



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ UNIVERSITETO  
**VADYBOS (621N20019) PROGRAMOS**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *MANAGEMENT* (621N20019)**  
**STUDY PROGRAMME**  
**AT ŠIAULIAI UNIVERSITY**

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Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2013

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<b>Vadyba</b>
Valstybinis kodas	621N20019
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2), iššęstinė (2.5)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	2006 m. vasario 9 d., Nr. ISAK-198; 2009 m. balandžio 31 d., Nr.1-73, akredituota iki 2013 m. gruodžio 31 d.

## INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	<b>Management</b>
State code	621N20019
Study area	Social Sciences
Study field	Management
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Full-time (2), part-time (2.5)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	February 9, 2006, No. ISAK-198; April 31, 2009, No.1-73, accredited till December 31, 2013.

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The Centre for Quality Assessment in Higher Education

# CONTENTS

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

## I. INTRODUCTION

The University represents a major regional seat of learning and comprises eight faculties and numerous other institutes, centres and organisations. The programme being evaluated is located in the Management Department which is part of the Faculty of Social Sciences.

The programme was first registered in 1998 and last underwent an accreditation review in 2006. The current evaluation was conducted in February 2013 by a panel of experts from the United Kingdom, Estonia, Latvia and Lithuania, including a representative of employers and a student representative. In conducting the evaluation the expert panel met senior administrative staff, teaching staff, current students, alumni and social partners, all of whom engaged with the evaluation process constructively and were most helpful in facilitating the work of the panel. The panel also reviewed teaching accommodation and learning resources, and scrutinised student work.

## II. PROGRAMME ANALYSIS

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

The programme's aim 'to support the development of a personality with systemic managerial thinking ...' is given in too general terms.

The intended learning outcomes of the programme do not constitute internally consistent system but the ILOs of the programme should have hierarchical structure with programme's ILOs on the highest level defining the programme's scope and generalising the ILOs of lower levels.

The programme intended learning outcomes are described in too general terms and they do not contain any intended learning outcomes that are explicitly connected to the expected outcomes of programme's five specialisations or any indications of very existence of these specialisations: Public Administration, Tourism Management, Construction Management, Education Management, and Environment Protection Management.

At the next level down, the intended learning outcomes of specialisations should be derivable (at least partly) from the programme's intended learning outcomes and define the scope of the specialisation (and the subjects in it) and they should be consistent with each other. The main idea of interdisciplinary unison of the different areas in the same programme is not reflected in the aims or in the intended learning outcomes. The specialisations represent a strong feature of the programme, and their aims and intended learning outcomes are appropriate and clearly stated, but they do not articulate explicitly with the programme aims and intended learning outcomes.

The intended learning outcomes of the subjects form the lowest level in this hierarchy and should define the subjects, should be derivable from the higher level intended learning outcomes and support the fulfilment of these. The intention of the programme to put together managerial aspects in both public and business administration is not obvious and is not an easily achievable aim at subject level.

The aims and intended learning outcomes are available in the University's Open Information Counselling and Guidance System but intended learning outcomes are described in one sentence if 'qualification description' can be taken to mean intended learning outcomes. The description of the programme in the databases in Lithuanian seems also not to be the translation of that in the SER but the five specialisations are clearly stated there. It is somewhat complicated to navigate the web-page of the Faculty of Social Sciences but it describes the programme's main features.

The programme aims and intended learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market.

The professional requirements and public needs are well described and founded in SER. The advisory *Regulation of Management and Business Administration Studies* (2008) has been taken into account in devising the programme. The aim is to educate future specialists and managers who can take responsibility for projects that meet regional needs. Graduates and social partners expressed support for, and full satisfaction with, the programme and its existing specialisations. Academically, the question of combining very different subject areas together remains open.

The programme aims and the intended learning outcomes are in general terms consistent with the type and level of the master level studies. The programme aim(s) and ILOs should be improved taking into account that three areas - public administration (with its counterpart specialisation in Education Management), business administration (Tourism Management and Construction Management), and Environment Protection Management - are represented in the programme. However, these areas and specialisations should be reflected in programme definitions but currently they are missing in both the ILOs and the aims.

