![SKVC]

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus Gedimino technikos universiteto

KŪRYBOS VISUOMENĖS KOMUNIKACIJOS PROGRAMOS (621P90005)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *CREATIVE COMMUNICATION* (621P90005)

STUDY PROGRAMME

At Vilnius Gediminas Technical University

Grupės vadovas: Team leader:	Chris Maguire
Grupės nariai: Team members:	Doc. dr. Dorte Madsen
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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Kūrybos visuomenės komunikacija*
Valstybinis kodas	621P90005
Studijų sritis	socialiniai mokslai
Studijų kryptis	komunikacija
Studijų programos rūšis	universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinės (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	komunikacijos magistras
Studijų programos įregistravimo data	2011 m. gegužės 12 d.

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Creative Communication*
State code	621P90005
Study area	Social Sciences
Study field	Communication
Kind of the study programme	University studies
Study cycle	Second cycle
Study mode (length in years)	Full-time (1,5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Communication
Date of registration of the study programme	12 May 2011

CONTENTS

I. INTRODUCTION

The Creative Communication study programme at Vilnius Gediminas Technical University was inspected by an independent, international panel of evaluators in October 2013.

The evaluation was conducted according to the framework of the external evaluations organized by the Centre for Quality Assessment in Higher Education (SKVC), based on the *Methodology for Evaluation of Higher Education Study Programmes.* The Methodology has been developed in the implementation process of the Procedure for the External Evaluation and Accreditation of Study Programmes approved by Order No. ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania in accordance with the provisions of the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* and various related normative acts. The collection and interpretation of data was based on the analysis of the self-evaluation report (SER), of the accompanying documents (Annexes) and on the input provided by participants during the visit in order to secure an evidence-based mechanism.

The evaluators were: Chris Maguire (team leader), Dean of Academic Affairs, BPP University (London); Dorte Madsen, Associate Professor in the Department of Inter-cultural Communication and Management at Copenhagen Business School; Rasius Makselis, a PhD candidate at the Lithuanian Culture Research Instiitute and previously Head of the Strategic Planning Division of the Ministry of Culture; Arminas Varanauskas (student member of the panel) studying at Vilnius University and a member of the Lithuanian Education Councl; Titela Vilceanu, Associate Professor and Director Department of Publications and Media, University of Craiova, Romania.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

The programme aims and learning outcomes, as set out in the Self Evaluation Document (SER) lack definition, and they and the scope of the programme lacks clarity. The version of the aims and learning outcomes in the SER differ from the publicly accessible information provided on the University's website. The title of the programme in the English version of the SER ("Creative Communication") is also different to that provided in the Lithuanian version of the report ("Communication of the Society of Creativity") and from current definition of the programme as published on the programme's website. According to the members of self-evaluation team, the name of the programme title in Lithuanian was changed in the process of registration of the programme, however, it is not clear if the change of the title reflected or entailed any systematic changes of the content of the programme itself. The objectives of the programme (SER p. 7-8) are largely focussed on "communication" and "creative communication", whereas philosophical and cultural subjects dominate the curriculum of the programme. The definition of the programme does not give a satisfactory explanation of the specific usage of the term "creative communication" used in different parts of the report.

Discussions with members of the self-evaluation team and teaching staff revealed that the University has not ensured that teaching staff know and apply the concept of "learning outcomes" in defining and describing their subjects. It is advisable to review the aims and learning outcomes of the programme so that they fully comply with and align to its new title "Communication of the Society of Creativity". Programme aims and learning outcomes should

incorporate the philosophical, theoretical and more practical parts of the curriculum. The programme management should ensure that the teaching staff engages fully in the process of redefining and articulating the aims and learning outcomes of the programme. In doing so the programme team should be assisted by the University Administration (and the Quality Department in particular), which should provide training and support in relation to methodological approaches to framing learning programme and module learning outcomes. The overarching aims, objectives and learning outcomes of the programme should be reflected in and mapped to the learning outcomes of the subjects/modules. The outcomes should reflect the level of the programme, what it is the students will be able to do, and be clear and meaningful to them.

The broad rationale for the programme and its aims and learning outcomes are supported and justified by the strategic, legal documents, and studies presented, in which the importance of Creative Industries and their development in Lithuania and abroad are defined.

