



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS *VADYBOS INFORMACINĖS SISTEMOS*
(*valstybinis kodas - 612N20002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF MANAGEMENT INFORMATION SYSTEMS
(*state code - 612N20002*) **STUDY PROGRAMME**
at VILNIUS UNIVERSITY

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Vadybos informacinės sistemos</i>
Valstybinis kodas	612N20002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4 metai)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Management Information Systems</i>
State code	612N20002
Study area	Social Sciences
Study field	Management
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time, 4 years
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Management
Date of registration of the study programme	

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The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team.....	6
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design	9
2.3. Teaching staff	12
2.4. Facilities and learning resources.....	14
2.5. Study process and students' performance assessment.....	15
2.6. Programme management	18
2.7. Examples of excellence	20
III. RECOMMENDATIONS.....	21
IV. SUMMARY	23
V. GENERAL ASSESSMENT.....	25

I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit the study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during, and/or after the site-visit:

No.	Name of the document
1.	Action Plan 2016-2018 of the Faculty of Economics, Vilnius University

2.	Department meeting minutes – 2013 (2), 2014 (2), 2015 (2), 2016 (1), 2017 (1)
3.	Student feedback form (questionnaire)

1.3. Background of the HEI/Faculty/Study field/ Additional information

Vilnius University (VU) is a public higher school founded in 1579. It is the oldest and the largest higher education institution in Lithuania in terms of staff, students, divisions and programmes. It provides 1st, 2nd and 3rd cycle studies in the fields of humanities, social, natural, biomedical and technological sciences. Currently the university offers over 70 undergraduate (including integrated) and 110 graduate programmes as well as 30 areas of doctoral studies.

The Faculty of Economics (FE) was established in 1940 and currently consists of 9 departments (*Accounting and Auditing; Economic Informatics; Economic Policy; Finance; Qualitative Methods and Modelling; Marketing; Theoretical Economics; Management; and Business*) and a Centre of Economic Expertise. The FE publishes two scientific journals (*Ekonomika* and *Organizations and Markets in Emerging Economies*) and collaborates with Kaunas Faculty of Humanities in publishing an international scientific journal (*Transformations of Business Economics*). The principal research fields of the FE academic staff are in several areas of Economics, Management and Finance.

The nine departments of the FE currently deliver three 1st cycle and nineteen 2nd cycle study programmes. The three Bachelor's programmes are: *Economics; Management and Business Administration; Management Information Systems*. The Faculty of Economics also implements Doctoral studies in the fields of Economics and Management.

In the period of 2010 – 2012, the Faculty of Economics completed a project, funded by the European Structural Funds, titled “*1st Cycle Study Programmes Updating and Implementation of Innovative Study Methods in the Faculty of Economics*”. As a result of that project, the Bachelor's programmes (including the programme of Management Information Systems), offered by the faculty, were essentially revised, the system of ECTS credit accumulation and transfer (including unified workload standards) was introduced, the intended competencies and learning outcomes were reformulated, advance study methods were developed and introduced (e.g. case studies, business simulation methods, project management methods, etc.).

The BA study programme of Management Information Systems was implemented in 1999 and has been revised many times since then. Within the framework of the above mentioned project, about 50% of the programme content and credits were updated. In 2012-2013 the programme was evaluated by an external team of experts and, it was given positive evaluation and was accredited for 3 years.

1.4. The Review Team

The composition of the review team was based on the *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The review visit to HEI was conducted by the team on 13/04/2017.

Review team:

- 1. Prof. Dr. Georgi Apostolov (team leader)**, *Vice Rector of South West University "Neofit Rilski", Associate Professor in Organisation and Management of Education and Science (Bulgarija);*
- 2. Prof. Dr. John Sae**, *Professor of International Business (IBWL), Management and Corporate Leadership at ESB Business School, Reutlingen University (Vokietija);*
- 3. Dr. Pedro Pablo Cardoso Castro**, *Course Leader/Lecturer - Strategic Management/ Innovation and Change at Leeds Metropolitan University (Jungtinė Karalystė);*
- 4. Mr. Gintautas Kučas**, *Managing Director at Lithuanian Marketing Association, Marketing and Business Development Consultant (Lietuva);*
- 5. Mr. Linas Misevičius**, *Student of Master Programme "International Marketing and Management" at ISM University (Lietuva);*

Evaluation coordinator: *Ms Gabriele Bajorinaitė*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The BA study programme of Management Information Systems was implemented in 1999. It was "*essentially revised*" as a result of a project, carried out at the Faculty of Economics between 2010-2012, but the external evaluation team in 2012 established that "*there is a lack of clarity and certain ambiguities*" with regards to its aims and learning outcomes (p. 5, ER 2012). Therefore, the information provided to the public created wrong impressions "*that the programme's orientation was mainly in management*". As the aims and learning outcomes (LOs)

were found to be “*seriously misleading*” for the prospective students, the experts recommended that in order to “*build a strong identity for the programme ... a crisp definition of aims and learning outcomes is required along with a restructure of the curriculum ...*” (3.1 Recommendation, p. 13, ER 2012).

Despite the modifications implemented so far, following the recommendations made in the previous review, it is evident that there is still significant room for improvement. The present review team has found that the programme is not yet clearly focused, thereby still creating ambiguous impressions within targeted market segments in terms of its marketability. Through discussions with its stakeholders, it was revealed that the name of the program is also problematic and should be reconsidered. The reason being that the title of management associated with the term “management” has a negative connotation within Lithuanian society and the local marketplace (it was constantly heard during the meetings). As such it makes the program unattractive for its targeted student population. Secondly, the present title is misleading also as the program pretends to be more technical than analytical and as such it is unattractive to draw enough prospective students to it.