The University uses benchmarking to determine the level of studies. First, the Lithuanian programmes are used for the comparison. Second, visits to foreign universities, for example to Middlesex University, are used to keep the programme up to date and professors informed about developments outside Lithuania.

In general, the name of the programme, its intended learning outcomes, content and the qualifications offered are compatible with each other. However, the programme aims and ILOs should reflect explicitly the specific features of it. The University may wish to re-consider the value of combining such disparate subjects.

## **2. Curriculum design**

According to the SER, the curriculum design meets legal requirements as set out in the *Law on Science and Studies of the Republic of Lithuania, Master's Study Programme General Requirements, Lithuanian National Qualification Framework*, and the *Study Regulations of Management and Business Administration*.

Study subjects and contents of modules (specialisations) are spread evenly, their themes are not repetitive. Each semester has 30 ECTS working load during full-time studies. The legal requirement for part-time studies to have a study load of 45 ECTS per year has necessitated a less even distribution: first semester 24 ECTS; second semester 21 ECTS; third semester 21 ECTS; fourth semester 24 ECTS; fifth semester 30 ECTS); the highest load occurs in the fifth semester which is given over completely to thesis preparation. The subjects cover most necessary topics for management education at master's level and are not repetitive.

The content is generally consistent with the type and level of studies. In the case of some subjects, for example, prognosis and strategic management and facility management in the construction management specialisation, it is questionable whether the contents of the subjects are appropriate for the programme and how they correspond to those taught in more traditional programmes. 'Investment management' and 'financial management' are other examples of unusual subject titles.

The content and delivery methods are appropriate for the achievement of the intended learning outcomes but as the ILOs are non-specific for the programme as many different subject configurations would also satisfy the criterion.

It is not clear why Knowledge Management and Investment Management are needed to fulfil the ILOs of the programme in the case of full-time studies but are not needed in the case of part-time studies where they, together with some other subjects, are replaced by Performance Audit, which is missing in the full-time curriculum.

In the case of specialisations it is not possible to evaluate the correspondence of specialisation aims and ILOs because the relevant aims are not given in SER. Instead, title-like texts '*Aim of Construction management specialisation*' occur where one might expect to find the description of aims. However, the ILOs of the programme's specialisations are covered by appropriate subjects.

The scope of the programme is sufficient to ensure that intended learning outcomes are met. However, the wide scope, at the expense of depth, of the programme makes students' achievement of master's level learning outcomes difficult.

In some cases the existence of five specialisations has necessitated some subjects with traditional headings (for example, Investment Management) to have unusual contents, including specific knowledge needed in different specialisations. On the other hand, necessary content of particular specialisations, for example, Public Administration, may be lacking in some obligatory courses that seek to prepare students for all five specialisations.

The content of the programme reflects the latest thinking in subject descriptions and associated references. However, too much recommended reading appears to be required for most subjects (five to seven main references plus additional literature). These make it unclear what the students really need to read to support their learning. Where students are expected to read only specific pages or chapters, this should be clearly stated. When alternative books are cited because of a shortage of the key texts in the library, the number of copies of key texts should be increased.

### **3. Staff**

The study programme is provided by staff meeting legal requirements. The programme is delivered by 25 full time and 3 part time teachers. The qualification of teaching staff meet legal requirements: more than 80 per cent of the lecturers involved in the programme hold doctorates, more than 20 per cent of field subjects are taught by ten professors, more than 60 per cent of lecturers' scientific research area corresponds to taught subjects. The majority of lecturers have practical work experience.

The number and qualifications of the teaching staff are adequate to ensure intended learning outcome are achieved. The student-staff ratio during the last four academic years is on average

15:1 increasing to 19:1 in 2011-2012. The number and qualifications of the teaching staff are adequate to ensure that students can achieve the intended learning outcomes. Teaching, research and other academic activities as well as organisational and community activities are included in the teaching staff workload, compared and discussed at the department.

Teaching staff turnover is able to ensure an adequate provision of the programme. Presently teaching staff turnover is able to ensure an adequate provision of the programme. Young, enthusiastic and academically-motivated doctorate holders (mostly graduates of Siauliai University) have helped to address an ageing staff profile. 14 per cent of lecturers are younger than 40 years, 35 per cent are 41-50, 25 per cent 51- 60 and 25 per cent are 60 years old and older.

