



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS KOLEGIJOS  
**STUDIJŲ PROGRAMOS *TARPTAUTINIS VERSLAS***  
**(653N12004)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT OF *INTERNATIONAL***  
***BUSINESS (653N12004)***  
**STUDY PROGRAMME**  
at VILNIUS COLLEGE

Grupės vadovas:  
Team leader:

Dr. Michael Emery

Grupės nariai:  
Team members:

Eneken Titov  
Jeremy Christopher Hutchinson  
Prof. dr. Aušrinė Armaitienė  
Marius Rimkaitis  
Jolita Čeičytė

Išvados parengtos anglų kalba  
Report language - English

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarptautinis verslas</i>
Valstybinis kodas	653N12004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo profesinis bakalauras
Studijų programos įregistravimo data	2011 m. birželio 30 d.

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme:	<i>International Business</i>
State code	653N12004
Study area	Social Sciences
Study field	Business
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
Degree and (or) professional qualifications awarded	Professional Bachelor of Business
Date of registration of the study programme	30 June, 2011

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## I. INTRODUCTION

Vilnius College (afterwards VK) is a state higher education school providing professional bachelor degree study programmes. It comprises 7 faculties and offers 48 study programmes. Currently, there are some 7,200 students and some 494 teaching staff. The study programme for this evaluation is International Business (IB), a professional bachelor programme which was accredited and started in 2011. On this study programme there are 262 full-time and 148 part-time students studying over three and four years respectively; both modes of study are for 180 credits.

The collegial governing bodies are the VK Board (the managing body including Rector Gintautas Braziunas) and the VK Academic Council (manages academic affairs). Other cross-college aspects include the quality assurance system, careers, sports, distance learning, and the Computing Centre.

The Self-evaluation report (SER) provided in advance is informative, detailed, and follows the Centre for Quality Assessment in Higher Education (SKVC) *Methodology for Evaluation of Higher Education Study Programmes (December 2010)*. It was prepared by a group containing teaching staff, a student representative, and a business representative, and was led by the Head of the Business Studies Unit, Neringa Miniotiene. It is somewhat lengthy at 38 pages and contains considerable descriptions. More self analysis would have been beneficial together with more examples of improvements made since 2011. Overall, the SER covers the essential groundwork required and is very professionally presented.

The Expert Team visited VK at its campus in Vilnius for the programme evaluation on Thursday 6 March 2014. This international team was led by Dr Michael Emery (UK, Director of International Higher Education Evaluations, formerly Her Majesty Queen Elizabeth II's Inspector for Higher Education), Eneken Titov (Estonia, Expert for Estonian Higher Education Quality Agency and Quality Manager, Estonian Entrepreneurship University, Tallinn), Jeremy Hutchinson (Ireland/Switzerland, Director of Les Roche International School of Hotel Management, Switzerland), Professor dr Ausrine Armaitiene (Lithuania, Head of Recreation and Tourism Department, Klaipeda University), Marius Rimkaitis (Lithuania, Business Entrepreneur at StudioV4, Vilnius), and Jolita Ceicyte (Lithuania, master student at Kaunas University of Technology, owner of a woolen products retail company, Kaunas). The Expert Team thanks the

staff, students, and social partners for their cooperation during the site visit. All meetings were held in English and were extremely helpful and cordial.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The aim of the IB study programme is to train international business specialists able to set up an enterprise, run it, research the market, execute business, manage changes, organise goods purchasing and sales, ensure performance quality, with knowledge of international business particulars, able to compete in Lithuanian and international markets, manage information, analyse and solve contemporary business problems and respond to international market changes. Programme branches (*International Marketing and Sales* and *Logistics*) prepare specialists able to work effectively in international markets. Graduates of *International Business* study programme are awarded a professional bachelor of business degree.