It is stated that “*The totality of the programme aims, competencies, and learning outcomes are consistently monitored...*” (p. 10, SER) but there is no solid evidence that appropriate actions have been taken and significant improvements have happened. Although the overall aim of the program has been restated and currently tends to reflect the needs of the labour market, it is still insufficiently clear (e.g. “*to prepare professionals, capable of independent work requiring broad mind and systematic thinking skills...*” – p. 7, SER). Instead of specifying the capabilities of the graduates from the programme or specificities of job prospects for them (as it has been recommended by the previous evaluation team) it only mentions a few possible fields of expertise and work-related domains. Furthermore, it has been established that there is an incoherence between the aim of the programme and the LOs – both at the overall study programme level and within individual subjects.

The study programme aims to develop seven competencies (4 generic and 3 professional) which are very broadly defined. Each of them comprises several LOs, for a combined total of twenty. The generic competency LOs (9) are defined without any references to the programme’s specific subject matter (Information Systems Management). The professional competency LOs

(11) are similarly inappropriately defined (e.g. “*understanding*”, “*acquisition of basic knowledge...*”, etc. are not LOs) with only three exceptions (6.3, 6.4 and 7.3) which are still quite ambiguous (e.g. 6.3 “*The ability to be creative...*”; 7.3 “*The ability to propose innovative business ideas and models, ...*” – p. 9, SER). These definitions make LOs implementation and their measurement problematic.

Furthermore, the mapping scheme of linking the LOs at programme level with the individual subjects in the curriculum (which has been stressed as “*a solid base for future development*” by the previous review team – p. 5, ER 2012) has not been used appropriately nor been developed further since it contains (pp. 14-18, SER) lots of questionable references and demonstrates some critical weaknesses as well as existing imbalances of the study programme (e.g. LOs 2.1, 4.1, 4.2, 6.4, etc. and the disciplines intended to develop them). It becomes also evident that the programme is more academically oriented than practice-focused although the latter appears to be crucially important for the stakeholders.

The amount and quality of definitions of the subjects’ LOs varies. In some module descriptions, the LOs are numerous and relatively well defined (e.g. *Innovation Management, Analysis of Information Systems, Information and Communication Technologies, Innovation Management*, etc.) while in others they are few and/or are highly ambiguous (e.g. *Civil and Labour Law, Money and Credit, Higher Mathematics 1 & 2, Information Systems 3, Information Systems Design, Marketing Management, Project Management, Business Strategies*, etc.). It appears also that some of them are more aspirational than outcome-based (e.g. *Marketing, Introduction to Econometrics*; etc.). The LOs of the courses – *Microeconomics 1* and *2* – are identical although the content of the two courses is completely different; and they are almost the same with the two courses of Higher Mathematics. There are also many other examples of inconsistencies (or at least lack of correspondence and impossible measurement) between the content and the LOs of subjects.

It is reported that the LOs “*were revised both in response to the comments received from the experts during the last external evaluation ... as well as to the comments of social partners and professionals*” (pp. 9, 10, SER). The latter was not confirmed by the social partners during the meeting with the review team and the former still needs serious consideration and improvement. It is also evident from the Course Descriptions, SER and discussions with the

teachers that most of them still struggle with understanding and applying the concepts of the LOs “in the design of a programme and how they determine the delivery and the assessment of the subjects they teach” (as also pointed out during the previous evaluation – p. 6, ER 2012). The majority of them misuse (and/or interchange) terms like “competencies”, “learning outcomes”, “learning objectives”, “skills”, “abilities”, “knowledge acquisition”, “skills development”; etc. (e.g. p. 9, SER – “competencies 5.2, 5.3, 6.3, 7.1, 7.2” which are defined as “learning outcomes” on previous pages; etc.).

In conclusion, there is some evidence as to the implementation of recommendations made by the earlier review team with regard to the BA study programme Management Information Systems. However, the programme still lacks sufficient clarity on its learning outcomes and focused approach to professional development in many respects. The name of the programme is problematic and there is a certain incoherence between it, the overall programme aim, the learning outcomes and the content of some modules.

The programme aim and LOs are publicly accessible through the official Vilnius University website ([http://klevas.vu.lt/pls/pub/public_ni\\$www_prog_rapp.show](http://klevas.vu.lt/pls/pub/public_ni$www_prog_rapp.show)), the website of the Faculty of Economics, the official website for applicants (<http://www.vu.lt/kviecia/>), and the official website of AIKOS (a national Open Information, Counselling, and Guidance System of Lithuania). Additionally, information about the programme, its aim and LOs, is presented at various institutional, national or international events.

2.2. Curriculum design

The curriculum design of the BA study programme Management Information Systems meets the legal requirements for the 1st study cycle. The volume of the programme is 240 ECTS, it is offered in full-time mode of studies and its duration is 4 years. The qualification awarded is Bachelor in Management. The study subjects are spread evenly in terms of the volume of credits per semester (i.e. 30 ECTS), however the proper place and logical sequence of some disciplines are disputable (they will be detailed below). Furthermore, discussions with students and graduates pointed to possible duplication of content in modules that include the creation and use of databases (e.g. *Database Technologies*, *ICT*, *Information Systems 2*, etc.). A closer look at the course descriptions also reveals possible content overlap across modules. In fact, the descriptions are not detailed enough to allow for a deeper examination of the content. Nevertheless, it is

recommended that the Study Programme Committee (SPC) check the content of closely related subjects for repetitive topics.

The review of the available documentation as well as the discussions during the visit provided evidence of significant changes made to address recommendations from the previous evaluation in 2012 as well as from subsequent feedback from stakeholders. Nevertheless, the presentation of the overall principles of the study programme and its logic of development contains contradictions and/or disputable statements (e.g. the basis of the programme provision was “*universal competencies on a global scale*”; the definitions of the identified “*three high level categories of knowledge and competencies*”; etc. – p. 19, SER). The changes during the evaluation period are described in detail (p. 20, SER) but they refer only to removal and replacement of subjects as well as to rearranging the curricula without any essential argumentation supported by results from market surveys, needs or specific data analyses, benchmarking, etc. As a matter of fact, no systematic benchmarking (against established and well-defined criteria) has been performed so far although there have been attempts to compare the programme with similar ones in Lithuania and abroad (pp. 11-12, SER). Therefore, the claim that the BA Management Information Systems study programme “*is significantly ahead of the competitors*” (ibid.) remains unjustified because no compelling supporting evidence has been found by the review team.

