



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus Gedimino technikos universiteto  
***KŪRYBINIŲ INDUSTRIJŲ PROGRAMOS (612P96001)***  
***VERTINIMO IŠVADOS***

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***EVALUATION REPORT***  
***OF CREATIVE INDUSTRIES***  
***STUDY PROGRAMME (612P96001)***  
at Vilnius Gediminas Technical University

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūrybinės industrijos</i>
Valstybinis kodas	612P96001
Studijų sritis	socialiniai mokslai
Studijų kryptis	komunikacija
Studijų programos rūšis	universitetinės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	komunikacijos bakalauras
Studijų programos įregistravimo data	2009 08 31, Nr. 1-73

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Creative Industries</i>
State code	612P96001
Study area	Social Sciences
Study field	Communication
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Communication
Date of registration of the study programme	2009 08 31, No. 1-73

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## CONTENTS

CONTENTS .....	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS .....	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design .....	5
3. Staff .....	7
4. Facilities and learning resources.....	8
5. Study process and student assessment.....	8
6. Programme management .....	10
III. RECOMMENDATIONS .....	10
IV. SUMMARY .....	11
V. GENERAL ASSESSMENT .....	13

## I. INTRODUCTION

This is a new, exciting and ambitious program, largely housed in quarters under construction and renovation. Some of the physical structure is impressive and generates an air of excitement by its very newness. Other parts of the physical campus are in a 19<sup>th</sup> century structure being renovated for this new program. As is often the case of things new, there is a sense of things being unfinished. Teaching space is not completed and fully integrated, and essential equipment had not arrived at the time of the external visit. Similarly, the academic side of the program has something of an unfinished feel as well. It has the enthusiasm and excitement of newness, but a number of elements are not fully integrated one into the other.

## II. PROGRAMME ANALYSIS

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

The program aims and learning outcomes are well defined, clear and publicly accessible. The mission is stated as: “Creative Industries programme is designed to develop specialists in the media and applied art sectors (advertising, marketing, public relations, multimedia, television, film, press, and other).” The study programme is designed to develop student ability to implement creative ideas while doing research, writing, producing and editing of TV shows and scripts, developing and implementing projects in the creative media sectors, distributing creative products and services. It also attempts to “prepare the first cycle Bachelor of Communication with large scale university education, with the sufficient knowledge in the fields of Humanities, Social, Technological sciences and Communication, ... able to critically analyze and evaluate modern communication processes, products and tools, who understand communication theories and apply them in different traditional and new media and media research.” This is an enormous task, probably more than can be delivered in high quality, especially given limitations on staff and equipment. Detailed description of curriculum shows that the program is geared „to developing specialists in the ‘media’ and ‘applied art’ sectors“. It is evident that the program has a very original design – the first such programme in Lithuania -- and its real aims are more ambitious than described in opening sections of the report. The program attempts to present an integrated approach towards a number of different fields of artistic and cultural expression and at the same time gives an opportunity for students to try out three different perspectives on the content of their studies: that of 1) a skilled, creative practitioner, 2) a creative business manager in an important and distinct sector, and of 3) an analytical researcher. Such a wide scope of approaches is potentially useful and is directly implied by the intersectorial nature of Creative

industries themselves. However, these different approaches are not defined clearly enough in the presentation of the aims of the Program. While the programme is proving popular to students coming in, alums upon leaving were seriously dissatisfied with the programme on offer.

The program aims are well supported and justified by existing studies on European and Lithuanian Creative Industries (Cultural and Creative Industries Green Paper (EC, 2010), Lithuanian Cultural and Creative Industries, scientific, educational, artistic and business opportunities for a national integrated program of study (2009)), as well as by the mission and strategic goals of the University. Development of the administration structure of university, recent establishment of the Faculty of Creative Industries (February 2012) indicate determined efforts of VGTU to adapt to new requirements of Lithuanian labor market and society, in which a lack of creative professionals capable to work with content in modern communication environment is being underlined by a number of experts.