Entrepreneurship is in the focus of the programme and learning outcomes (LO) and the importance of entrepreneurial skills is emphasized in the teaching. The LOs are well defined in general; but even more clear linkage to the specific area of International business is expected from the students and social partners. Although there are quite a lot business administration or management study programmes in Lithuania and in Vilnius, VK has found its niche in adding its view of internationalisation to the programme. Although stakeholders saw more practical approach in teaching as a competitive advantage, the focus to IB is grounded. The selection of programme branches is justified and the market situation and discussion with social partners show the need for such a specialist.

The aim and the LOs of the programme are in accordance with the aims of VK and the popularity of the IB programme supports VK in its sustainability in the best way.

The programme aims, though lengthy, and LOs are consistent with the type and level of studies and the level of qualifications offered – VK provides the general educational purposes, the Higher Education Quality Assurance provisions, the Bologna Process requirements and the different national laws and requirements in the IB study programme.

## ***2. Curriculum design***

The HEI has made necessary arrangement to meet the legal requirements and during the evaluation period several fundamental changes were made - structure of student independent work and auditory work has been changed, national credit system transferred to ECTS, etc. The present programme meets legal requirements, including the amount of practices, amount of subjects per semester, number of electives, etc.

The variety of study methods is high (cases, round table discussions, business games, creative platforms, real-life related tasks, etc.) and students highly appreciate the interesting learning. The integration of different study methods and balance between individual work and lectures allow students to achieve the LOs, to develop professional and general competencies, to promote creativity, and to promote critical thinking and the ability to learn independently.

Social partners confirmed that the eventual graduates will be prepared for successful professional activities in the field of international business. Also VK provides students with the possibility to acquire a double degree diploma according to the agreements signed with the University College of Northern Denmark on the double qualification degree. Students may study abroad for one year and after coming back the Faculty of Business Management recognises their credits collected in Denmark. The project is funded by Erasmus.

The scope of the IB study programme is sufficient to ensure learning outcomes. The programme has module-based structure and all the modules are spread evenly – 13 general modules and specialisation modules plus practice modules. According to the titles and content of the modules and subjects, the themes are not repetitive. Modules are consistently arranged. The themes of the modules, due to close collaboration of module teachers, do not overlap, but rather complement one another, seeking the specific module-based learning outcome.

The Faculty of Business Management constantly develops the study possibilities: the Faculty offers different language courses, high variety of electives (more than 20 courses), and is expanding distant learning possibilities (three modules). Social partners interviewed during the site visit recommended paying more attention also to Russian language studies, to students' creativity development and ability to work independently and to find and research the necessary information.

### *3. Staff*

Staff involved in the programme implementation meets the legal requirements. Lecturers having scientific degree teach more than half of the study area subjects. There are constantly maintained a large proportion of well-qualified lecturers of study area subjects. The students also approved the young and experienced teachers and the good communication between teachers and students.

The recruitment and selection requirements are clear and support HEI in hiring qualified staff. Although the IB programme has only first and second year students right now, the number of staff is quite high – 54 and probably support the individual approach between student and teacher. The teachers teach in other study programmes in the Faculty and the optimal workload is assured through that study organisation.

The teachers participate in every part of study process – they prepare methodological materials for lectures, carry on practical trainings, prepare and estimate student work. To be good teachers, some improve their qualification in training courses, seminars and internships in Lithuania and abroad, giving international lectures, participate and make presentations at conferences, publish articles, conduct applied research, develop and implement international and other projects.

The teachers are well prepared to teach this IB programme – both pedagogical competences and practical experiences in the area they teach are highly appreciated. As noted above, some IB study programme teachers improve their pedagogical and subject matter qualifications through attended courses, seminars, participating in research and project-based activities. Occasionally and quite limited, the teachers also participate in mobility programmes. As the aim and the title of the IB programme expect very good knowledge of international issues, the Expert Team expects teachers to be more active in participating in Erasmus and other international mobility programmes to gain further international experience. According to the SER and confirmed by the site visit interviews results, the number of different lecturers participating in mobility programmes is quite small – it is the same teachers every year. Much more should be done.