It has been established, during the meetings with students, graduates and social partners, that the programme is attractive overall and has potential for a greater market share relating to the intake students. The combination of management courses and IT provides useful foundation knowledge for graduates entering the industry. Students showed an appreciation for some course content which has been useful for their knowledge acquisition in the area. However, the programme contains certain ambiguities. The reason behind the idea to offer a course in *Civil and Labour Law* as a compulsory one is not clear enough, nor are the LOs (1.1, 1.2, 2.2) essentially justified. At the same time, a discipline like *Business Process Modelling*, which develops core professional competencies is offered as an elective (the SER team agreed with this critical observation during the interview with them). The place and logical order of some modules are also disputable (e.g. more specific courses like: *Analysis of Information Systems* – 3rd semester and *Information Systems Design* – 4th are taught before more general ones:

Information Systems 1 – 5th and *Information Systems 2 – 7th*; and the same with: *Microeconomics 1 – 1st* semester and *Microeconomics 2 – 2nd*, taught before *Macroeconomics – 3rd*; etc. – i.e. the didactical principle “from general to specific” is not followed or at least the opposite approach is not sufficiently justified). There is also mismatch of the names of some subjects in SER and the respective module descriptions (e.g. *Foreign Language* and *Business English*; *Microeconomics* and *Theory of Economics (Microeconomics)*; *Business Analysis and Decisions* and *Business Intelligence and Decisions*; etc.).

From the discussions with alumni and social partners emerged the suggestion to consider restructuring the programme to better serve the needs of the market. A new design could consider adopting the inclusion of new areas (e.g. IT management, data analysis; artificial intelligence and operations management; robotisation and automatization of processes and operations; agile practice; service management; disruptive innovation; data mining, cloud computing, etc.). This option would enhance and clarify the definition of the overall aim of the programme as in its actual form a combination of management and IT is not clear to explain to prospective candidates. It also would open the possibility to expand the recruitment of students and provide more viability to the programme. The mapping scheme is a very valuable tool but it needs careful review and significant improvement. The LOs (both programme and subject) need attention in view of a better definition and more precise adjustment to the delivery methods and assessment practices. The overall programme documentation needs revision so as to ensure that the design and delivery chain (i.e. learning objectives, learning outcomes, delivery, assessment and feedback) are aligned and fit for purpose.

Furthermore, as one of the key skills required by IT business analyst (IT project manager, as well) are personal communication skills (i.e. being able to listen, clarify and define, argue and prove, present, etc.), a separate course for the personal communication skills development could be considered. Although some elements yet exist in the current setting of the programme, lack of such competencies was stressed by several social partners, who had employed graduates from the programme.

Students and teaching staff expressed the need for the inclusion of more international academics delivering content in the programme as well as representatives from the industry as part of an institutional strategy, above and beyond the efforts made autonomously by some

academics. The actual participation of industry representatives is highly valued by students but considered insufficient. The interviewed students also expressed a strong desire for inclusion of English language classes as well as an English-language Business Communication module on a regular basis throughout the programme. Furthermore, the review team recommends that the programme be offered in English (the students and alumni present at the meeting with the panel demonstrated excellent English language skills).

What is crucially important for the stakeholders is to reconfigure the programme in order to make it a more practice-based learning outcome. This means that students be given an opportunity to apply their theoretical knowledge in an industry setting through internship throughout rather than merely towards the end of their studies. Moreover, the students, present at the meeting with the review team, complained about the nature of their student experience in the first two years of the programme, perceived as general and not well articulated with the content of the programme planned for the final two years.

In conclusion, the present curriculum could ensure the achievement of the LOs to a moderate level. It is obvious that the improperly defined LOs instantly induce structural shortcomings of the study programme itself and it shouldn't be ranked higher than the LOs. As already mentioned, the programme is attractive overall and has potential for a greater market share. However, new trends and emerging areas of the IT industry as well as professional communication skills should be considered for inclusion so as to better respond to the current market needs.

2.3. Teaching staff

There is an appropriate composition of academic staff delivering the BA Management Information Systems study programme who meet the legal requirements. It consists of 4 professors, 13 associate professors, 16 lecturers and 5 assistants. More than 88% of them hold a PhD degree and their field of expertise complies with the disciplines taught. The largest share of teaching in the programme belongs to the lecturers holding PhD degree (105 ECTS) and associate professors (95 ECTS) amounting to more than 78% of the whole teaching volume. Staff members' output is evaluated every 5 years in an attestation procedure which is intended to ensure high quality of student preparation. The turnover of staff during the evaluation period has

been relatively low, mainly because of aging. Currently the average age of teachers is 45,48 years which seems to be commendably good.

The number of the teaching staff and their qualifications are adequate to ensure the intended LOs. With regards to the scientific capacity, the interview with the staff confirmed the information provided in the SER and the documentation attached to it relating to the active involvement in research activities and their connection to the content of the courses taught. Over the last several years they published a respectable number of books (23), articles (122) conference papers (65), abstracts, reviews, etc. (221 in total). The research work of the staff members is beneficial for graduates of the study programme since most of it is essentially related to the teaching subjects. Teachers actively participate in diverse national and international activities like conferences, seminars, projects and other academic initiatives. However, despite the active involvement of staff in scientific conferences and seminars, participation in teaching exchanges in the field of studies is very limited. This means there has not been substantial improvement since the last accreditation in 2012 when the review team established that “*No participation in teaching exchanges in the field of studies is reported*” (p. 9, ER 2012).