The programme aims and learning outcomes are consistent enough with the type and level of studies and the level of qualifications offered. The name of the programme, its learning outcomes, contents and the qualifications offered are compatible with each other. The logical structure of the Programme is convincing and well-articulated. Suggested balance among mandatory, alternative, and optional subjects seems to be the most efficient method of compromise between the need of wide integrated perspective and gradual specialization. However, the lack of clarity in presentation of the mission and goals of the programme is among the most important reasons for apparent dissatisfaction of the graduates of the programme with the content of their studies. Graduates complain that the wide scope of the programme did not allow them to focus on selected specialization; that the system of administration is not flexible enough to allow students to become enrolled in programmes offered by other institutions. These remarks were made by graduates who were willing to obtain more practical specialization in one of the sector's creative industries. The aims of the programme should be stated clearly enough to avoid false expectations.

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

The curriculum design meets well legal requirements. It is worthwhile to notice that the majority of indicated legal acts are very recent (2009–2012); this shows that the Programme is designed in accordance with the most up-to-day Lithuanian legal basis.

Study subjects and/or modules are spread evenly, their themes are not repetitive. The logic of syllabus structure assures that themes are not repetitive but rather support each other.

The content of the subjects and/or modules is consistent with the type and level of the studies.

The Programme offers very wide range of themes and subjects, such a wide scope of the Programme is justified by the intersectorial nature of Creative Industries.

The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes. As it was noted before, the Programme attempts to integrate several different perspectives on the content of the studies. Each of these perspectives requires different methods of studying. Therefore, it seems logical the Programme uses different but complementary methods such as theoretical courses, creative-practical seminars and creative projects with enterprises and so on. The programme is highly successful in attaining high level of integration of its methods. Theoretical subjects are successfully complemented with practical assignments, individual and team projects.

The scope of the programme is sufficient to ensure learning outcomes. As it was noted before, the assured wide scope of the Programme forces to limit possible depth of its individual subjects. Perhaps the scheduled joint creative workshops with other educational establishments could be used as an example of wider collaboration with other institutions and could help to reduce the deficit of more specialized courses.

The content of the programme reflects the latest achievements in science, art and technologies. The programme is very much advanced in newest theoretical, methodological and technological aspects. This is undoubtedly one of the most innovative Programmes in Lithuanian system of education.

However, one observation should be made. The program is using term “communication” as a general framework for the studies. Curriculum is oriented towards 1) the content of communication, 2) methodology and means of communication 3) theory and analysis of communication. Due to its temporal limits and intersectorial nature, the programme is forced to limit itself in all three spheres; therefore, there is a clear tendency to provide shorter overviews of some very extensive material. For example, a single general course on Art History covers entire history of visual art. The curriculum offers a course in “Creative writing basics“, which also includes trends in contemporary literature. It can be only inferred that certain elements of the history of literature are discussed in the context of this course. Similarly, the course „Christianity and Culture“ is one of the few opportunities to get acquainted with non-Christian religions and mythologies, which still are an important part of the content of contemporary culture. The students acquire basic knowledge about Baltic tribes’ mythologies and pagan religion in” Ethnic Culture Studies” as well as knowledge about Lithuanian country cultures.

Anthropological point of view to contemporary mass and everyday cultures is presented in course “Popular Culture production”. It may be suggested that more integrated disciplines such as cultural history or anthropology could be useful when dealing with limited time and such broad

content of studies. Likewise, courses dedicated to cultural economy and cultural policy are not included into curriculum, while part of their content is probably covered by such courses as „Audiovisual industries“ and „Creative industries studies“. The basics of EU cultural policy and political economy are presented in this course. In sum, the programme attempts to cover an enormous amount of ground in many, many fields, probably more than can be comprehensively delivered.