The Faculty, together with the Business Studies Unit, has launched the staff evaluation system to support teachers' development and activity. The teachers conduct the self-evaluation analysis every year in the fields of teaching, research and development (R&D) and methodology – what was good, what was not so good etc. After every five years lecturers performance evaluation

takes place. As noted above, the staff is provided with the possibilities to go abroad – once a year the staff can ask for financing the conferences, internship and other R&D activities. As the mobility and (R&D) activities should give positive impact to the study process, the Faculty support in those fields is extremely important and, as noted above, it needs to continue and increase.

#### ***4. Facilities and learning resources***

The premises and equipment for studies are sufficient. The IB study programme lectures and practices are carried out in some 22 computerized lecture rooms, 12 medium-sized rooms for group work and self-study work and two simulated business practical training firms. All the lecture rooms are equipped in accordance with the requirements for sanitary and hygiene. Also the students of the IB programme can use general premises of Faculty - a 621 sq m sports gym, the canteen of 100 seats and the 334 sq m library. Although the number of the rooms is sufficient, some of the rooms are quite old-fashioned, dull, and need modernisation equal to the business world. This also includes the Faculty library.

The students have possibility to use computers in auditoriums, the reading room, information technology rooms, lecture rooms and the library, but mostly students interviewed preferred to use their own laptops or I-Pads. All the computers are equipped with the necessary software - Windows, MSOffice, SPSS, professional software (Stekas, CorelDraw, Adobe Photoshop etc). The students and teachers also use the Moodle platform to enable distance learning courses. Two simulation training firms, VPMF "Vilionė" and VPMF "Miglė", which are computerised, help to develop the practical skills of students, as noted above.

The Faculty library provides students and staff with different resources – databases (EBSCO Publishing, Emerald Management Journals, Oxford Reference Online, Taylor & Francis etc), journals (The Manager, The Jurist, Review of Accounting and Taxes, Office Administration, Business Class, Harvard Business Review, Management Today, The Economist, Bloomberg Business week, Fast Company etc). Book and journal stock have some recent copies but much more is needed to support and sustain student and staff research for this IB programme.

The programme provides two internships – Professional Practice and Final Practice. Students can find places for their professional and final internship on the website of the Lithuanian Business Employers' Confederation, also they can pass the internships in the companies they work or

some companies ask the Faculty for trainees. All the internship companies should be connected to international business. Usually students accomplish their practices in Lithuanian and overseas marketing and sales departments of business companies as well as in logistics firms and their divisions. Practice organisation is regulated by the Procedures for Practice Organisation. The Faculty concludes tripartite agreements with employers that appoint the student practice supervisors. After practices the acknowledged students may be invited to work in these enterprises. The part-time students, and also some full-time students, who are working use this resource for the practice.

### ***5. Study process and student assessment***

Admission takes place by the amount of competitive tender points. The competitive grade structure (SER p. 133): the admission grade will consist of three subjects (maturity exam in maths - a weighing coefficient (0.4), a secondary school leaving exam in Lithuanian - 0.2 and an exam in history or a foreign language (by choice) - 0.2, a weighing coefficient of subjects' yearly grades - 0.2.). There are no special requirements for the IB study programme entrants. During the evaluation period, competitive grade average score is quite high in both study forms (in 2013/14 13,75 points (full-time), and 12,37 points (part-time)). Also the minimum and maximum scores are high. Consequently, these students for this programme have good potential.

The IB study programme is on demand and it is among the top 10 study programmes among the college-level state funded or scholarship awarded study programmes.

The organisation of study process is clear and systematic. Contact work and exams are carried out by the schedules which are published not later than one week before the beginning of the semester. At the beginning of each module students are introduced to the assessment requirements and the module learning outcomes. Students interviewed appreciated the effective organisation.