It is also commendable that practitioners from Lithuanian and foreign enterprises have been invited to teach in the programme (8 during the period of 2011-2015). The close relationships between staff members and representatives of business help students in finding places for apprenticeships in industry settings. At the same time, the students and teaching staff expressed the need for the inclusion of more international academics delivering content in the programme as well as industry representatives as part of an institutional strategy above and beyond efforts made autonomously by some academics. In fact, the actual participation of industry representatives is highly valued by undergraduates but still considered insufficient. Therefore, despite the fact that the MIS could not be strongly practically oriented being a university degree programme, the adoption of some kind of applied research vis-à-vis the expressed needs of social partners and industry stakeholders would be desirable to enhance the practical component of the programme as well as the students’ practical experience and employability prospects in general.

Appropriate conditions have been created at Vilnius University for the professional development of the teaching staff. Various courses are offered on regular basis (especially for

newly employed teachers) including English and other foreign languages in order for them to have opportunities to improve their teaching competencies. Financial incentives are also available for encouraging research work and participation in national and international scientific events. It's emphasised in SER (p. 25) that *“the staff of the Programme were active in developing their academic and professional competencies by participating in specialised courses,...”* and also that they *“take an active part in research activities ... in scientific conferences and seminars...”*, etc. However, no sufficient evidence was found on the application of modern and relevant teaching methods despite the existing training available to the academic staff. In relation to this, the teachers, present at the meeting with the review team, were receptive to the possibility of enhancing their didactical skills and enriching their teaching techniques if these can also contribute to professional recognition and career promotion by appropriate certification of such competencies specific for Higher Education. As a matter of fact, the previous evaluation team had suggested that *“the department can establish a process where all staff members draw up own professional development plan with specific targets and acts”* (p. 9, ER 2012) but it seems this has not been taken into account by the Study Programme Management so far.

The review team's discussion with the SER team and staff also revealed teachers' inclusive participation in the management of the programme to be relatively low. Such a situation is affecting the motivation of staff as well as their commitment. It is recommended to take appropriate actions to get them more involved in order to create a sense of programme ownership. As a matter of fact, the previous evaluation team in 2012 highlighted a similar weakness – *“the absence of a team spirit”* (p. 8, ER 2012) and *“the lack of cohesion and teamwork”* (p. 10, ER 2012) which may affect quality of teaching.

2.4. Facilities and learning resources

The premises for studies are more than adequate both in their size and quality. There are 9 classrooms and 5 computer labs most frequently used in this study programme for lectures, seminars and practical work. All the classrooms are equipped with multimedia, some of them have Smart Boards installed and there is one with modern videoconferencing facilities. Specialized software and wireless Internet is available to all staff and students. Students and

teachers can also benefit from the close collaboration of the Faculty with Lithuanian software developers and distributors who often donate most up-to-date products for learning, teaching and research purposes.

Library facilities are excellent and accessible 24 hour a day. Reading places in the library are matched by excellent group work spaces and even a kindergarten for students' kids. Access to an extensive variety of scholarly databases like EBSCO, EMERALD, JSTOR and others is ensured in addition to very well stocked shelves in the physical library spaces. The study and research support given by library staff is noteworthy and very much appreciated by teachers and students. The teaching materials (including textbooks, books, periodical publications, databases, etc.) are adequate and accessible to students of the study programme.

All the descriptions of facilities given in SER were substantiated during the review team's visit. The experts were pleasantly surprised by the availability of good infrastructural support for academic endeavours including library facilities and materials, computers, IT rooms, general and specialized equipment, etc. The visit to the facilities where the content of the programme is delivered provided evidence confirming that their quality is up to standard. The investment made in the library are commendable. During the interview with social partners and students evidence emerged suggesting that certain investment would be appropriate in the acquisition of software and/or the instruction on the use of novel platforms used in industry. This could possibly improve the study process and entail enhancement of the intended learning outcomes. The Faculty of Economics has sufficient facilities and equipment for in-house students' practice, as well as appropriate arrangements with social partners in order to ensure industry-based practical work.

2.5. Study process and students' performance assessment

The admission of students follows the rules and procedures established by national regulations for the 1st cycle studies. The only variable the university can set is the coefficients of school leaving exams (*Mathematics* 0.4, *Lithuanian* 0.2, *History* 0.2, and remaining 0.2 either for *Geography*, or *Foreign Language*, or *Information Technologies*, or *Biology*, or *Arts*). Given that the program is Management Information Systems, optional inclusion and low coefficient of *Information Technologies* subject in calculating final admission score is somewhat unfounded.

Overall, the admission process is effective and the criteria are aligned with the strategy to attract high-calibre candidates. The applicants are admitted by means of competition on the basis of their competitive score. The structure of the competitive score and the methodology of its calculation is laid out in the rules which are publicly accessible. The information about the terms of admission is available in special publications and is presented in study fairs and other events. Prospective students can also find detailed information on the Vilnius University website.

Over the evaluation period the average competitive score of the applicants to the BA study programme in Management Information Systems is reported to be higher than the average score of applicants to the other BA programmes offered by the Faculty of Economics. Nevertheless, the average score is decreasing which could be considered as a threat in a long-term perspective. The number of applicants in the period 2011-2015 also decreased significantly from 321 to 166. It is said to be related “*not to the study programme problems, but rather to the problem of the demographic situation in Lithuania*” (p. 33, SER). However, from the interview with stakeholders it became evident that the programme is insufficiently visible to prospective students which points to a critical shortcoming in the programme’s marketing strategy. Consequently, the very low level of visibility within the marketplace is also a strong contributing factor in terms of its low intake. It is highly recommended that a more targeted and sophisticated promotional campaign be designed and implemented in order to ensure a more successful student recruitment. What is yet positive is that the dropout rate has been relatively low in the recent years.

The information about all aspects of studies is provided at several levels and by various channels. The review team received evidence of an appropriate induction process at the beginning of each taught subject. Later, students can consult on matters of their studies with different kinds of academic or administrative staff. Overall, the Faculty is offering a wide range of support and services. Yet, students often fail to make use of the available support and services, as became apparent through student interviews.