On the academic side, students appear to have very little structured opportunity to conduct real research. This programme is, at least in part, an academic course of study, and research opportunities should be enhanced accordingly. Students are introduced to qualitative research methods in a course by that name.

### ***3. Staff***

The study programme is provided by the staff meeting legal requirements. The staff of the programme reflects its intersectorial nature and seems to be adequate both from the point of view of the level of expertise and variety of competences.

The qualifications of the teaching staff are adequate to ensure learning outcomes. Specialization of staff members covers all major topics of the programme. It is important that all members of staff are not only teaching but also are active researchers and participate in a number of CI projects.

Teaching staff turnover is small enough to be able to ensure an adequate provision of the programme. In future, visiting foreign teachers could contribute greatly in establishing the Programme in international context. The programme administration should work to increase the share of teachers from foreign universities in classes for professional and practical skills where the learning to use industrial language in the appropriate circumstances is effective.

The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme. Teaching staff is largely involved in research and project implementation. Professional development of the members of staff is regulated by VGTU legal acts. The high participation in mobility projects indicates that members of staff of the Programme are encouraged to use existing conditions for professional development.

Documents provided to the evaluation team suggest that classroom teachers maintain their own research agendas commensurate with the level of the university and the programme. Teaching staff of the programme is involved in research directly related to the study programme being

reviewed. Balance between separate individual research projects and joint projects in which a number of member of staff is involved seems to be adequate.

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

The premises for studies are adequate both in their size and quality, although much was under construction and renovation at the time of the evaluation visit. The size of premises seems to be adequate for the Programme.

The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality for standard classroom activities. The programme has recently upgraded its facilities. However, there is definitely not enough audio and visual equipment to develop creative skills of the students. The programme is missing essential hardware and software essential to the establishment of a quality course of study. There needs to be a full complement of professional quality audio and video equipment in order that students can record projects. There also needs to be editing bays with current-generation computers and industry-standard editing software. Administrators maintained during the site visit that a grant for such equipment had been secured and that the material was en route. The evaluation team did not see a manifest of the equipment on order.

The higher education institution has adequate arrangements for students' practice. Flexible and innovative collaboration with CI enterprises and other educational organizations, as well as available facilities in CI sector, seem to create very good conditions for student's practice.

Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. Methodological resources of the Programme and their accessibility seem to be adequate.

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

The admission requirements are based on national system of admission, which suits this programme.

The organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. However, the idea and vision of programme are expressed very differently from person to person. There seems to be no consensus of what the programme is really about. Some argue that this is a pre-professional programme, designed to provide students with the skills to do professional work in the emerging field of small-scale public relations and related industries. Others maintain that the programme is largely a

management or entrepreneurship course of study and that graduates should be provided with the skills to become small-enterprise managers, not practitioners. This disconnect lies at the heart of alumni dissatisfaction, noted below. The programme must make it clear to incoming students what is on the course and what is not. A programme that was begun with such enthusiasm has produced alumni profoundly dissatisfied with the content of the course of study. This suggests a serious problem, which must be addressed before the next programme review.

Students have opportunities to participate in student mobility programmes. The information regarding student mobility programmes is clear. Students „choose from the list of contracted by VGTU education institutions, or express their wish to study abroad and initiative bilateral agreements between VGTU and new institutions“. All information regarding mobility is published in VGTU website. Self-analysis documents state that „programme mobility is very high“. This statement can be supported by the amount of institutions that VGTU has agreements with, but not with the number of leaving/arriving students.

The higher education institution ensures an adequate level of academic and social support. The information system is systematic and effective. Students have the possibility to get financial incentives based on both academic achievements and due to social circumstances. Students have the possibility of getting dormitories. Self-analysis states that dormitories are provided for all those who express their need. However, the information from different sources tells that the channels of communication are not good, as different groups and individuals address the same factual information in a different manner. Still, mostly they are adequate.