The programme aims and learning outcomes are consistent with the type and level of studies and the award of a Masters degree. The programme is ambitious and features a number of high standard theoretical subjects as well as several more practical courses. However, there does not appear to be opportunities to apply theoretical tools in practice or to apply the comprehensive knowledge the programme seeks to generate in an applied way.

2. Curriculum design

The curriculum design meets legal requirements and is supported by up to date legal basis, national and international strategies and Creative Industries studies.

The study programme has an interesting mix of compulsory and elective subjects. According to the SER, the programme aims at different theoretical and practical goals: in academic subjects ("Creative societies", "Knowledge, culture and communication", "Postmodern communication", "Phenomenology of communication") theoretical, cognitive aspects, as well as basic communication trends and practices are highlighted. Accordingly, in the more practice-oriented courses ("Culture and consumption", "Informal communication", "Innovations management", "Creative business competences") the applied aspects are highlighted; and, as it is stressed, professional and personal skills are developed.

The curriculum design also reveals a strong focus on thesis work and methodological approaches as in for example, the courses Creative Communication Methodology/Scientific Methodology of Creative Communication (11251) in the 2nd semester and Creative Communication Research on Creative Communication (11305) in the 3rd semester. This focus on methodology may create an imbalance, with a disproportionate focus given to theoretical and methodological approaches compared to the application of those theoretical and methodological tools in practice. The panel recognizes that this is an issue that the programme team is aware of and has sought to address as students have reported that changes to the programme have resulted in an increased focus on application and practice. The panel encourages the programme team to keep the balance between theory and application in practice under review, in all modules, to ensure that the programmes' graduates are able to transfer the knowledge and skills acquired on the programme in to the practice environment.

Special attention is paid to the preparation of theses: Final thesis I module (3 ECTS) in 1st semester, Final Thesis II module (3 ECTS) in 2nd semester and Final Thesis module (24 ECTS) in the 3rd semester. The SER notes that "One of the final thesis assessment criteria is the relation with practice and relations with social and business partners." This was also confirmed during

our meetings. We believe that although there may be an imbalance as mentioned above, having thesis modules I and 2 prior to the thesis work itself is a commendable way of structuring the students' thesis process.

Most subjects of the programme and the innovative combination of theoretical and methodological approaches with more practice-oriented courses reflect the nature of Creative Industries and the level of complexity in modern creative society.

As previously mentioned, the intended learning outcomes are not clearly articulated. However, it appeared from our meetings, especially with the students, that subject learning outcomes were understood and aligned to the assessment criteria.

The volume of the Creative Communication master's degree programme is 90 ECTS credits. The duration of the full-time studies is 1.5 years. It is planned to implement the extended study programme, the duration of which will be 2 years. These studies will be based on the distance learning principle.The syllabus of the study programme is designed in compliance with the objectives and intended learning outcomes for the study programme.

Creative Industries is one of the newest study fields in the Lithuanian system of education. Creative Industries are in themselves driven by the latest achievements in science, art and technologies. The latest achievements are reflected in the curriculum and course literature. The overall theme and content of the programme is an innovative and timely response to the challenges of the creative knowledge society.

3. Staff

The collection and interpretation of data was based on the analysis of the self-evaluation report (SER), of the accompanying documents (Annexes) and on the input provided by participants during the visit in order to secure an evidence-based mechanism.

The study programme is provided by 12 teaching staff members (5 Professors, 3 Associate Professors and 4 Lecturers); out of which 9 hold a scientific degree (see Annex *Informacija apie dėstytojus*).

The qualifications of the teaching staff are adequate to ensure learning outcomes: all the professors, associate professors and lecturers are qualified in the field of the subject(s) they teach (see Annex *Informacija apie dėstytojus*); except for one member, all the teaching staff have at least 3 years of teaching experience, and of research and practical experience (ranging between 5 and 30 years and 5-26 years, respectively) (see Annex *Informacija apie dėstytojus*) while the SER states that "The average teachers' scientific work experience is 13 years, the average educational experience is 15 years, the average practical experience in the particular subject area is 2-3 years". The teaching staff pursue updating of knowledge and skills through participation in study trips, conferences and projects and 4 of them are members of expert groups (see SER and Annex *Informacija apie dėstytojus*).