Teachers provide different possibilities for students to contact with them - by e-mail, by the MOODLE learning environment, and by direct communication in lectures. Consultation hours for the student-teacher cooperation and consultation schedules are provided. According to students they also use Facebook, cellphones, skype, etc. to contact the teachers. Consultation is easy and effective for the IB students.

Some students participate in the Erasmus programme and the Expert Team found a generally positive willingness by the students to go to study abroad – but more effort is needed to compete for the Erasmus funded places available. In view of students' motivation and the programme aim (international skills) the Faculty should find more possibilities to support students mobility financially; currently, the number of students international mobility is low - 15% (SER, p.149) and this needs to increase.

Social support to students of the Faculty is provided through incentive grants, lump-sum social benefits (payments) and bonus grants as well as providing all the applicants with student hostels, advising on loans (tuition fees and living expenses) and social scholarship opportunities (addressing students' social needs). Students are also provided with incentives: for important reasons, students are allowed to pay tuition in instalments; they are offered a deferred payment, and exceptionally are exempt studies payment. Teachers are able to teach students with special needs, they are offered special tasks courses; there is a course for teachers for teaching/interpreting for deaf students, Moodle environment etc. The Faculty also offers support for potential drop-out students to decrease the drop-out rate. This is through individual consultancy hours, counselling, support from social network, and as noted above, the possibility to communicate via different canals (social media, Moodle etc).

In order to ensure active work of students throughout the semester and objective assessment of their learning outcomes, VK applies the cumulative criterion-referenced assessment. Student learning outcomes are evaluated according to the validity, reliability, clarity, efficiency and impartiality principles. According to students' feedback and marks given to students' assignments and examinations provided during the site visit, the students assessment should be more critical and rigorous – it is currently too easy to obtain good marks.

Teachers provide the interim assessment results within five days after the assessment. The results are published on Moodle platform, a virtual learning environment (VLE), in accordance with data protection rules or sent by e-mail to the student group email address.

This programme has no graduates yet, so it is impossible to assess their precise future professional activities and careers. As yet, of course, there is no alumni association established to feedback this data for this IB programme.

## ***6. Programme management***

The IB Study Programme Committee chairperson is responsible for the programme quality, he performs all the functions related to the study programme. The Head of the Business Studies Unit is responsible for IB study programme to be in correspondence with market needs and state requirements. The Business Studies Unit conducts an educational, professional training and labour market, as well as study quality assurance surveys.

VK values the feedback from the self- assessment and external evaluation recommendations. The self-assessment process involves all academic staff, students, some social partners and other community members. Such a diversity of self-evaluators allows for some monitoring of the study programme. The Faculty uses different possibilities to involve some social partners – different social projects, “Business kitchen”, football games, Erasmus IP projects, intensive projects (international team here working with some social partners and generating ideas), asking for topics for final thesis etc. However, the social partners should be much more formally involved in the study programme development and also the feedback from the labour market, also its implementation in study development should be more systematic. A formal Business Committee should be set up for this IB programme’s social partners, and later including the alumni. This should have a chairman, agenda, minutes, and action plans.

The students’ representative organs are the Student Representation of the University and the Student Council of the Faculty. Student representatives are among the members of the Study Programme Committee. Students have enough possibilities to give their feedback, but the implementation of students’ suggestions or solutions for the problems they present should be clearer.

### III. RECOMMENDATIONS

1. The Faculty together with the Business Studies Unit should enhance their support and encouragement for the teachers to develop international communication and networking skills, therefore the support to encourage more IB teachers to participate in international mobility programmes is essential.
2. Although the number of the rooms is sufficient, some of the study rooms are quite old-fashioned, dull, and need modernisation. This includes the Faculty library too. Improvement is needed in such instances to this learning environment.
3. Early student drop-out rate indicates the possibility that the studying is not sufficiently challenging or engaging and that the assessment of coursework should be more rigorous.
4. The involvement of stakeholders (students, social partners, alumni, etc.) should be enhanced and systematic and formal processes of collecting and using of their recommendations should be more firmly established. A formal Business Committee for the IB social partners, employers and alumni (later) needs to be established with a chairman, agenda, minutes, and action plans.