Social support includes financial instruments such as grants, loans, tuition fee discounts and dormitories. Information about all of them is available from the University website. Gifted students with good academic records who participate in research activities can apply for nominal grants. Presently, a nominal grant established by the MG Baltic Company was awarded to a

student of the programme.

Many personal development, self-expression and enjoyment options are also available during the studies – Centre of Culture (with 10 different artistic groups), Health and Fitness Centre, Psychological Innovation and Experimental Research Training Centre, etc. However, student interviews highlighted the need for more personalized support (e.g. more structured advice on career development with activities considering the creation of, for example, a professional CV, preparation for a job interview; assistance with the development of contacts with potential employers, etc.). This means that said support is either not offered to students or they are unfamiliar with such options. Whatever the case might be it needs attention by management of the study programme.

The student research activities are mainly carried out in the framework of the Student Scientific Society activities by participating in its events and conferences and by publishing papers based on their research. Through discussions with the stakeholders of the programme, it is recommended that students be encouraged to participate in joint research endeavours with industry professionals as they have been found to be substantially valuable.

Students interview as well as facilities and department visits provided evidence of the existence of signed contracts and provision of information and support services to all students related to academic mobility opportunities. An increasing number of exchange students going abroad is reported which is highly commendable (pp. 36-37, SER). Despite all these, the student participation in mobility from this programme is still relatively low (around 5 annually for the last 3 years). Therefore, the review team advises the Study Programme Committee to consider alternative ways to increase student mobility and the international perspective of studies. Moreover, students present at the meeting with the review team spoke excellent English which makes them well-positioned to benefit from an international dimension of the programme. No incoming international students are reported since the programme is delivered only in Lithuanian.

The assessment system is transparent. The schedule of assignments, their type and evaluation criteria are announced before the module begins. This information can always be later accessed online and offline, just as any other programme-related information. Student interviews raised issues in relation to the assessment and provision of feedback. In general, the evidence

collected suggests that a standard practice and procedure for the design of assessments and provision of feedback does not exist (i.e. one in alignment with LOs). It especially concerns the fact that for some modules the feedback provision is left to the will of the lecturer and the use of informal methods. Therefore, no significant progress in this direction has been achieved since the previous evaluation when the experts also indicated that: “*Feedback on assignments and exams is provided when asked by students, but there is no policy or it is not followed if there is one regarding providing feedback to students*” (p. 10, ER 2012). The evaluation team strongly recommends actions to be taken for a creation of common policy for feedback.

Bachelors’ Final Theses are graded by the Bachelor’s Final Thesis Defence Committee, based on the criteria of the assessment of Final Theses (available publicly via the internet). The fact that the Final Theses, presented to the review team during the visit, do not fully comply with academic standards suggests that despite the existence of state-of-the-art facilities, academic and students do not take full advantage of them. Related to this observation is the fact that some collections are outdated and it was confirmed during the analysis of the coursework: old references, no use of well-known referencing methods (e.g. Harvard Referencing System, APA, etc.). Similarly, the quality of references should be increased and uplifted in terms of numbers and quality to enhance good academic practice.

Inviting representatives of large enterprises from the 3rd year on who offer places for apprenticeship and simultaneously opportunities of employment is a good practice. It is noted that the majority of students start working during the studies and quite frequently they set up their own business or are engaged in individual activities like consultancy on the issues of the development, implementation, and improvement of information systems (p. 39, SER). It is also reported that by the end of their undergraduate studies, almost 100% of the students have jobs in the profession. All these were confirmed during the meeting with alumni and are highly commendable.

2.6. Programme management

The programme management arrangements are streamlined and a detailed description of policies, strategies and operations in relation to quality assurance of studies at the university and faculty level are provided in the SER. The roles and responsibilities of the different bodies, committees and positions are well-described. The role of the VU Quality Management Centre

and the support it provides is also presented.

Twice a year, at the end of each semester centralized surveys of the Vilnius University students are carried out by means of the VU e-survey system but the feedback is too general as also indicated by the previous panel (p. 12, ER 2012). Although the Study Programme Committee (SPC) team has been aware of that weakness, not much progress has been done in establishing a reliable system for collection and analysis of appropriate information and data since then. Consequently, it remains a critical issue (p. 42, SER – *“it is not always that thorough and complete information about the state of the study process quality is collected”*).

At the programme level the responsibility for the quality assurance and maintaining the academic standard lies primarily with the SPC. However, it was the general impression of the review team that the real management of the programme is over-reliant on its Chairman. No strong evidence of a well consolidated steering team for the programme was found during the meetings. The role of the SPC, which consists of three academics, a social partner and a student representative, is somehow insignificant. This fact threatens the efficiency of the programme from a managerial as well as organizational perspective. The interview with academic staff members also made evident the existence of compartmentalization and, in general, critical issues concerning communication with the management of the programme. In their interview with the review team, the social partners also confessed that, although involved in discussing internships, they had never been invited to discuss the programme content, LOs, etc. Yet, they absolutely stress their eagerness to be part of such discussions. Given all that, the review team emphasizes the need for a more active involvement of the delivery team, students and social partners in the steering and decision-making processes including assessment of the content, LOs definition and overall performance of the programme. A similar recommendation was suggested by the previous evaluation team but was not acted upon accordingly (p. 12, ER 2012). A formal benchmarking against what the management considers leading programmes in this area, nationally and internationally, is also strongly recommended.

As evidenced by students and alumni, study regulations and rules are clear and transparent to them. However, the study process seems to be monitored on ad-hoc and mainly at higher faculty level. This may leave out important programme-specific implementation issues, especially when *“there is a lack of clear provisions on how to deal with identified problems of*

the study process quality” at programme level as indicated by the SER team themselves (p. 42).