The number of the teaching staff is adequate to ensure the learning outcomes are delivered: the teaching staff/student ratio ranges from 3.57 to 0.46 (calculated from the data provided in SER; the ratio varies annually and it is an average value: total number of teaching staff/total number of students), which is generous and should enable quality teaching.

Teaching staff turnover is able to ensure an adequate provision of the programme: the number of the teaching staff members employed in the programme increased in the last academic year (SER and Annex *Informacija apie dėstytojus*), the rationale being to avoid any negative consequences of teachers' turnover.

The University creates conditions for the professional development of the teaching staff necessary for the provision of the programme: staff participate in internships/training workshops abroad (for example, Italy, Ukraine, Poland, France), in training courses organised by the institution and by other bodies in country, in programme self-evaluation teams (see Annex 3); international visibility is encouraged within ERASMUS – one outgoing teacher and one visiting teacher, etc. Therefore, the opportunities and methods of professional development are varied. Nevertheless, international mobility should be further fostered, both quantitatively and qualitatively, alongside the teaching staff motivation for professional development and for wider involvement in the programme's sustainable development.

The teaching staff of the programme are involved in research (art) directly related to the study programme being reviewed: publication of papers and books in the fields related to the subjects taught; members of doctoral committees; four are members of editorial boards of research journals; participation in scientific research projects, in national and international conferences (SER, Annex *Informacija apie dėstytojus* and input provided by teaching staff). Consequently, research activity is adequate.

4. Facilities and learning resources

Premises for studies are adequate both in their size and quality. There are enough classrooms, areas for individual and group work.

Teaching and learning resources are adequate. However, students expressed their dismay that there is limited opportunity to borrow technical equipment, such as cameras (the Faculty has one camera in its Creative Industries laboratory) for their study needs. We understood that this was due to administrative issues and that the programme team is working on a solution. However, the students were dissatisfied by the delay.

The programme does not award credits for formal practice. However, students reported that there are enough practical tasks given by lecturers – individual and group, and they are encouraged in acquiring practical skills in extra-curricular activities.

Teaching materials are adequate and accessible to students. There are possibilities to use scientific databases. Students said that there are enough teaching activities. Students appreciated the fact that the University library is open 24 hours a day, seven days a week. The University is commended on its approach to e-publishing and for letting students access all its ebooks free of charge. Another feature of good practice is the electronic bibliography of subjects and teachers, which helps students to find reading material. The panel also commend the work of the teaching staff for their personal commitment to the provision of original work and to the translation of important authors in this field.

5. Study process and student assessment

The admission requirements are well-founded and are in accord with national regulations.

The organisation of the study process ensures an adequate provision of the programme, but as the programme is quite new, there is as yet little evidence about the validity of the learning outcomes in employment.

Students are very strongly encouraged to participate in research. The programme aims to prepare future doctoral studies in the Communication field within a few years. There were two students among the first cohort who had published their final thesis as a research article in a respected journal.

There are opportunities for students to engage in mobility programmes. One student, out of seven, reported having done so. The programme team is encouraged to strengthen students' opportunities for internationalisation.

Students can get scholarships for good academic achievement and there is also support for students who are socially vulnerable. There is an adequate level of academic and social support.

Students are adequately informed about the approach to, and mechanisms for, assessment. For example, in the first class each lecturer sets out and explains the assessment criteria to students. The assessment diet includes an appropriate blend of both practical and theoretical assessment methods.

It is difficult to judge the effectiveness of the programme in relation to the provision of graduate competence because the programme is new and most of the students who had graduated from the programme were already in employment before they enrolled. There has also been little opportunity for graduates to apply their knowledge and skills in practice or for the University to gather the considered feedback of social partners on the effectiveness of the programme. The programme management team is encouraged to establish a clear and timely feedback system for an evaluation of their graduates' competences.

Second-year students and alumni mentioned that there was a lack of interactive delivery methods used by lecturers, the majority of whom utilised a didactic approach which students found un-engaging. However, first year students reported that they now have far more opportunities to develop practical and creative skills and that delivery methods were more interactive than those their predecessors appeared to have experienced. It appears that the programme lecturers have adapted their approach and have moved from a didactic to a student-centred, inter-active approach to learning. The panel commend this rapid reaction to the needs of students.

