



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ISM VADYBOS IR EKONOMIKOS UNIVERSITETO
VERSLO VADYBOS IR ANALITIKOS (612N20001)
PROGRAMOS
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *BUSINESS MANAGEMENT AND ANALYTICS*
(612N20001)
STUDY PROGRAMME
AT ISM UNIVERSITY OF MANAGEMENT AND
ECONOMICS

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Verslo vadyba ir analitika
Valstybinis kodas	612N20001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	1999.10.26, Nr. ISAK-1120

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	Business Management and Analytics
State code	612N20001
Study area	Social Sciences
Study field	Management
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Management
Date of registration of the study programme	1999.10.26, No. ISAK-1120

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I. INTRODUCTION

ISM is an institution of undergraduate and postgraduate education in business, management and economics with campuses in Vilnius and Kaunas. The Bachelor in Business Management and Analytics programme was first registered in October 1999 and is delivered on both campuses. According to the Self Assessment Report the programme has the same (*intended*) learning outcomes, aims, structure, study and management, quality assurance processes, and staff irrespective of campus.

The programme was last evaluated in 2005 when it was given full accreditation. This report sets out the results of the evaluation undertaken in February 2013 by experts from the United Kingdom, Estonia, Latvia and Lithuania, including 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 learning outcomes

The programme aims and intended learning outcomes (ILOs) are well-defined, clear and publicly accessible. The programme is designed to ‘Provide fundamental education in management, enabling students to apply the knowledge acquired in further studies and different areas of professional activities’ The intended learning outcomes clearly support this general aim. Both the Self-Assessment Report and Web-page describe the programme aims in detail and the texts are publicly accessible on the internet.

The programme’s aims and ILOs are based on academic and professional requirements, public and labour market needs. Stress is placed on incorporating academic developments in business education. The programme meets the requirements specified in legal and strategic documents in Lithuanian higher education. The Self-Assessment Report reflects deep analysis of the needs of the labour market and takes in to account new challenges posed by a changing economy; existing availability of specialists in analytics in Lithuania; and career options for the graduates. The programme aims and ILOs are consistent with the type and level of studies and the level of qualifications offered.

The university sees itself ‘as an advanced centre of market analysis, executive training and leading academic thought’ providing ‘high relevance managerial competence and economic thought’. The programme’s intended learning outcomes seek to develop these qualities in its graduates. Expectations may appear rather high for bachelor level studies although the University has identified a national shortfall in graduates with the necessary skills of analysis. This programme is intended to address this deficiency.

The name of the programme, its intended learning outcomes, content and the qualifications offered are compatible with each other. The programme focuses on two topics – management and analysis that are compatible with the programme title. The management side of the programme is well supported by general intended learning outcomes which are complemented

by management-orientated special intended learning outcomes. Eight of 12 special intended learning outcomes address the analysis part of the programme.

2. Curriculum design

The curriculum design meets legal requirements. The distribution of credits within the programme satisfies government requirements for First Cycle Study programmes. The programme is taught full-time and comprises 240 ECTS credits. The programme contains 192 compulsory credits and 48 elective credits. The curriculum consists of three core segments: general education subjects represented by 27 ECTS, study field represented by 165 ECTS and 48 ECTS of special training subjects which include work placements.

The distribution of the subjects and credits in the programme over the semesters is even. A student accumulates 30 credits per semester. The schedule of each semester includes no more than seven subjects with the number of contact hours in a student's workload equal to 16-20 per week. The exact number of hours per week depends on the semester and the number of electives chosen by the student.

The information provided about the programme's structure is clear and informative. The subjects have clear structure; topics correspond to those taught in the majority of international business universities and professors use textbooks from well known publishers. There is no unnecessary repetition in subjects' contents.

The content of the subjects is consistent with the type and level of the studies. Approximately three-quarters of the subjects have one or two textbooks that define the subject well and are consistent with the level of studies. However, psychology stipulates 14 required texts. This is too high for bachelor level.

The content and methods of the subjects are appropriate for the achievement the aims and ILOs of the programme. In most cases same professors teach the subjects in Kaunas and Vilnius. If the subject is taught by different professors in Vilnius and Kaunas the contents and teaching methods are discussed between them, but largely informally. However, some formal methods are employed to achieve comparability of subjects: meetings of staff from both campuses, teaching materials are shared in Moodle and the heads of subject groups facilitate cooperation between the professors.

The scope of the programme is sufficient to ensure that students can achieve the intended learning outcomes. The content of the programme is current, reflecting the latest thinking in the subjects. Modern technology is used to deliver the programme. High quality IT services are employed effectively to provide teaching of comparable quality on both campuses – teachers can use the same tools on both campuses.

