STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos

ĮSTAIGŲ ADMINISTRAVIMO STUDIJŲ PROGRAMOS (653N23009) VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *OFFICE ADMINISTRATION* (653N23009)
STUDY PROGRAMME
at Vilnius College

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Įstaigų administravimas*
Valstybinis kodas	653N23009
Studijų sritis	Socialinių mokslų
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	3 (nuolatinės), 4 (ištęstinės)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2011-07-12

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Office Administration*
State code	653N23009
Study area	Social Sciences
Study field	Management
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 Management
Date of registration of the study programme	12-07-2011

CONTENTS

I. INTRODUCTION

Vilnius College (hereinafter referred as College) is a state institution of higher education in Lithuania, which is pursuing college studies, and students who successfully defend their final thesis are awarded with Professional Bachelor diploma. The College was established in 2000 while merging different specialized higher educational institutions.

Studies are organized in 8 faculties: Faculty of Business Management, Faculty of Agrotechnologies, Faculty of Design and Technologies, Faculty of Economics, Faculty of Electronics and Informatics, Faculty of Arts, Faculty of Pedagogy, and Faculty of Health Care. According to the data of October 1, 2012, 48 different study field study programmes were conducted at College, 7439 students were studying and 465 lecturers were working there. From September 1, 2011 all study programmes, including the Office Administration programme, were renewed – new learning outcomes were formed and European Credit Transfer and Accumulation System (ECTS) provisions were implemented.

The evaluation of Office Administration study programme has been carried out under the guidelines and procedures of the Centre of Quality Assessment in Higher Education (hereinafter referred as SKVC). This assessment report is based on the self-evaluation report (hereinafter referred as SER), received in July 2013, and on the information collected during a site visit to the College on the 22nd of October 2013. During the site visit, the expert team had the opportunity to discuss the evaluated Programme with Faculty administration, Self-evaluation group, teaching staff, students, and social partners. The expert group also visited the library, classrooms and other facilities associated with the programme. This evaluation report represents the findings and opinions of the group.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

Office Administration study programme is being implemented for two years on the basis of Office and Enterprise Administration programme, which has been pursued in the College since year 2000 (state codes - 65303S116 and 653N23001). The programme was developed (revised) during the implementation of the ESF funded project. The Office Administration study programme (state code - 653N23009) is implemented in full-time (3 years) and part-time (4 years) study modes. During the evaluation there were no graduates of this study programme (after its revision in 2011).

The overall objective of the programme "is to prepare qualified professionals of office administration who are able to independently plan, organize and control the office or department within their field of competence, to prepare and manage documents, manage department staff activities, assist the manager, are able to make decisions and foresee personal development guidelines" is relevant and complies with the title of the programme. Programme complies with the general requirements for Professional Bachelor level Programmes in Lithuania. The programme has been revised recently (in 2011, 2012) applying the module system and changing the way of teaching these modules (parallel vs. one after another). This programme is orientated to the preparation of students to work in private companies (mainly in the small and medium enterprises) and provides opportunities to proceed for further (master) studies. Constant improvement of the programme is made in close cooperation with social partners, as well as with lecturers and students, which is highly appreciated by teaching staff and social partners. However only part of social partners (and mainly not from the private companies, which are the main employers of the programme's graduates) during the visit confirmed that they were involved in defining learning outcomes of the programme. From the SER and information collected during the site visit it is clear that the College very actively cooperates with some of the social partners (Association of Human Resources Professionals, UAB "Intac Lit", SODRA), which are directly involved in the development of Programme's learning outcomes and their revision process. However, the cooperation with the social partners from business both on institutional and personal (teachers) levels is rather limited and mainly relates to few organisations and could be expanded, what would create additional benefits to study process as well as to the quality of the Programme and its learning outcomes.