6. Programme management

Programme responsibility is clearly allocated. At an executive level the Dean of the Faculty is responsible for the administration of the masters' degree study process and the Head of the Department of Philosophy and Political Theory, as programme leader reports to the Dean of Faculty and is responsible for the programme's organisation, management and coordination. Collegial governance and oversight of the programme is achieved at the programme level through the Faculty of Creative Industries Studies Committee which reports to the Faculty of Creative Industries Council and through it to the University's Rectorate. The University Rectorate provides a number of central services to the Faculty in relation to programme delivery and oversight, for example the Academic Affairs Office and the Quality Management Office.

Questionnaires or surveys utilising University databases or documents are carried out each semester on the performance of students, the quality of teaching, and the quality of facilities.

Annual surveys are conducted on stakeholders (alumni, employers, social partners) views on the alignment of the programme to the needs of the labour market, and on the engagement of staff in research and in qualification enhancement programmes. There is also a range of other information collected in a more ad hoc manner about administrative support for students, suggestions and changes to the study process and response to students' questions. The panel heard from students that these ad hoc methods are very effective and that the programme leader is energetic in gathering their views informally and acting quickly to address their suggestions or concerns.

The Self Assessment report noted that:
'the data collected during the surveys has highlighted several problematic aspects to which special attention is being paid: a)the enhancement of relations with foreign partners, b) update of several subjects c) development of teachers' competences; d) improvement of morale; e) information and document management; f)study resources (literature) upgrade.' (SER 7.2, p 28)

It was evident from the changes to the programme noted by the panel, the information provided in meetings with academic and support staff, students and alumni that the feedback from all sources had been considered and had led to significant and timely enhancements to the delivery of the programme. In fact, the SER and the other documentation presented to the panel did not reflect the receptive, proactive and energetic approach of the programme management and team or the very positive developments to the programme. ,

Students and social partners are members of the Faculty Studies Committee and the Programme Studies Committee. Social partners are also members of the thesis commission. Alumni and employers are also involved in the development of the programme in an informal and ad hoc manner through events and informal exchange. However, the panel was informed there were plans to increase the involvement of social partners and met employers during the visit who had recently committed to assisting the University.

The Self Assessment Report states that the 'employer survey will be carried out in a few years'. The panel noted that this must be a different survey to that conducted in relation to the needs of the labour market. However, it considered that employers' views on the entry behaviours of students when they first start work are invaluable. It is recommended therefore that employers' views on the ability of the students they recruit are gathered as soon after entry to practice as is practicable, as well as being gathered later as appears to be planned.

There is a clear and effective, formal quality assurance and enhancement framework that captures data and facilitates its analysis to support and improve the programme. There is also a range of informal and ad hoc mechanisms that have been highly effective and efficient in driving the development of the programme and improving the student experience.

There is one area that gave the panel some concern. The framing and articulation of the programme's aims, objectives and outcomes were not articulated or aligned clearly and persuasively. Given that the outcomes approach to education is a relatively recent innovation in Lithuania, as in many other areas of Europe, and given the difficulty that academic staff generally have had in adjusting to the approach, it is surprising that the University has not provided more support to the programme team in the form of, for example, training in expressing programme and subject outcomes and aligning them to each other and to delivery and assessment. It may also have been expected that the University's senior committees would have referred back the SER for further development given these problems in expression and in the SER did not describe the amount of work that has been done in improving the programme. The

University may wish to review its support and review processes in relation to programme design, review and approval.

III. COMMENDATIONS AND RECOMMENDATIONS

The panel commends the:

- care and attention of the programme team in the development of the programme;
- comprehensive and timely response to formal and informal feedback and the consequent improvements to the programme;
- development of online facilities and in particular the online bibliography;
- approach to research methodology supporting the thesis;
- work of staff in providing a range of original and translated programme materials;
- University's approach to e-books and publishing, the provision of University published materials free of charge to students, and the encouragement to research and the publication of students' work.

The panel recommends the following:

1. Review the programme and subject learning outcomes to ensure that they:
    (a) are expressed clearly and simply;
    (b) reflect the richness of the delivery of the programme;
    (c) incorporate the aspirations articulated in the programme aims and objectives;
    (d) align the subject learning outcomes to those of the programme;
    (e) clarify how knowledge is applied in practice.