#### IV. SUMMARY

The Faculty has developed an interesting and important study programme – the International Business (IB) study programme. Although there are many business management study programmes in Lithuania, Vilnius College has found its niche in adding its view of internationalisation to the programme. The Faculty's and Business Studies Unit's abilities to run the programme both in Lithuanian and English is highly valued by the students and social partners and the English study language is grounded by the aim and LOs of the IB programme.

The Faculty supports the pedagogical development of academic staff and it is also shown in practice. The variety of study methods is high. For many but not all of the students the double degree diploma according to the agreements signed with the University College of Northern Denmark on the double qualification degree.

As the mobility and Research and development activities should give positive impact to the study process, the Faculty's and Business Studies Unit's support in those fields is extremely important and it needs to continue and increase. The Faculty and Department should enhance the need for the programme teachers to develop international communication and networking skills, therefore the support to encourage the teachers to participate in international mobility programme is essential.

The facilities and learning resources for running the IB study programme are just about sufficient. The variety of scientific databases, study specific software and study rooms support the aim of the programme. Although the number of the rooms is sufficient, some of the study rooms seen during the site visit are quite old-fashioned, not too well equipped, and dull and thus need modernisation. It is good to notice that students of the IB study programme are potentially a highly valued workforce and companies' need for trainees from this programme is increasing.

The study process is clear and well organised; students can easily contact their teachers and administrative staff to get feedback and suggestions. The large number of students competing for Erasmus places is really remarkable and also their strong confidence shown to the Expert Team in using English (either on English and Lithuanian study language) confirms that the study organisation supports the study programme's aims.

Despite the generally good impression, some results show a need for improvements. Early drop-out indicates the possibility that the studying is not sufficiently engaging or challenging and student assessment should be more rigorous. A wider and systematic involvement of stakeholders (students, social partners, alumni later, etc) would allow the Faculty and Business Studies Unit to get highly valuable recommendations for improvements. Establishing a formal Business Committee would assist and so would a regular SWOT analysis for the IB programme.

## V. GENERAL ASSESSMENT

The study programme *International Business* (state code – 653N12004) at Vilnius 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	4
2.	Curriculum design	4
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>20</b>

\*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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**VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
TARPTAUTINIS VERSLAS (VALSTYBINIS KODAS – 653N12004) 2014-05-21  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-250-1 IŠRAŠAS**

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus kolegijos studijų programa *Tarptautinis verslas* (valstybinis kodas – 653N12004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>20</b>

\* 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**

Verslo vadybos fakultetas parengė įdomią ir svarbią studijų programą *Tarptautinis verslas (TV)*. Nors Lietuvoje įgyvendinama daug verslo vadybos programų, Vilniaus kolegija surado sau terpę, akcentuodama tarptautinį programos aspektą. Studentai ir socialiniai partneriai labai vertina fakulteto ir Verslo studijų katedros gebėjimą įgyvendinti šią programą lietuvių ir anglų kalbomis; studijas anglų kalba pagrindžia *Tarptautinio verslo* programos tikslas ir numatomi studijų rezultatai.

Fakultetas remia akademinio personalo pedagoginį tobulėjimą, tai atspindi praktikoje. Taikoma daug studijų metodų. Remiantis su Šiaurės Danijos universitetiniu koledžu pasirašytais susitarimais dėl dvigubo kvalifikacinio laipsnio suteikimo, kai kuriems (bet ne visiems) studentams suteikiamas dvigubas diplomai.