The *Programme aims and intended learning outcomes* (ILOs) are well defined, clear and publicly accessible; the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market. Provided data of Labour Stock Exchange in the SER proves a high level of students' employability (of similar programme before its revision) in the labour market. The representatives of self-assessment group also repeated this data during the visit to the College.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered; the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

Though the following comments on the strong areas and areas for improvement might be made:

- *Programme aims and intended learning outcomes* are well defined, clear and publicly accessible; the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market.
- Strength of the Programme is **close relations with social partners, including teachers' and students' participation in the projects, research, and internships.** Consultations by the social partners creates additional feedback, however, the list of social partners, who are involved in the development of programmes learning outcomes and their revision process is rather limited and mainly relates to few organisations and could be expanded (especially with the representatives from private business).

2. Curriculum design

Having analysed the SER, the experts group may confirm that the Curriculum Design and the structure of the Programme satisfies legal requirements in Lithuania. The content of the Programme is in line with the labour market needs and is logical. Study subjects are spread evenly, however the teaching of foreign languages could be revised in order to reach the deeper knowledge of foreign languages. One of the goals of the programme is „ to communicate with business partners in two foreign languages, to be aware of the communication peculiarities with business partners in other countries". However, the module system allows students to study foreign language only for six weeks, what makes this aim quite unreachable, unless the students have a good basics of the foreign language already, what is not the case of the most programme's students. The programme's students also stressed this need during the visit as well as a possibility to have some lectures in foreign language (languages) and more elective courses of different foreign languages.

The content and teaching methods of the programme are consistent with the type and level of the studies. Subjects are not repetitive; in general they are consistent with type and level of studies. The scope of the programme is sufficient for learning outcomes. During the visit the use of innovative teaching methods (simulations, creativity, sometimes shows / films, additional material from Goethe institute, marketing games and etc) were confirmed.

The course's literature in most cases dominated by textbooks in Lithuanian language; therefore they usually do not reflect the latest achievement in science / research in the subject. In most cases the list of main literature for the courses is not based on scientific articles, analytical texts. For example: Public Administration – all literature in Lithuanian language, provides only basics (some analytical texts / cases would be useful) on the subject and are rather out of date (last offered textbook is published in 2010). Information, gathered during the visit showed that the

more intense cooperation among teachers within the same module required – in order reaching better synergy between learning outcomes of each module.

After visiting the College and analysing the SER, the following strengths and areas for improvement can be distinguished:

- The curriculum design is aimed at provision of necessary knowledge and skills for office administrators. Both the students and social partners **expressed a wish of including more internationalisation features (deeper (longer) foreign language studies, lectures in foreign language, more elective courses of other foreign languages) into the Programme**. Therefore the experts would suggest the Programme Committee to consider including some specific internationalisation features to the Programme, inviting lecturers from foreign colleges. **The expert team is looking for the improvement** of English knowledge, as the deficiency in English makes obstacles for students to use the wider range of mobility opportunities and for teachers – it reduces their abilities to integrate more international case studies and literature into the courses.

3. Staff

The Programme is taught by permanent qualified teachers, part of who hold a scientific degree and have adequate teaching and practical experience – study programme is provided by the Staff meeting the legal requirements. The expert team has enough evidence to conclude that teachers are selected on the basis of a competition, which enables to choose the best candidates. The turnover of the teachers is insignificant and their number is sufficient to achieve the expected learning outcomes.

Different forms and methods are used in improvement of the teacher's qualification; however it is more ad hoc (promotion of available) rather than proactive (based on the real needs of the teachers) process. For example, some of the teachers do not have sufficient knowledge of foreign languages and their participation in scientific activities is rather low. The expert team admits that it is necessary to improve the teachers' knowledge of foreign languages and their international communication skills by organising foreign language courses, encouraging their participation in international mobility. After talking with the target groups and analysing the SER the inference can be made that the internships and international exchange visits are limited and are dominated by foreign language but not the core programme's subjects teachers.

During the visit it was noted that teachers of the Programme have a rather weak links with the social partners (on personal, not institutional level), especially with business enterprises, what limits their possibilities adjusting the study curriculum to the market needs, inviting guest speakers to their lectures. Furthermore it was also noted that not all teachers are using the Moodle.