2. Ensure a systematic student centred approach is adopted consistently within all subjects in the programme.

3. Seek more opportunities to incentivise staff to undertake professional development opportunities.

4. That all the current opportunities to practice that are provided to students are captured and set out in the programme materials, and that the further opportunities for students to interact with social partners are introduced to assist the reflection on theory in practice.

5. That more opportunities for formal, collegial discussion about the delivery and development of the programme between members of the programme team are introduced.

IV. SUMMARY

The programme is part of a new and exciting subject area that is rapidly developing. Further work is required to clarify the focus of the programme and the alignment of its title, aims, objectives and learning outcomes, and its curriculum and syllabus. The programme benefits from a strong theoretical underpinning provided by the programme team and the ethos of the host department, particularly in relation to philosophical approaches to creativity and communication. However, this needs to be balanced by the application in practice of the knowledge and skills developed by the programme, with an appropriate focus on creativity and communication, and these should be clearly articulated within the programme curriculum.

The name of the programme, its learning outcomes, content and the qualifications offered are not sufficiently aligned. The new title of the programme "Communication of the Society of Creativity" is not compatible with the aims and learning outcomes of the programme, which is mostly focussed on communication. At the same time the content of the programme is less focussed on communication than the aims and learning outcomes would imply. It is advisable to redefine the relationship between the title, aims, programme outcomes and the content of the programme. It is essential for the programme to create and maintain a consistent balance between the notions "creativity", "creative society" and "communication". The aims, objectives and learning outcomes would benefit from including clear reference to practice and practical learning opportunities.

The programme is appropriately resourced and while student access to practical equipment such as cameras could be (and, we understand, is being) improved there is a high level of well designed and targeted study resources made available through the Library, and which represents an example of excellent practice.

The programme is delivered by an appropriately composed and qualified staff team, who collectively and individually have demonstrated strong commitment to the student learning experience. The programme has developed rapidly and changes and enhancements have been introduced that have resulted in notable improvements to the students' learning experience. The programme leader and programme team are commended on their efforts and encouraged to continue them, assisted by the review and alignment of the aims and learning outcomes of the programme and the more systematic application of those areas of good practice throughout the programme that are notable in some of its parts. The development of the programme reflects a proactive approach to programme management, quality assurance and quality enhancement. The views of students are actively considered and acted upon through both formal, deliberative processes and informally, and the views of social partners are also sought and considered in the development of the programme. Greater support and oversight by the University would assist in developing these approaches further.

V. GENERAL ASSESSMENT

The study programme *Creative Communication* (state code – 621P90005) at Vilnius Gediminas Technical University 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	2
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**18**

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

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

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

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

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	Arminas Varanauskas

Vertimas iš anglų kalbos

VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO STUDIJŲ PROGRAMOS
KŪRYBOS VISUOMENĖS KOMUNIKACIJA **(VALSTYBINIS KODAS – 621P90005)**
2014-01-06 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-5 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus Gedimino technikos universiteto studijų programa *Kūrybos visuomenės komunikacija* (valstybinis kodas – 621P90005) vertinama teigiamai.

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

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ši programa yra naujos, įdomios ir greitai besivystančios dalykinės srities dalis. Reikia aiškiau nurodyti programos objektą ir suderinti programos pavadinimą, tikslus, uždavinius, numatomus studijų rezultatus, studijų turinį ir planą. Programa turi stiprų teorinį pagrindą, kurį užtikrina programos komitetas (*programme team*) ir ją vykdanti katedra, ypač jos filosofinis požiūris į kūrybiškumą ir komunikaciją. Tačiau tai reikia subalansuoti praktiškai taikant programos teikiamas žinias ir įgūdžius, pakankamai dėmesio skiriant kūrybiškumui ir komunikacijai, ir visa tai turi būti aiškiai išreikšta programos sandaroje bei turinyje.