Overall, no strong evidence was found about the existence of a well-designed, comprehensive and well-implemented Quality Management System, following the ‘Plan-Do-Check-Act’ Quality Cycle. Due to lack of documentation and the informality of the current practice in place, it is not clear how the design and planning of the programme has been made, how the implementation of the programme and key actions has been done, etc. Therefore, an appropriate approach for a systematic review of actions is needed. A similar situation was noticed with the evaluation of the implementation of corrective actions. In addition, as mentioned several times in this report, many recommendations from the previous external evaluation were not systematically considered and accordingly acted upon for the improvement of the programme.

There are also serious issues with the marketing of this study programme. Firstly, it is due to the fact that the name and the current offering of the modules are somewhat confusing with respect to targeted market segments (i.e. one for IT management and the other for data analytics). In order to be attractive, the programme needs to project a clearer message about the skills and competencies it aims to develop as well as highlight the main targeted job positions (e.g. IT business analyst, IT project manager, etc.). Secondly, as it became evident during the site visit, the marketing strategy has quite limited potential since the targeted audience (high school leavers) is too narrow. Therefore, it should involve also those who already work in related sectors but lack the skills and competencies the programme offers. A number of social partners confirmed that they would consider sending a few of their employees to this BA study programme. Communication with prospective students should also be improved by employing new promotion approaches (e.g. creative ways to explain to school children what business analysis and what people trained in this skill actually do, as well as the job prospects for a business analyst; etc.) and channels (e.g. social networks, participation of school children in events at the Faculty of Economics, visits to the university premises and use of attractive professional or leisure facilities, etc.).

2.7. Examples of excellence

The library and the quality of the service provided by the staff is second-to-none in the country. The investment made is commendable due to the positive impact it has on the student

experience.

III. RECOMMENDATIONS

1. **The programme needs to be developed around two narrower areas, namely, IT Management and Data Analytics.** Social partners working in IT industry should be invited to serve as advisors and guest lecturers in order to provide up-to-date knowledge for students in the programme. In order to make it sufficiently attractive for the targeted market segments the name “management” in the title of the study programme is recommended to be replaced by or supplemented with the nomenclature such as “analytics”. Continuous benchmarking (national and international) against appropriately defined criteria is recommended in view of the programme sustainability.

2. **The definitions of the programme learning outcomes should be revised and restated more concretely** and in a way, that reflects more on the distinct characteristics of the programme. The mapping scheme linking the programme learning outcomes with the individual subjects as well as the overall programme documentation need to be carefully reviewed and significantly improved so as to ensure appropriate design and efficient delivery chain (i.e. aim, learning objectives and outcomes, delivery, assessment and feedback are aligned and fit for purpose). More active involvement of all teachers in the revision process as well as in decision-making with regard to the programme management is also strongly recommended.

3. **The curriculum design of the MIS study programme is recommended to be revised** in order to better serve the needs of the market. The place and logical order of disciplines should be reconsidered so as to adhere to established didactical principles related to the sequence of different kinds of knowledge. The new design could consider inclusion of pathways in different areas as well as disciplines building skills and competencies required by the IT business industry. The content of closely related subjects should be checked for repetitive topics.

4. **A process where all staff members draw up their own professional development plan** with specific targets, acts, time frame, indicators of the level of achievement, reporting, etc. should be established as recommended by the previous evaluation team in 2012. It is especially

important with regard to teaching and English language competencies as well as outward mobility.

5. The internationalization of the programme should be considerably enhanced in order to respond to current technological and socio-economic developments, market needs and industry requirements, students and employers' expectations. It could be done through: inclusion of English languages class as well as English-language Business Communication module on a regular basis throughout the programme; inviting more international academics to deliver content in the programme; elaborating appropriate measures in order to encourage teaching staff to participate in outgoing international mobility and attract incoming foreign students; etc. It is recommended also that the programme be offered in English.

6. A new Advisory Board made up of social partners and academic staff who could meet regularly each focusing on the design, aims and objectives and contents as well as LOs that reflect the latest knowledge and skills needed within the industry while ensuring Quality Assurance in all aspects of the program. It is also recommended that the Study Programme Committee implement an annual and thoroughly evidence-based Quality Assurance process with a real plan of actions based on measurable LOs and follow-up mechanism to ensure their implementation.

IV. SUMMARY

The BA study programme of Management Information Systems was implemented in 1999 and has been revised many times since then. It is attractive overall and has potential for greater market share relating to the intake students. The combination of management courses and IT provides useful foundation knowledge for students entering the industry. The student body showed an appreciation for some course content which has been useful for their knowledge acquisition in the area. It is noteworthy that the majority of students start working during their studies and almost 100% of graduates have jobs in the profession.

Evidence exists on the implementations made following the previous evaluation recommendations as well as the feedback provided by students and social partners. Nevertheless, the current offering is not yet clearly focused thereby still creating ambiguous impressions within targeted market segments in terms of its marketability. Additionally, it seems that the programme is more academic-oriented than practice-focused although the latter appears to be crucially important for the stakeholders.

The name of the programme is problematic and there is a certain incoherence between it, the overall programme aim, the learning outcomes, the content of some modules and the qualification offered. The place and logical order of some subjects is also disputable.

There is an appropriate composition of academic staff delivering the programme who meet the legal requirements. The number of teaching staff and their qualifications are adequate to ensure the intended LOs. Appropriate conditions have been created at Vilnius University for the professional development of the teachers. However, no sufficient evidence was found on the application of modern and relevant teaching methods despite the existing training available to the academic staff. With regard to the research capacity, the interview with the staff confirmed the information relating to the active involvement in research activities and their relation to the content of the courses taught. Students and teaching staff expressed the need for the inclusion of more international academics delivering content in the programme as well as industry representatives as part of an institutional strategy.