The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme. The Faculty of Social Sciences supports professional development of its academic staff. This includes adjusting teaching schedules and provision of support for internships in Lithuanian and foreign institutions and companies, participation in conferences, etc. For example, over the period 2007-12, 17 lecturers presented 74 scientific papers in conferences abroad and 20 presented 103 papers to conferences in Lithuania. Fourteen staff participated in 60 internships abroad and 22 delivered lectures at foreign institutions. According to University regulations, academic staff at least twice in five years should improve skills in didactics (the most widely used), foreign language and informatics. There has been an improvement in staff qualifications and capabilities in recent years.

While many teachers demonstrate an appropriate level of ability in English, there remains scope for increased, and more widespread, staff competence in the use of the language and, related to this, greater encouragement and support for students to utilise English language in extended abstracts in master theses, to use more recent international publications from foreign databases. Inclusion of English and other EU language communication skills in the academic post descriptions before staff elections could provide the necessary catalyst for more widespread use of foreign languages throughout the Faculty of Social Sciences. Use is made of visiting professors but these should be better integrated in to the teaching team to maximise the benefit to students and staff.

Many teaching staff undertake applied research related to the subject area. Students have been involved in these projects or benefit from the research findings which have been integrated into teaching material. The number of research projects and staff involved has increased during the last two academic years.

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

The premises provide adequate support for staff and students. Total premises area, per student is 5.3 sq.m. There are 38 lecture rooms (2474 seats) in the two faculty buildings. Different sizes of lecture rooms are scheduled appropriately for diverse student groups. Investment in renewal of premises will lower operating expenses in future.

The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality. The Faculty has six computer rooms. In total the Faculty has 338 computers, of which 183 are used for this programme and 118 computers are available in the library reading-rooms. All computers are installed with licensed software and have a high-speed

internet access; wireless internet connection is widely available. Moodle is used as a repository for teaching, learning and administrative information. Teaching and learning equipment (23 digital video projectors, six television sets, video players, two digital video cameras, two digital photo cameras, seven copying machines) is adequate for staff and students' needs.

The University has adequate arrangements for students' practice. Most of the students are already in employment, largely in professions related to the area of studies. Students may go for internships abroad and join activities related to their professional development, organised by the Social Research Centre, Rural Development Research Centre, Economic Research Centre and participate in the annual students' scientific conference 'Economic and Management Issues'.

The Faculty library, together with the central section of the University library, provides an excellent, light and airy learning environment and textbooks, periodicals, journals and databases are adequate and accessible both from the University and Faculty library. The literature is continuously updated. Teaching materials, Inter-library e-catalogue and subscribed databases are easily accessible from any computer via LITNET network. Staff and students have access to more than 90,000 periodicals and 12,500 electronic books. However, students access to and utilisation of these resources needs to be improved, by encouraging and supporting them to draw more heavily upon them. This applies particularly to their access to, and use of, databases and especially in completing their theses.

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

There are clearly set out criteria for admission, with preference given to graduates in cognate fields and those with publications to their name. Weightings given to applicants on the basis of their previous studies and experience are appropriate. For those who do not meet the entry criteria, one-year bridging courses covering micro- and macro- economics, marketing and management, are available; these provide a useful foundation for master's study and over the last three years 56 students entered the part-time programme through this route. In general, the score of entrants to both full and part-time modes has been rising.

The number of students entering the full-time mode peaked at 36 in 2008-09 but, following the trough in 2009-10, numbers have risen slightly to 21 in 2011-12. However, interest in the part-time mode has weakened considerably, with just 46 students admitted in 2011-12 representing a quarter of those admitted in 2007-08.

The programme is widely publicised and there are numerous recruitments activities, including Open Door Days, study fairs, Business Days and regional exhibitions. However, the University recognises that increasing competition, within and outside Lithuania, together with demographic factors means that further efforts will be required to ensure that the programmes remain viable. Around 80 percent of entrants have graduated from the bachelor's programme reflecting the localised nature of the provision.

The study process is well-organised and its content and flexibility meets a regional need for postgraduates in management. The latest dropout rates are 23 and 18 per cent for the full-time and part-time modes respectively but many students return to complete their studies.