The assessment system of students' performance is clear, adequate and publicly available. The publication of course objectives and assessment criteria is obligatory. The results are discussed individually and in groups. Feedback is encouraged. The evaluation results are anonymous – students can see only their own results. Both teachers and students agreed that confusions rarely arise, and those that do are easily solved.

The final works are diverse in topics and level of their perfection. More consistency in the level of excellence would be welcome, while diversity of approaches and topics is promising.

Professional activities of the majority of graduates meet the programme providers' expectations. A relatively high number of students enter the job market early during their studies, suggesting that employers are keen to take on students in this programme. Still, alumni said they did not get the professional skills they needed on the job, they addressed the need of more practical training rather than theory. Alumni also stated that the system of administration is not flexible enough to allow students to become enrolled in programmes offered by other institutions. This suggests that the programme administration should examine the curriculum carefully to try to enhance the

skills alumni say they need on entry into the workplace. This is always a difficult balancing act, between theory and practice, particularly in pre-professional programmes such as this one.

Practical collaboration of students with CI enterprises is another efficient method that could help to reach the aims of the Programme. It is important to notice that the majority of students are working in different sectors of CI, and that almost all graduates of the first course of the programme are employed.

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

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The administration of the Programme recently has undergone important changes. Faculty of Creative Industries was established in February 2012, Creative Industries study programme monitoring group has been created. New system proved to be efficient during the process of revision and adopting the amendments of the Programme.

Information and data on the implementation of the programme are regularly collected and analyzed. The process of monitoring the Programme is organized and performed according to VGTU legal requirement).

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. The evaluation and improvement processes involve stakeholders. VGTU is a member of National Creative and Cultural Industries Association. Participation in this association allows establishing a direct communication with major creative enterprises and organizations. Association is also an important stakeholder and was consulted in the process of evaluation of the Programme.

To its credit, the programme seems willing to modify course offerings and other dimensions of the course of study to meet the stated needs of students and social partner stakeholders. However, there are serious drawbacks to the operation of the programme, and, eventually, these must be laid to management. The most fundamental problem is that, without exception, every alumnus of the programme made available to the evaluation team was seriously dissatisfied with what they learned, some of them profoundly so. Basically, these dissatisfactions centered on two areas. One is equipment. There is simply

## **III. RECOMMENDATIONS**

1. The Creative Industries programme is, at least in part, a pre-professional program. As

such, it must have the cameras and sound recorders, plus appropriate workstation with software, essential to teach hands-on skills modules. As it is, the programme tries to do more (with less) than can be done, to the serious detriment of the programme's quality.

2. A related point: programme administrators must decide whether it is a pre-professional programme, which provides skills in multimedia public relations, or whether it is a programme designed to train managers in the public relations sector who can organize and supervise the work of employees and freelance contractors who have those skills. Even with all the hard work and good will in the world, an undergraduate course of study can accomplish only so much.
3. And a further related point: the program has serious problems with its alumni. Former students were unusually harsh in their assessment of the program and in its having prepared them for the start of their professional careers. Some of this confusion may be expected – the program is new and is trying to accomplish several things at once. But the program's administration needs to make it even clearer than it has to date about what the programme will provide in terms of skills and what it will not.
4. The programme administration should work to increase the share of teachers from foreign universities in classes for professional and practical skills where the learning to use industrial language in the appropriate circumstances is effective.
5. The possibilities for students to do research in real research and development projects should be enhanced. The scope of research design for student theses should be widened to give to the students to develop topics that meet their interests of specialization within the programme.

#### IV. SUMMARY

The programme aims and learning outcomes are ambitious and exciting, looking to fill a niche within the world of Lithuanian communications professionals. It tries to provide a general university education, plus training and education in small-business management and professional skills in public relations and related fields. The programme was the first in Lithuania in this area. The design of the curriculum is extremely ambitious, certainly more ambitious on the professional training side than can be delivered adequately at present. Once the physical space is renovated, and once promised equipment is made fully operational, staff will be better able to judge if the numbers of teaching staff is adequate to deliver all the promised aspects of the programme. It seems likely that specific expertise for a number of modules will have to be found, either from new full-time staff or from targeted use of part-time instructors.