Having evaluated *Staff*, the expert team made the following conclusions: the study programme is provided by the staff meeting legal requirements; the qualifications of the teaching staff are adequate to ensure learning outcomes; the number of the teaching staff is adequate to ensure learning outcomes; teaching staff turnover is able to ensure an adequate provision of the programme; the College creates conditions for the professional development of the teaching staff, but lacks more systematic and proactive approach here.

The following strengths and areas for improvement might be distinguished:

- **Staff of the Programme meets the requirements** – which was also stressed by students and social partners. Teachers are involved in the College's projects, however their direct links with social partners is rather weak, what limits the possibilities of programme's content improvement. More highly qualified teachers having good English language skills could be invited to the Programme or the English skills of the present teachers could be developed, as it was already mentioned in the paragraph above. Teachers' mobility could be increased giving the opportunities for teachers to integrate international practical experience to the Programme curriculum. All teachers should be encouraged for using Moodle in teaching process more actively.

4. Facilities and learning resources

For implementation of the Office Administration study programme at the Faculty of Business Management, 22-equipped, computerized classrooms and 12 medium size rooms for group and individual work are used. The College has fully equipped computer classrooms, every student is provided with a possibility to work with computer individually. The Faculty has got a 621 m2 gym, a 100-seat canteen, a 334 m2 library.

The College has enough classrooms and seats in the classrooms. Students have an opportunity to accomplish individual assignments and can use the reading room in the Library or special places in the Faculty premises. The classrooms meet the requirements prescribed in labour and hygiene standards. The state of classrooms is good. An analysis of the Programme's facilities and learning resources leads to a conclusion that the classrooms, which are used to deliver the

Programme, are equipped with required visual facilities and information technologies; the quantity of classrooms is sufficient.

The library is regularly restocked with scientific literature and resource materials and the users of the library can benefit from numerous virtual resources. Teaching materials in the library are up to date, but adding new literature to the library is mainly based on national language textbooks (In 2011-2012, 824 publications of 149 titles were purchased for the Office Administration Study programme and only 18% of them - in English).

Having evaluated *Facilities and learning resources*, the expert team made the following conclusions: the premises for studies are adequate both in their size and quality; the teaching and learning equipment (computer equipment, consumables) are adequate both in size and quality; the College institution has adequate arrangements for students' practice (simulation of business companies); teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

Having analysed facilities and learning resource the following strengths and areas for improvement are raised:

- **The facilities and learning resources meet the requirements**, including different business simulation facilities / resources, which are important part of the study process, however more international textbooks could be attracted to the library and these textbooks could be used more actively in the study process, what could lead to the expansion of the Programme to the international level, as well as to the development of the wide range of skills of students.

5. Study process and student assessment

The College participates in general admission to Lithuanian higher education schools. Students' admission is run under the application filled out in LABA BPO information system The admission to the Office Administration programme is based on the competition and admitted students usually chooses the programme as their first request (competition to the full time studies is about 2,65 among first request applicants, and about 2,3 to the part-time studies among first request applicants). Competition to this study programme is stable and it is rather convincing that it would remain on the competitive level in the future.

The majority of the graduates (based on the data of similar programme before its revision in 2011) get employment in the field related to the Programme objectives and aims. The students

are offered relevant academic and social support. They have opportunities to participate in mobility programmes; however, the number of outgoing students is very low (only one international placement in 2012/2013), in expert team opinion, due to the limited students' motivation, their limited English language skills, and lack of some relevant information, e.g., possibility of integration of exchange courses credits into the Programme.

The student involvement in scientific activities is good – students are encouraged to participate in various projects, students scientific conferences, specific events like Business Week, Marketing days. The participation of students in study process improvement, College's social life should be improved significantly: students are not happy with the activity and the role of the Students' Union; Programme's management team representatives also noted a lack of students inventiveness and motivation to initiate changes in the programme or new projects.

The assessment system of students' performance is clear, adequate and publicly available, students have a possibility to give a feedback on the module that have been taught. On the other hand, during the visit students could not confirm that their negative feedback on concrete module (Management of Public Events and Receptions), resulted in the obvious changes in the module. During the visit, having revised the course papers of the students, the expert team came to conclusion that methodological guidance for preparation of course papers in regards to the references should be improved (many of revised course papers lacks proper use of references).