A very good infrastructural support for academic endeavours including materials, computers, IT rooms, specialized equipment, etc. is available to the teachers and students in the

programme. Library facilities are excellent and accessible 24 hours a day. The study and research support given by library staff is noteworthy and very much appreciated by teachers and students. At the same time the analysis of coursework presented by students does not fully comply with academic standards which suggests that despite the existence of state-of-the-art facilities, academic and students do not take full advantage of them.

The admission of students follows the rules and procedures established by national regulations for the 1st cycle studies. Overall, the admission process is effective and the criteria are aligned with the strategy to attract high-calibre candidates. Over the evaluation period the average competition score has been decreasing, which could be considered as a threat to the sustainability of the programme in a long-term perspective.

The programme management arrangements are streamlined and a detailed description of policies, strategies and operations in relation to quality assurance of studies at the university and faculty level is present. As evidenced by students and alumni, study regulations and rules are clear and transparent to them. However, the study process seems to be monitored on ad-hoc basis and mainly at higher faculty level.

No strong evidence of a well consolidated steering team for the programme was found during the meetings. It was the general impression of the review team that the real management of the programme is over-reliant on its Chairman. Moreover, there is at present no evidence of the implementation and continuous monitoring of an evidence-based Quality Assurance system. Social partners expressed a strong desire to be more actively involved as members of a newly formed Advisory Board relating to the Quality Assurance system, focusing on content improvement and related academic activities. There are serious issues also with the marketing of the study programme, given its presently insufficient visibility to prospective students.

V. GENERAL ASSESSMENT

The study programme *MANAGEMENT INFORMATION SYSTEMS* (state code – 612N20002 at VILNIUS UNIVERSITY is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	16

*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.

Grupės vadovas: Team leader:	Prof. Dr. Georgi Apostolov
Grupės nariai: Team members:	Prof. Dr. John Sae
	Dr. Pedro Pablo Cardoso Castro
	Gintautas Kučas
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**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
VADYBOS INFORMACINĖS SISTEMOS (VALSTYBINIS KODAS – 612N20002) 2017-08-
22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-186 IŠRAŠAS**

V. APIBENDRINAMASIS ĮVERTINIMAS

VILNIAUS UNIVERSITETO studijų programa *VADYBOS INFORMACINĖS SISTEMOS* (valstybinis kodas – 612N20002) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	16

* 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)

<...>

2.1. Išskirtinės kokybės pavyzdžiai

Biblioteka ir personalo teikiamų paslaugų kokybė yra neprilygstami šalyje. Šios investicijos pagirtinos dėl teigiamo poveikio studentų patirčiai.

<...>

IV. SANTRAUKA

Vadybos informacinių sistemų bakalauro studijų programa buvo pradėta vykdyti 1999 m. ir nuo to laiko buvo daugybę kartų peržiūrėta. Studijų programa apskritai patraukli ir turi

potencialą užimti didesnę rinkos dalį, susijusią su priimamais studentais. Vadybos ir IT dalykų derinys suteikia naudingų pamatinių žinių studentams, pradedantiems dirbti šiame sektoriuje. Studentai palankiai vertina kai kurių dalykų turinį, kuris padėjo jiems įgyti srities žinių. Reikia pastebėti, kad dauguma studentų pradeda dirbti dar studijuodami; beveik 100 % absolventų dirba pagal specialybę.

Yra įrodymų, kad buvo imtasi veiksmų įgyvendinant ankstesnio vertinimo rekomendacijas, taip pat atsižvelgiant į studentų ir socialinių partnerių grįžtamąjį ryšį. Vis dėlto, dabartinė studijų programa dar neturi aiškios orientacijos, todėl susidaro dviprasmiškas įspūdis dėl jos tinkamumo tiksliniams rinkos segmentams. Be to, atrodo, kad studijų programos orientacija yra labiau akademinė nei praktinė, nors praktinis aspektas yra itin svarbus socialiniams dalininkams.

Studijų programos pavadinimas yra problemiškas; trūksta nuoseklumo tarp pavadinimo, bendro programos tikslo, studijų rezultatų, kai kurių modulių turinio ir teikiamos kvalifikacijos. Kai kurių dalykų vieta ir loginė seka taip pat ginčytini.

Studijų programą vykdančio akademinio personalo sudėtis tinkama ir jis atitinka teisės aktų reikalavimus. Dėstytojų skaičius ir kvalifikacija yra tinkami numatytiems studijų rezultatams pasiekti. Vilniaus universitete sukurtos tinkamos dėstytojų profesinio tobulinimosi sąlygos. Tačiau nenustatyta pakankamai modernių ir aktualių dėstytojų taikymo įrodymų, nepaisant to, kad vykdomi akademinio personalo mokymai. Kalbant apie tyrimus, pokalbiuose su darbuotojais pasitvirtino informacija, susijusi su aktyviu dalyvavimu tiriamojame veikloje ir jos sąsajomis su dėstomų dalykų turiniu. Studentai ir dėstytojai išreiškė poreikį, kad institucijos strategijoje būtų numatyta pasikviesti daugiau tarptautinių dėstytojų studijų programai dėstyti, taip pat sektoriaus atstovų.

Studijų programos dėstytojams ir studentams teikiama labai gera infrastruktūrinė parama akademinėi veiklai vykdyti, įskaitant medžiagas, kompiuterius, IT klases, specializuotą įrangą ir pan. Bibliotekos išteklių yra puikūs ir prieinami visą parą. Verta paminėti bibliotekos personalo teikiamą paramą studijoms ir tyrimams vykdyti – ją itin vertina tiek dėstytojai, tiek studentai. Tačiau studentų kursinių darbų analizė parodė ne visišką atitiktį akademiniais standartams, o tai rodo, kad nepaisant modernios materialiosios bazės, akademikai ir studentai neišnaudoja visų jos galimybių.