Much of the facilities are currently under construction and renovation, making it impossible to determine at this point if the programme, when settled and a bit more fully matured, is fully suitable to the evolving needs of the students enrolled. It is certain at this point that the programme is missing essential hardware and software if it wishes to remain a pre-professional course of study.

Current students and, especially, alumni, find the programme more ambitious in course descriptions than can be fully and adequately delivered under current conditions. It is extremely disturbing that alumni presented to the evaluation term were universally very unhappy with what they had learned. Students coming into the programme said they were not clear as to just what was on offer, and students leaving said they were far from satisfied with what they had been taught. Both of these sets of student concerns must be taken very seriously by the programme management and addressed before the next review.

The programme covers a very wide field and provides valuable foundations and principles to do work on creative industries. This is fully reasonable given the size of the market in the country, but in the coming curriculum planning more attention should be paid to the issues of specialization after the first study year. This was a point that students made as well.

The administration will almost certainly need to re-evaluate whether it can deliver pre-professional training in audio and video production, plus management training in the communication sector, in addition to a broad university level programme of instruction. In the medium-term, it may be necessary to make the programme goals more modest in order to deliver a high-quality programme. Even with highly motivated and dedicated instructors, as here, an undergraduate course of study can deliver only so much.

## V. GENERAL ASSESSMENT

The study programme Creative Industries (state code – 612P96001) at Vilnius Gediminas Technical University is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	2
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>15</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 GEDIMINO TECHNIKOS UNIVERSITETO PIRMOSIOS PAKOPOS  
STUDIJŲ PROGRAMOS *KŪRYBINĖS INDUSTRIJOS* (VALSTYBINIS KODAS –  
612P96001) 2012-12-10 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-137 IŠRAŠAS**

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus Gedimino technikos universiteto studijų programa *Kūrybinės industrijos* (valstybinis kodas – 612P96001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>15</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)

&lt;...&gt;

**IV. SANTRAUKA**

Šios programos tikslai ir numatomi studijų rezultatai yra plataus užmojo ir įdomūs, jie gali padėti užpildyti pasaulio nišą Lietuvos komunikacijų profesionalais. Šia programa stengiamasi suteikti bendrąjį universitetinį išsilavinimą, mokymą ir lavinimą smulkaus verslo vadybos srityje, Studijų kokybės vertinimo centras

profesinių įgūdžių viešųjų ryšių ir susijusiose srityse. Ši programa yra pirmoji Lietuvoje tokios srities programa.

Studijų programos sandara - ypač plati, tikrai platesnė profesinio mokymo prasme nei šiuo metu įmanoma suteikti. Kai tik bus atnaujinta fizinė erdvė ir visu pajėgumu ims veikti žadėtoji įranga, darbuotojams bus lengviau spręsti, ar pakanka dėstytojų visiems žadėtiems programos aspektams pateikti. Atrodo, kad daugeliui modulių reikės specifinių žinių, kurias turėtų naujasis visu etatu dirbantis personalas arba tam tikslui pasitelkti ne visu etatu dirbantys dėstytojai.

Daugelis patalpų dabar rekonstruojamos ir atnaujinamos, ir tai leidžia šiuo metu nustatyti, ar ši programa, ją užbaigus ir labiau subrandinus, visiškai atitiks užsiregistravusių studentų besivystančius poreikius. Šiame etape neabejotina tai, kad programai trūksta būtiniausių aparatinės ir programinės įrangos, kuri yra būtina sąlyga norint išsaugoti studijų funkciją – parengti profesijai.