Having evaluated *Study process and student assessment,* the expert team made the following conclusions: the admission requirements are well-founded and competition form the programme between applicants is good and stable; the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes; students are encouraged to participate in social and applied research activities; students have opportunities to participate in student mobility programmes; the higher education institution ensures an adequate level of academic and social support; the assessment system of students' performance is clear, adequate and publicly available; professional activities of the majority of graduates meets the programme providers' and employers expectations.

The following strengths and areas for improvement are defined:

- **The study process and student assessment is well organized.** More effort should be devoted to the encouragement of students' participation in the international mobility, ensuring that all relevant information is available to the students. The Students Union

activity should be more proactive and involving, giving the opportunity to improve the programme as a bottom-up process. More clear methodological guidance for preparation of course papers in regards to the references should be developed, introduced to the students and its' implementation should be supervised.

6. Programme management

Programme management decisions are made by the Study Programme Committee, which is responsible for the study programme implementation and quality assurance. When it necessary to know community's opinion on relevant issues, the Study Programme Committee held a meeting of teachers, students, graduates and/or social partners. The Humanities Department periodically collects and analyses programme performance data: at the end of each module students evaluate the content and teaching quality of the module, teachers' opinion on the programme implementation, practice supervisors' evaluations, analysis of the Final Thesis (currently only of the predecessor programme), graduates employability results (mainly based on the data from the Labour Exchange). Students' opinion on the module layout and organization are discussed at the meetings with the teachers, however students during the visit could not confirm that their negative feedback on concrete module (Management of Public Events and Receptions), resulted in the obvious changes in the module.

College's internal quality management system is organised in accordance with the provisions of the Quality Manual and the Expert Committee can conclude that the main features of the Quality Management System is installed – self-evaluation is performed in all necessary levels and the findings of the self-evaluations are taken into consideration when improving the Office Administration programme. The Programme management responsibilities are clearly divided between the Study Programme Committee, the Humanities Department, the College's Study Division, the Faculty Dean's Office, the Academic Board and the College's Director Office.

The processes of Programme improvement involve the teachers, students, graduates, and social partners. The expert group may confirm that the involvement of social partners is very high, proving close collaboration in the area of the development of the Programme, however more active participation of business companies would create additional benefits taking into consideration the needs of main future employers.

Having evaluated *Programme management*, the expert team made the following conclusions: responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated; information and data on the implementation of the programme are regularly collected

and analysed; 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; the internal quality assurance measures are effective.

The following strength of the Programme management might be provided:

- Programme management is of high quality, management responsibilities are clearly divided between main stakeholders. Inclusion of social partners input in to the Programme's development and improvement is high, but more active participation of business companies would create additional benefits taking into consideration the needs of main future employers.

III. RECOMMENDATIONS

- The College very actively cooperates with some of the social partners (Association of Human Resources Professionals, UAB "Intac Lit", SODRA), which are directly involved in the development of Programme's learning outcomes and their revision process. However, the cooperation with the social partners from business both on institutional and personal (teachers) levels is rather limited and mainly relates to few organisations and could be expanded, what would create additional benefits to study process as well as to the quality of the Programme.

- Programme's stakeholders (students, social partners) expressed the need of introducing more internationalisation features into the Programme. Therefore the experts would suggest considering to implement different measures, like inviting lecturers from foreign colleges, revising the foreign languages' teaching process in the Programme. The lack of more English thought topics in the Programme, results as an obstacle for students to a wider range of mobility opportunities, and for teachers – it reduces their abilities to integrate more international case studies and literature into the courses.

- Teachers' mobility, especially of the core subjects' teachers of the Programme, could be increased giving the opportunities for teachers to integrate international practical experience to the Programme curriculum.

- All teachers should be encouraged for using Moodle in teaching process more.

- It is important to encourage students participate in the international mobility, increasing the number of outgoing students, which at the moment is unacceptably low, at the same time ensuring that all relevant information about international mobility, credit transfer is available to the students.