Kadangi judumas ir mokslinių tyrimų bei plėtros veikla turėtų teigiamai paveikti studijų procesą, Verslo vadybos fakulteto ir Verslo studijų katedros parama ypač svarbi, ji turi būti ir toliau teikiama bei didinama. Fakultetas ir katedra turėtų stiprinti programos dėstytojų poreikį tobulinti tarptautinio bendravimo ir ryšių palaikymo įgūdžius, todėl labai svarbu remti dėstytojus, raginti juos dalyvauti tarptautinio judumo programoje.

Materialiųjų išteklių beveik pakanka *Tarptautinio verslo* programai įgyvendinti. Tai, kad yra daug įvairių mokslo duomenų bazių, studijoms skirtos programinės įrangos ir patalpų, padeda siekti programos tikslo. Nors patalpų skaičius pakankamas, kai kurios iš patalpų, kurias

lankydami kolegijoje apžiūrėjo ekspertai, yra visai pasenusios, ne ypač gerai įrengtos ir niūrios, taigi jas reikia atnaujinti. Malonu pastebėti, kad *Tarptautinio verslo* studijų programos studentai yra gerai vertinama darbo jėga, o įmonėms vis daugiau reikia šios programos praktikantų.

Studijų procesas aiškus ir gerai organizuojamas, studentai gali nesunkiai susisiekti su dėstytojais ir administraciniu personalu bei gauti grįžtamąjį ryšį ir patarimų. Puiku, kad daug studentų konkuruoja dėl dalyvavimo *Erasmus* programoje; tvirtas studentų (studijuojančių lietuvių arba anglų kalba) pasitikėjimas vartojant anglų kalbą, kuri jie pademonstravo per pokalbius su ekspertų grupe, patvirtina, kad studijų organizavimas padeda siekti programos tikslų.

Nors bendras įspūdis geras, kai kurie rezultatai rodo, kad yra tobulintinų dalykų. Studentų nubyrimas ankstyvajame studijų etape reiškia, kad studijos nepakankamai patrauklios ar įdomios ir kad reikia griežčiau vertinti studento mokslo metų darbą. Platesnio masto ir sistemingas socialinių dalininkų (studentų, socialinių partnerių, vėliau ir buvusiųjų studentų bei kt.) įsitraukimas padėtų fakultetui ir Verslo studijų katedrai gauti jų vertingų rekomendacijų dėl patobulinimų. Dėl to būtų naudinga įsteigti oficialų Verslo komitetą ir nuolat atlikti *Tarptautinio verslo* studijų programos SSGG (stiprybių, silpnybių, galimybių ir grėsmių) analizes.

### III. REKOMENDACIJOS

1. Verslo vadybos fakultetas kartu su Verslo studijų katedra turėtų didinti paramą ir skatinti dėstytojus tobulinti studijų programos *Tarptautinis verslas* tarptautinį bendravimą ir ryšių palaikymą, todėl svarbiausia yra remti dėstytojų dalyvavimą tarptautinėse judumo programose.
2. Nors patalpų skaičius yra pakankamas, kai kurios studijoms skirtos patalpos yra pasenusios, niūrios, taigi jas reikia atnaujinti. Tai pasakytina ir apie biblioteką. Šią studijų aplinką reikia gerinti.
3. Studentų nubyrimas ankstyvajame studijų etape reiškia, kad studijos nepakankamai įdomios ar patrauklios ir kad reikėtų griežčiau vertinti visą studento mokslo metų darbą.
4. Į programos tobulinimo procesą reikėtų labiau įtraukti socialinius dalininkus (studentus, socialinius partnerius, buvusius studentus ir kt.) ir įforminti nuolatinę jų rekomendacijų rinkimo ir pasinaudojimo jomis procedūrą. Reikia įsteigti oficialų Verslo komitetą, kurį sudarytų *Tarptautinio verslo* programos socialiniai partneriai, darbdaviai ir buvę studentai (vėliau) ir kuris turėtų pirmininką, darbotvarę, posėdžių protokolus ir veiksmų planus.

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

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<sup>1</sup> Žin., 2002, Nr.37-1341.