatų [*1 vertinamoji sritis*];

iii) išnagrinėti ir tinkamai pataisyti studijų turinį, siekiant užtikrinti, kad programos studijos būtų pakankamai gilios (užuoat teikus pirmenybę studijų platumui), kad studentai įgytų bendrą supratimą apie pagrindines studijuojamo dalyko sritis ir kad būtų garantuotai laikomasi Europos kvalifikacijų sąrangos 6 lygio reikalavimų profesinio bakalauro studijų programoms [*2 vertinamoji sritis*];

iv) Kolegijai siekti pritraukti jaunų dėstytojų, turinčių mokymo ir praktinės patirties įvaizdžio kūrimo srityje, ir praturtinti studentų mokymosi patirtį profesionaliais įvaizdžio stilistais, siekiant užtikrinti, kad programa labiau atitiktų dabartines šios profesinės srities tendencijas ir pasiekimus [*2 ir 3 vertinamosios sritys*];

v) Kolegijai ypač daug dėmesio kreipti į šios programos poreikius, susijusius su tarptautinėmis stažuotėmis, atvykstančiais lektoriais, konferencijomis ir kita veikla, siekiant pagerinti dėstytojų indėlį į studentų mokymąsi [*3 vertinamoji sritis*];

vi) daugiau dėmesio šioje programoje skirti studentų praktiniam suvokimui ir žinioms apie fotografijos ir žiniasklaidos produkciją, siekiant išsamiau atskleisti ir spausdintos (žurnalai), ir transliuojamosios žiniasklaidos, kaip absolventų galimų darbo vietų, svarbą [4 vertinamoji sritis];

vii) Kolegijai skubiai skirti lėšų dabartiniams bibliotekos ištekliams papildyti – laikraščių ir žurnalų (tarp jų ir tarptautinių) prenumeratai, monografijoms ir specialioms mokslinių tyrimų duomenų bazėms, taip praturtinant *Ivaizdžio stilisto* programos studijų turinį ir užtikrinant nuolatinį tokių išteklių didinimą, kad programoje tinkamai atsispindėtų šios specializacijos srities šiuolaikinės tendencijos [4 vertinamoji sritis];

viii) Kolegijai daugiau dėmesio skirti dėstytojų ir studentų dalyvavimui tarptautinių mainų programose ir jų patirčiai šioje konkrečioje įvaizdžio kūrimo srityje, siekiant užtikrinti, kad Kolegija kurtų ir išsaugotų šiuolaikesnę ir labiau tarptautinę perspektyvą [5 vertinamoji sritis].

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi 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