- Students Union activity should be more proactive and involving, giving opportunity for the students to be more active in different fields – Programme's improvement, better communication between students, students participation in various projects and applied research initiatives, students participation in social activities.

IV. SUMMARY

The Office Administration programme of Vilnius College is held in high esteem by all stakeholders and corresponds to the needs of the labour market offering practice-oriented specialization.

Programme aims and intended learning outcomes are well defined, clear and publicly accessible; the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market.

The curriculum design of the Programme meets legal requirements, it is in line with the labour market needs and is logical. Study subjects are spread evenly, however the teaching of foreign languages could be revised.

Teaching staff is experienced and demonstrate significant engagement in professional development and sharing of good practice. Students find staff accessible and supportive. Teachers are actively involved in the College's projects, however their direct links with social partners is rather weak, what limits the possibilities of programme's content improvement. More highly qualified teachers having good English language skills could be invited to the Programme or the English skills of the present teachers could be improved. It is important to consider the inclusion of some specific internationalisation features to the Programme.

All facilities are of a high standard and students benefit from considerable practical experience, within and outside the college, the latter aided by good relations with social partners. Using of different business simulation facilities / resources, are important part of the study process, however more international textbooks could be attracted to the library and these textbooks used in more actively in the study process, what could lead to the expansion of the Programme to the international level, as well as to develop the wide range of skills for students.

The study process and student assessment is well organized. However more efforts should be devoted to the encouragement of students' participation in the international mobility, ensuring that all relevant information is available to the students. The Students Union activity should be more proactive and involving, giving the opportunity to improve the programme as a bottom-up process. More clear methodological guidance for preparation of course papers in regards to the references should be developed, introduced to the students and its' implementation should be

controlled. Students must be encouraged and supported to make greater use of databases and other external sources in their studies and submitted work.

Programme management is of high quality, management responsibilities are clearly divided between main stakeholders. Inclusion of social partners input in the Programme development and improvement is high, but more active participation of business companies would create additional benefits taking into consideration the needs of main future employers. The College should ensure further high-level communication with social partners, particularly in the case of student placements, and facilitate greater cooperation between teachers and social partners.

V. GENERAL ASSESSMENT

The study programme *Office Administration* (state code – 653N23009) 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	3
2.	Curriculum design	3
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
	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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VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ĮSTAIGŲ ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 653N23009) 2013-12-10 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-527-2 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Įstaigų administravimas* (valstybinis kodas – 653N23009) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
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

Vilniaus kolegijoje vykdoma *Įmonių administravimo* programa yra labai vertinama visų socialinių dalininkų; kadangi siūloma į praktiką orientuota specializacija, programa atitinka darbo rinkos poreikius.

Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai skelbiami; programos tikslai ir numatomi studijų rezultatai pagrįsti akademiniais ir (arba) profesiniais reikalavimais, visuomenės ir darbo rinkos poreikiais.

Programos sandara atitinka teisės aktų reikalavimus, darbo rinkos poreikius ir yra logiška. Studijų dalykai išdėstyti nuosekliai, tik užsienio kalbų mokymą būtų galima peržiūrėti.

Dėstytojai yra patyrę; jie aktyviai tobulina profesinę kvalifikaciją ir dalijasi gerąja patirtimi. Studentų nuomone, dėstytojai yra prieinami ir noriai jiems padeda. Dėstytojai aktyviai dalyvauja Kolegijos projektuose, bet jų tiesioginiai ryšiai su socialiniais partneriais gana silpni, o tai mažina galimybę gerinti programos turinį. Būtų galima pasikviesti daugiau aukštos kvalifikacijos dėstytojų, gerai mokančių anglų kalbą, arba gerinti esamų dėstytojų anglų kalbos įgūdžius. Svarbu apsvarstyti klausimą dėl programos tarptautiškumo didinimo.