Šiuo metu studijuojančių, o ypač buvusiųjų studentų nuomone, aprašytas šios programos kursas yra daug platesnis nei įmanoma jį visą adekvačiai pateikti dabartinėmis sąlygomis. Ypač neramu dėl to, kad visi absolventai buvo labai nepatenkinti tuo, ką išmoko. Pradedantieji studijuoti šią programą sakė, kad jiems neaišku, kas siūloma, o baigiantieji šias studijas – kad jie visai nepatenkinti tuo, ko jų mokė. Programos vykdytojai privalo labai rimtai atsižvelgti į abiejų studentų grupių interesus ir išspręsti šį klausimą iki kito vertinimo.

Ši programa apima labai plačią sritį ir suteikia vertingus pamatus bei principus, kuriais remiantis būtų dirbama kūrybinių industrijų srityje. Tai visiškai pagrįsta atsižvelgiant į šalies rinkos dydį, bet planuojant kitų metų studijų programą daugiau dėmesio reikėtų skirti specializacijos po pirmųjų studijų metų klausimams. Studentai taip pat atkreipė dėmesį į šį klausimą.

Administracijai greičiausiai teks iš naujo įvertinti, ar ji, be plačios universitetinio lygio programos, dar gali suteikti parengiamąjį mokymą garso ir vaizdo gamybos profesijai ir vadybos komunikacijų sektoriuje mokymą. Vidutinės trukmės laikotarpiu gali tekti sumažinti šios programos tikslus, kad ji būtų aukštesnės kokybės. Net ir su esamais labai motyvuotais ir atsidavusiais dėstytojais pirmosios pakopos studijų kursas gali suteikti tik tiek.

### **III. REKOMENDACIJOS**

1. Kūrybinių industrijų studijų programa yra, bent iš dalies, pasirengimo profesijai programa. Tokiai programai įgyvendinti reikalingos kameros ir garso įrašymo aparatai, taip pat - atitinkama darbo vieta su programine įranga – būtiniausi dalykai mokant praktinių įgūdžių modulių. Šia programa jau ir taip stengiamasi padaryti daugiau (su mažiau) nei įmanoma, tokiu būdu smarkiai kenkiant programos kokybei.
2. Susijęs punktas: programos administratoriai privalo nuspręsti, ar tai - pasirengimo profesijai programa, suteikianti įgūdžių naudotis daugialype viešųjų ryšių terpe, ar

programa, skirta lavinti viešųjų ryšių sektoriaus vadybininkus, kurie gali organizuoti ir prižiūrėti darbuotojų bei laisvai samdomų rangovų, kurie turi šių įgūdžių, darbą. Net didžiausiomis pastangomis ir su geriausiais norais pirmoje studijų pakopoje įmanoma pasiekti tik tiek.

3. Kitas susijęs punktas: programai kyla rimtų problemų dėl programos absolventų. Absolventai nepaprastai aštriai vertino programą ir jų parengimą profesinės karjeros pradžiai. Galima tikėtis tam tikros painiavos– programa nauja, bandoma iškart įvykdyti keletą dalykų. Bet programos administratoriai turi aiškiau nei iki šiol apibrėžti, kokie įgūdžiai bus suteikti, o kokie - nebus.
4. Programos administracija turėtų stengtis, kad profesinių ir praktinių įgūdžių kursui, kuriame veiksmingai mokoma atitinkamomis aplinkybėmis naudotis pramonine kalba, dėstyti daugiau dėstytojų iš užsienio universitetų.
5. Turėtų būti didinamos studentų galimybės atlikti mokslinius tyrimus, dalyvaujant realiuose mokslinių tyrimų ir technologijų plėtros projektuose. Reikėtų plėsti studentų tyrimų projektų, susijusių su disertacijomis, apimtį, sudarant studentams galimybę nagrinėti temas, kurios atitinka jų specializaciją pagal šią programą.

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

Vertėjos rekvizitai (vardas, pavardė,  
parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341