Programos pavadinimas, jos numatomi studijų rezultatai, turinys ir siūlomos kvalifikacijos nepakankamai suderinti. Naujasis programos pavadinimas – „Kūrybos visuomenės komunikacija" – neatitinka programos tikslų ir numatomų studijų rezultatų, kurie daugiausia orientuoti į komunikaciją. O programos turinys mažiau orientuotas į komunikaciją, nei būtų galima numanyti iš tikslų ar numatomų studijų rezultatų. Patartina iš naujo apibrėžti programos pavadinimo, tikslų,

numatomų programos studijų rezultatų ir programos turinio santykį. Labai svarbu atrasti ir išsaugoti programos sąvokų „kūrybiškumas", „kūrybiška visuomenė" ir „komunikacija" pusiausvyrą. Tikslai, uždaviniai ir numatomi studijų rezultatai būtų aiškesni aiškiai nurodžius praktikos ir praktinio mokymo galimybes.

Programa turi pakankamai išteklių, būtų galima (manome, kad ir daroma) padidinti studentų galimybes naudotis praktikai skirta įranga, pavyzdžiui, fotoaparatais, tačiau biblioteka aprūpina aukšto lygio gerai suprojektuotais tiksliniais studijų ištekliais, kas yra puikus gerosios praktikos pavyzdys.

Programą dėsto tinkamos sudėties ir kvalifikacijos darbuotojų grupė, kurie kartu ir atskirai rodo tvirtą pasiryžimą mokyti studentus. Programa sparčiai progresuoja, atlikti jos pakeitimai ir patobulinimai, kurie praturtino studentų mokymosi patirtį. Programos vadovo ir komandos pastangos nusipelno pagyrimo, raginame juos ir toliau taip dirbti, be to, peržiūrėti ir suderinti programos tikslus bei numatomus studijų rezultatus ir sistemingiau visoje programoje taikyti tas gerosios patirties sritis, kurios pastebimos kai kuriose jos dalyse. Programos tobulinimas rodo iniciatyvų požiūrį į programos vadybą, kokybės užtikrinimą ir kokybės gerinimą. Studentų nuomonė aktyviai aptariama, į ją atsižvelgiama oficialių svarstymo procedūrų metu ir neformaliai; socialinių partnerių taip pat prašoma pateikti nuomones, į kurias atsižvelgiama tobulinant programą. Didesnė universiteto pagalba ir jo vadovavimas padėtų toliau tobulinti šį (bendradarbiavimo) metodą.

III. PAGYRIMAI IR REKOMENDACIJOS

Ekspertų grupė gerai vertina:

- programą įgyvendinančios komandos kruopštumą ir atidumą tobulinant programą;
- išsamų ir savalaikį atsaką į formalų bei neformalų grįžtamąjį ryšį ir atsižvelgiant į jį atliekamus programos patobulinimus;
- elektroninių priemonių, ypač elektroninės bibliografijos, kūrimą;
- požiūrį į mokslinių tyrimų metodiką, kuria grindžiami baigiamieji darbai;
- personalo darbą aprūpinant studentus originalia ir verstine studijų programos medžiaga;
- Universiteto požiūrį į e. knygas ir leidybą, studentų aprūpinimą universiteto leidiniais nemokamai ir jų skatinimą atlikti mokslinius tyrimus bei publikuoti darbus.

Grupė rekomenduoja:
1. Peržiūrėti programą ir numatomus dalykų studijų rezultatus ir užtikrinti, kad jie:
    (f)   būtų suformuluoti aiškiai ir paprastai;
    (g)   atspindėtų programos dėstymo įvairovę;
    (h)   apimtų programos tiksluose ir uždaviniuose išreikštus siekius;
    (i)   dalykų studijų rezultatai būtų suderinti su programos studijų rezultatais;
    (j)   aiškiai parodytų, kaip žinios panaudojamos praktiškai.

2. Užtikrinti, kad visų programos dalykų dėstymas būtų orientuotas į studentą.

3. Rasti daugiau būdų, kaip paskatinti darbuotojus pasinaudoti profesinio tobulėjimo galimybėmis.

4. Kad studentai pasinaudotų visomis šiuo metu jiems teikiamomis praktikos galimybėmis ir kad jos atsispindėtų programos medžiagoje; kad būtų toliau sudaromos galimybės studentams bendrauti su socialiniais partneriais, siekiant praktiškai panaudoti teorines žinias.

5. Kad programą įgyvendinančios komandos nariams būtų sudaryta daugiau galimybių oficialiai ir kolegialiai diskutuoti apie programos dėstymą bei tobulinimą.

<…>

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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.

Vertėjo rekvizitai (vardas, pavardė, parašas)

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[1] Žin., 2002, Nr.37-1341.