Visi materialieji ištekliai atitinka aukštus standartus, taigi studentai turi galimybę įgyti nemažą praktinę patirtį kolegijoje ir už jos ribų; pastarąją patirtį padeda užtikrinti geri ryšiai su socialiniais partneriais. Svarbi studijų proceso dalis yra įvairių verslo imitavimo priemonių ir (arba) išteklių naudojimas, tačiau bibliotekoje galėtų būti daugiau tarptautinių vadovėlių, kurie būtų aktyviau naudojami mokymo procese, taip didinant programos tarptautiškumą ir ugdant įvairius studentų gebėjimus.

Studijų procesas ir jo vertinimas gerai organizuoti. Tačiau reikėtų labiau skatinti studentus dalyvauti tarptautinio judumo programoje užtikrinant jiems visą reikiamą informaciją. Studentų atstovybės veikla turėtų būti aktyvesnė ir labiau įtraukianti, suteikianti galimybę gerinti programą atsižvelgiant į studentų poreikius. Reikėtų parengti aiškesnes metodines gaires dėl literatūros sąrašo, nuorodų pateikimo kursiniuose darbuose, supažindinti su jomis studentus ir prižiūrėti jų laikymąsi. Studentai turėtų būti skatinami ir remiami studijų metu bei rengiant darbus aktyviau naudotis duomenų bazėmis ir kitais išoriniais šaltiniais.

Programos vadyba yra kokybiška, atsakomybė už vadybą aiškiai paskirstyta pagrindiniams socialiniams dalininkams. Socialinių partnerių indėlis į programos tobulinimą yra didelis, bet, atsižvelgiant į pagrindinių būsimųjų darbdavių poreikius, daugiau naudos duotų aktyvesnis verslo įmonių dalyvavimas. Kolegija turėtų užtikrinti tolesnį aukšto lygio bendradarbiavimą su socialiniais partneriais, ypač dėl studentų praktikų, ir skatinti dėstytojų bei socialinių partnerių bendradarbiavimą.

III. REKOMENDACIJOS

- Kolegija labai aktyviai bendradarbiauja su kai kuriais socialiniais partneriais (Personalo valdymo profesionalų asociacija, UAB Intac Lit, SODRA), kurie tiesiogiai dalyvauja programos numatomų studijų rezultatų formulavimo ir jų peržiūrėjimo procese. Tačiau bendradarbiavimas su verslo sektoriaus socialiniais partneriais tiek instituciniu, tiek asmeniniu (dėstytojų) lygmeniu yra gana ribotas, iš esmės susijęs tik su keletu organizacijų ir galėtų būti išplėstas; tai duotų daugiau naudos studijų procesui ir pagerintų studijų kokybę.

- Programos socialiniai dalininkai (studentai, socialiniai partneriai) išreiškė būtinybę padidinti programos tarptautiškumą. Todėl ekspertai patartų imtis įvairių priemonių, pavyzdžiui, kviestis užsienio kolegijų lektorius, peržiūrėti užsienio kalbų mokymo procesą šioje programoje. Tai, kad nedaug dalykų dėstoma anglų kalba, užkerta kelią platesnėms studentų judumo galimybėms, o dėstytojams yra sunkiau įtraukti į kursą daugiau tarptautinių atvejų studijų ir tarptautinės literatūros.

- Dėstytojų (ypač pagrindinių šios programos dalykų dėstytojų) judumą būtų galima padidinti suteikiant jiems galimybę į programos studijų turinį įtraukti tarptautinę praktinę patirtį.

- Reikėtų skatinti, kad visi dėstytojai mokymo procese daugiau naudotų *Moodle*.

- Svarbu skatinti studentus dalyvauti tarptautinio judumo programose, didinant išvykstančių studentų skaičių, kuris šiuo metu neleistinai mažas, kartu užtikrinant, kad studentai gautų visą apie su tarptautiniu mobilumu ir kreditų perkėlimu susijusią informaciją.

- Studentų atstovybės veikla turėtų būti aktyvesnė ir labiau įtraukianti, suteikiant studentams galimybę aktyviau dalyvauti įvairiose srityse – programos gerinimo, studentų komunikavimo, studentų dalyvavimo įvairiuose projektuose ir taikomųjų mokslinių tyrimų iniciatyvose bei socialinėje veikloje.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

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[1] Žin., 2002, Nr.37-1341.