Students consider that they are well-informed about the programme's content and timetable, with easy access to key sources of information. Students benefit from close relationships between



teachers, students and social partners although these are on a personal, rather than a formal structured, basis.

Students have opportunities to participate in numerous activities to complement their studies, including an annual scientific conference and student conferences in April of each year. They are also invited to take part in the Faculty's Social Research Centre, Rural Development Research Centre, Economic Research Centre and others. However, the take-up rate is low, due in part to the work and family commitments. The organisation of the study process means that there is little interchange between full- and part-time students. This represents a missed opportunity to enrich the experience of both groups socially and academically. The University may wish to reconsider the dichotomy between the two modes of study and do more to encourage and support mutually beneficial activities and to provide a broader and more integrated learning experience through development of a shared group ethos.

Students have opportunities to participate in student mobility programmes but, again their work and family commitments militate against this. Another factor has been the limited English language ability of many students. In each of the years 2007, 2008 and 2010, one student participated in an Erasmus exchange; two went to Estonia and one to Latvia.

The University ensures an adequate level of academic and social support. Students feel well supported academically and socially. Teachers are accessible to students beyond the formal consultation times and many, but not all, provide helpful feedback on students' progress. Careers support is strong and benefits from a strong regional identity.

Financial support is available for students studying part-time, although the numbers receiving this fell from 29 in 2007-08 to 13 in 2011-12. In addition, scholarships are awarded to high achieving students although the number receiving these fell to just three in 2011-12. Social scholarships are also available for those deemed to be needy. One-time awards are also made for exceptional study results and/or sporting or cultural achievements. Dormitory accommodation is available although the local nature of the student intake means that there is relatively little demand for this.

The assessment regime is set out clearly in advance and students confirm that they understand it. In some cases formative assessment is used to monitor students' progress but it does not appear to be applied systematically across modules. This reflects the fact that teachers draw up their assessment plans independently. The result is that student assessment lacks overall coordination and cohesion. This needs to be addressed to ensure that students receive comparable experiences, irrespective of which modules they study.

The final theses follow clearly set out guidelines with appropriate criteria which include relevance, internal consistency in meeting the intended learning outcomes, reference to the latest findings in Lithuanian and foreign research literature and demonstration of reflection. Students feel supported by the supervision arrangements although some indicated that they would have liked more guidance in choosing their thesis topic to ensure relevance; teachers consider that students need to assume the major responsibility for their choice of topic. Average grades are high and, on occasions, individual grades appear to be generous where there is little engagement with scientific sources. The summaries provided in English are too short and need to be extended.

Professional activities of the majority of graduates meet the programme providers' expectations. Employment rates are high and graduates typically occupy appropriate positions in their companies. However, this is in part explained by the fact that many are already in employment.

Alumni and social partners felt that, in general, students are well-prepared for employment although greater liaison with the business community on the choice of thesis topics and greater help in identifying suitable graduates for companies would be welcomed.

## **6. Programme management**

There is an established structure setting out responsibilities at department, faculty and university level. The role of the individual teacher is also recognised and feeds in to the structure at appropriate points. A key element is the Study Programme Quality Supervision Group which twice a year evaluates the performance of the programme and informs appropriate decision-making bodies. The process adheres to the numerous university, faculty and departmental regulations but appears cumbersome and would benefit from streamlining and the production of a user-friendly quality manual to document and inform programme management.

Data to inform programme management are collected extensively at all levels and used to inform the maintenance and enhancement of academic standards and the quality of learning opportunities provided. For example, the staff evaluation process is well-focused and transparent. However, there is no formal evaluation of the performance of students entering through the bridging course compared with those entering directly. This would help inform admission policy.

Evaluations have informed programme improvements. For example, evaluations of teachers have raised teaching standards and students have been instrumental in bringing about improvements. Changes have also been made to the preparation process for theses as a result of feedback. These enhancements have largely been the result of feedback from internal processes.

Stakeholders are involved. There are student members of the Study Programme Quality Supervision group, Dean's Office meetings, Faculty Council and University Senate. Student input to programme evaluation through informal as well as formal channels has been enhanced and students believe that their voice is encouraged, listened to and acted upon. Students and alumni complete questionnaires and employers are involved in some activities. However, engagement with alumni and social partners would be enhanced by a more formal, structured and focused approach. Currently it operates largely at the individual level. Where social partners are involved more formally, it tends to be at university or faculty level rather than programme-level. For example, while the work of the Social Partnership Centre is undoubtedly useful, more direct input at programme level would be beneficial. Nomination of one person at programme level to coordinate the interface with external stakeholders would enhance accessibility of external stakeholders to the programme. The name and contact details of this person should then be widely publicised, within and outside the university.