Studentų priėmimas atitinka nacionalinių reglamentų nustatytas pirmosios studijų pakopos taisyklės ir procedūras. Apskritai, priėmimo procesas yra veiksmingas, o kriterijai atitinka strategiją pritraukti gabius studentus. Per vertinamąjį laikotarpį konkursinio balo vidurkis mažėjo – tai galima laikyti grėsme studijų programos tvarumui ilgalaikėje perspektyvoje.

Programos vadybos priemonės gerai organizuotos, taip pat yra išsamus su studijų kokybės užtikrinimu susijusių politikos dokumentų, strategijų ir veiksmų universiteto ir fakulteto lygiu aprašas. Kaip teigė studentai ir absolventai, studijų nuostatai ir taisyklės yra aiškios ir skaidrios. Tačiau studijų proceso stebėseną vykdoma tik tam tikrais atvejais ir dažniausiai aukštesniu fakulteto lygiu.

Susitikimų metu nenustatyta svarių studijų programos konsoliduotos iniciatyvinės grupės egzistavimo įrodymų. Ekspertų grupė susidarė bendrą įspūdį, kad tikrasis studijų programos valdymas pernelyg priklauso nuo Studijų programos komiteto pirmininko. Be to, šiuo metu nepanašu, kad būtų įgyvendinama įrodymais grindžiama kokybės užtikrinimo sistema ir vykdoma nuolatinė jos stebėseną. Socialiniai partneriai išreiškė pageidavimą aktyviau dalyvauti kaip naujai sudarytos su kokybės užtikrinimo sistema susijusios patariančiosios valdybos nariai ir susitelkti į turinio gerinimą bei susijusią akademinę veiklą. Be to, studijų programos rinkodara yra itin problemiška, atsižvelgiant į dabartinį nepakankamą jos žinomumą tarp būsimų studentų.

<...>

III. REKOMENDACIJOS

1. Studijų programą reikia orientuoti į dvi siauresnes sritis, konkrečiai, informacinių technologijų vadybą ir duomenų analitiką. Reikėtų kviešti socialinius partnerius iš IT sektoriaus kaip konsultantus ir kviestinius dėstytojus, siekiant suteikti naujausių žinių studijų programos studentams. Kad studijų programa būtų pakankamai patraukli tiksliniams rinkos segmentams, rekomenduojama pakeisti studijų programos pavadinime esantį žodį „vadyba“ nomenklatūriniu žodžiu „analitika“ arba juo papildyti pavadinimą. Kalbant apie studijų programos tvarumą, rekomenduojamas nuolatinis kokybės palyginimas (šalies ir tarptautiniu mastu), remiantis atitinkamai apibrėžtais kriterijais.

2. Reikėtų peržiūrėti ir konkrečiau suformuluoti studijų programos numatomų

studijų rezultatų apibrėžimus taip, kad jie labiau atspindėtų programos išskirtinumą. Reikėtų atidžiai peržiūrėti ir gerokai patobulinti schemą, kaip sieti programos studijų rezultatus su atskirais dalykais, taip pat bendrą studijų programos dokumentaciją, siekiant užtikrinti tinkamo kūrimo ir veiksmingo vykdymo grandinę (t. y. kad tikslas, studijų uždaviniai ir rezultatai, vykdymas, vertinimas ir grįžtamasis ryšys būtų suderinti tarpusavyje ir atitiktų paskirtį). Taip pat labai rekomenduojama aktyviau įtraukti visus dėstytojus į peržiūros bei sprendimų priėmimo procesą, kalbant apie programos vadybą.

3. **Rekomenduojama peržiūrėti Vadybos informacinių sistemų studijų programos sandarą**, siekiant geriau tenkinti rinkos poreikius. Reikėtų apsvarstyti dalykų vietą ir loginį išdėstymą, norint laikytis nustatytų didaktikos principų, susijusių su skirtingos rūšies žinių seka. Į naujai sudaromą programą galima įtraukti skirtingų sričių kryptis, taip pat dalykus, ugdančius IT verslo sektoriui reikalingus įgūdžius bei gebėjimus. Reikėtų patikrinti, ar glaudžiai susijusių dalykų temos nesikartoja.

4. Kaip rekomendavo ankstesnio vertinimo ekspertų grupė 2012 m., reikėtų sukurti **procesą, pagal kurį visi darbuotojai turėtų parengti savo profesinio tobulinimosi planą** su konkrečiais tikslais, veiksmis, terminais, pasiekimo lygmens rodikliais, atskaitomybe ir pan. Tai ypač svarbu, kalbant apie dėstymą ir anglų kalbos žinias, taip pat išvykstamąjį judumą.

5. **Reikėtų žymiai padidinti studijų programos tarptautiškumą**, siekiant atitikti šiuolaikines technologines ir socialines ekonomines tendencijas, rinkos poreikius ir sektoriaus reikalavimus, taip pat studentų ir darbdavių lūkesčius. Tą galima padaryti į studijų programą įtraukiant anglų kalbos dalyką bei verslo komunikacijos anglų kalba modulį; kviečiant daugiau užsienio dėstytojų; parengiant atitinkamas priemones, siekiant paskatinti dėstytojus dalyvauti išvykstamojo tarptautinio judumo programose ir pritraukti atvykstančius užsienio studentus ir t. t. Taip pat rekomenduojama programą vykdyti anglų kalba.

6. Reikia **naujos patariančiosios valdybos, kurią sudarytų socialiniai partneriai ir akademinis personalas**, kurie susitiktų reguliariai ir aptartų programos sandarą, tikslus, uždavinius, turinį bei numatomus studijų rezultatus, kurie atspindėtų naujausias žinias ir įgūdžius, reikalingus sektoriuje, užtikrinant visų studijų programos aspektų kokybę. Taip pat rekomenduojama Studijų programos komitetui įdiegti kasmetinį išsamiais įrodymais grįstą

kokybės užtikrinimo procesą su realiu veiksnių planu, grindžiamu išmatuojamais studijų rezultatais, ir paskesnės veiklos mechanizmu, užtikrinančiu jų įgyvendinimą.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)