Quality assurance measures are largely effective although greater engagement with stakeholders through more formal channels would serve to further enhance the programme. A streamlined process would be more efficient.

## **III. RECOMMENDATIONS**

1. The connection between programme intended learning outcomes and those for specialisations and modules/subjects needs to be made clearer and more explicit to offer greater coherence and cohesion

2. The titles and contents of modules should be further developed to align them more closely with similar programmes elsewhere and a rationale given for differences in modules offered on the part-time and full-time programmes.
3. There should be greater integration of visiting professors in to the teaching team to maximise the benefit to students and staff
4. The English language communications skills of some staff should be improved if the internationalisation of the programme is to continue
5. Students' should be encouraged and supported to access and utilise learning resources, especially databases, to a greater degree, especially in completing their theses.
6. The University is encouraged to explore means of improving communication between part-time and full-time students, in order to establish a programme-wide ethos
7. The student assessment regime requires cohesion and coordination to ensure comparable experiences for students, irrespective of which modules they take
8. Summaries in English in theses should be extended as at present they are far too brief. This would help develop students' English language writing skills.
9. Formal evaluation of the performance of students entering through the bridging course compared with those entering directly would help inform admission policy
10. Engagement with social partners and alumni should be enhanced by a more formal, structured and focused approach to inform programme development and, at programme level, nomination of one person at to be the first point of contact with external stakeholders and to coordinate the interface.

#### IV. SUMMARY

The specialisations available suit the needs of many students and meet the regional need for postgraduates in management. A commitment to staff development has resulted in improved staff qualifications and capabilities and the staff evaluation process is well-focused and transparent. The library provides an excellent, light and airy learning environment. Students value the strong level of formal and informal support they receive and consider that their voice is encouraged, listened to and acted upon. Contact by teachers on a personal, individual, level with graduates and social partners is strong.

The connection between the intended learning outcomes of the programme as a whole and those of its components, the specialisations and modules/subjects, needs to be made clearer and more explicit, and some subject content could better reflect expected sector norms. The English language communication skills of some staff should be improved and there needs to be greater integration of visiting professors in to the teaching team. Students need to be encouraged and supported to make better use of the learning resources available, particularly databases.

Improved communication between part-time and full-time students would benefit both groups. The student assessment regime requires cohesion and coordination to ensure comparable experiences for students, irrespective of which modules they study and summaries in English in theses should be extended. Tracking the performance of students entering through bridging courses would help inform admission policy. Engagement with social partners and alumni should be enhanced by a more formal, structured and focused approach including nomination of one person at programme level to be the first point of contact with external stakeholders and to coordinate the interface.

## V. GENERAL ASSESSMENT

The study programme *Management* (state code – 621N20019) at Šiauliai University is given **positive** evaluation.

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

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	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
	<b>Total:</b>	<b>18</b>

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

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

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

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

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Team Leader:

Jeff Butel

Grupės nariai:  
Team members:

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**ŠIAULIŲ UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS VADYBA  
(VALSTYBINIS KODAS – 621N20019) 2013-04-19 EKSPERTINIO VERTINIMO  
IŠVADŲ NR. SV4-101 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Šiaulių universiteto studijų programa *Vadyba* (valstybinis kodas – 621N20019) 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
	<b>Iš viso:</b>	<b>18</b>

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

<...>

**IV. SANTRAUKA**

Siūlomos specializacijos atitinka daugelio studentų poreikius ir regiono poreikį vadybos magistrams. Dėl įsipareigojimo ugdyti personalą pagerėjo darbuotojų kvalifikacija ir gebėjimai,

darbuotojų vertinimo procesas yra labai kryptingas ir skaidrus. Biblioteka suteikia puikią, šviesią ir erdvią aplinką studijuoti. Studentai vertina svarią formalią ir neformalią paramą, kurią jie gauna, ir mano, kad jie skatinami išsakyti savo nuomonę, į kurią įsiklausoma ir atsižvelgiama imantis veiksmų. Dėstytojų bendravimas asmeniniu ir individualiu lygiu su absolventais ir socialiniais partneriais yra stiprus.

Reikėtų aiškiau ir tiksliau nurodyti ryšį tarp programos, kaip visumos, ir jos komponentų, specializacijų bei modulių ir (arba) dalykų numatomų studijų rezultatų, o kai kurių dalykų turinys galėtų geriau atspindėti tikėtinas sektoriaus normas. Reikėtų pagerinti kai kurių darbuotojų bendravimo įgūdžius anglų kalba, o kviestiniai profesorai turėtų būti labiau integruojami į dėstytojų komandą. Studentai turėtų būti skatinami naudotis metodiniais ištekliais, ypač duomenų bazėmis, ir jiems reikėtų daugiau padėti tai daryti. Geresnis nuolatinų ir iššestinių studijų studentų bendravimas būtų naudingas abiem grupėms. Studentų vertinimo tvarka turėtų būti aiški ir koordinuota norint užtikrinti panašią studentų patirtį nepriklausomai nuo jų pasirinkto modulio, o baigiamųjų darbų santraukos anglų kalba turėtų būti platesnės. Studentų, stojančių pabaigus išlyginamąsias studijas, pasiekimų stebėjimas padėtų patobulinti priėmimo tvarką. Bendradarbiavimą su socialiniais partneriais ir pabaigusias studijas studentais reikėtų stiprinti daugiau formaliu, struktūrizuotu ir kryptingesniu metodu, o programos lygmenyje reikėtų paskirti vieną žmogų kontaktiniu asmeniu, kuris būtų atsakingas už bendravimą su išorės socialiniais partneriais ir koordinuotą grįžtamąjį ryšį.

### **III. REKOMENDACIJOS**

1. Siekiant užtikrinti didesnę nuoseklumą ir sąryšį reikėtų aiškiau ir tiksliau nurodyti sąsają tarp programos numatomų studijų rezultatų ir specializacijų bei modulių ir (arba) dalykų numatomų studijų rezultatų.
2. Reikėtų toliau tobulinti modulių pavadinimus ir turinį siekiant juos glaudžiau suderinti su panašiomis programomis kitur ir atsižvelgti į iššestinėse ir nuolatinėse programose siūlomų modulių loginį skirtumą.
3. Kviestinius profesorius reikėtų labiau integruoti į dėstytojų komandą, kad studentai ir dėstytojai gautų didžiausią galimą naudą.
4. Jei toliau bus vykdomas programos tarptautiškumas, reikėtų patobulinti kai kurių dėstytojų bendravimo įgūdžius anglų kalba.
5. Studentai turėtų būti skatinami naudotis metodiniais ištekliais, ypač duomenų bazėmis, ir jiems reikėtų padėti tai daryti, ypač rengiant baigiamuosius darbus.

6. Universitetas skatinamas ieškoti būdų, kaip pagerinti bendravimą tarp nuolatinųjų ir išėstinių studijų studentų, siekiant sukurti visos programos etosą.
7. Studentų vertinimo tvarka reikalauja nuoseklumo ir koordinavimo, kad būtų užtikrinta lygintina studentų patirtis, nepriklausomai nuo jų pasirinkto modulio.
8. Baigiamojo darbo santraukos anglų kalba turėtų būti platesnės, nes šiuo metu jos dar pernelyg trumpos. Tai padėtų ugdyti studentų rašymo įgūdžius anglų kalba.
9. Oficialus studentų, stojančiųjų baigus išlyginamąsias studijas, ir tų studentų, kurie stoja tiesiogiai, vertinimo rezultatų palyginimas patobulintų informaciją apie priėmimo tvarką.
10. Bendradarbiavimą su socialiniais partneriais ir absolventais reikėtų stiprinti daugiau formaliu, struktūrizuotu ir kryptingesniu metodu informuojant apie programos vystymąsi, o programos lygmenyje reikėtų paskirti vieną žmogų, kuris būtų kontaktiniu asmeniu su išorės socialiniais partneriais ir koordinuotų ryšį.

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

Vertėjos rekvizitai (vardas, pavardė,  
parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341