Teachers' scientific activity is in most cases of a level that enables them to incorporate current material into their teaching. Some of the textbooks used are somewhat dated, although many relate to supporting subjects where currency is less of an issue. Core subjects are supported by more recent publications which reflect the latest developments as far as is possible in textbook.

3. Staff

The staffing in Vilnius and Kaunas meets legal requirements. More than half of study field subjects are taught by scientists or recognised artists. The programme is delivered in Vilnius by two full time professors, 16 associate professors, seven doctors, four PhD students, and 13 non-degree lecturers. Some 60 % of staff are full-time and a similar number hold professor, associate professor or doctors' positions. In Kaunas 40 academic staff, of whom 24 hold professor, associate professors or doctors positions deliver the programme; some 70% are employed full-time.

The number and qualifications of the teaching staff are adequate to ensure that students can achieve the intended learning outcomes. A growing core of staff deliver more than half of all teaching. Some permanent members of staff hold diplomas from well established institutions, including a recently awarded PhD from the University of Manchester. Teaching, research and other academic activities, as well as organisational and community activities, are included in the teaching staff workload. International visiting academics are invited to deliver courses that call for an international outlook and expertise, such as International Finance, Entrepreneurship and Investment management, and to engage in research. Teaching staff turnover is an appropriate level. The composition of the staff is stable: 50% of staff have worked in the University for between seven and 14 years and 35% for three to six years.

The professional development of teachers is supported. Professional development is determined by overall strategy and is incorporated into the annual competence development plan financed both by ISM and other sources such as EU funds. On average, every semester, six lecturers participate in mobility programmes. Every year one staff member is sent to the International Management Academy (IMTA) of the regional management development association CEEMAN. Visiting foreign teachers are invited to participate in competence development seminars to facilitate sharing of expertise and experience.

Teachers undertake applied research related to the subject area. Students have been involved in these projects and the resultant research findings have been integrated into teaching material, enhancing the student learning experience. Research is conducted in Financial and Risk Management; Human Resources Management; Organisational Governance and Leadership; Higher Education Strategy; Organizational Strategy and Marketing; Consumer Behaviour; Strategic Organisational Development and Management of Change; and Management of Business Relations. Staff publications are largely local or regional and the University may wish to encourage staff to publish more widely, in international peer-reviewed journals.

4. Facilities and learning resources

The Vilnius and Kaunas campuses are located in the city centres. In Vilnius there are 21 auditoriums and two meetings rooms located in three buildings. In Kaunas there are eight auditoriums and one meeting room.

The number of individual/group workplaces for students in Vilnius is up to 54 in the corridors and up to 34 in the library. The number of individual/group workplaces for students in Kaunas is up to 40 in the first floor and in the cafeteria and a maximum of 20 in the library.

The University has installed a modern printing system and a three year, 4.2 million LTL contract for the upgrading of infrastructure has been agreed. LTL 3.6 million of this will be financed from the EU structural support funds and the remaining will provided by the University.

Both campuses offer Wi-Fi, which is accessible to all students. The Vilnius campus has three computer classes, each with 30 workplaces and 18 computerised individual working places in different locations of the campus. In Kaunas ISM has one computer class with 30 workplaces and 16 workstations.

Moodle is used to distribute learning materials to the students. There is no set minimum for materials to be uploaded, although teachers are expected to use the facility. For example, course works are uploaded and in many cases all necessary materials are also made available. Teachers use the platform to set formative and summative tests and final examinations. Students on both campuses enjoy equal access to these materials.

There are adequate arrangements for students' work-placements; the Career Centre offers an increasing number of opportunities. This is conducted through the ISM webpage, in a separate section dedicated to the Career Centre. The Career Centre's list of permanent contacts includes more than 300 business entities, more than 350 different opportunities. Students have the possibility of obtaining work-placements abroad, either through Erasmus or ISM's bi-lateral agreements.

Teaching materials, including textbooks, books, periodicals and databases, are adequate and accessible. The library branches in Vilnius and in Kaunas, can accommodate 118 readers at a time, including 23 at computer workstations. The proportion of workplaces in campuses reflects the numbers of students studying there.

The Library subscribes to publications in different formats - books, newspapers, journals, audio and video cassettes, CDs, DVDs, electronic databases. All items of the Library are registered in an online catalogue or can be accessed through the Library webpage. The Library's working hours are convenient; it is open all days except Sunday. Teaching materials (textbooks, books, periodical publications, databases) are adequate. Books and other study materials may be lent for one semester, two weeks, one day, or read only in a library. However, students need to be encouraged to draw upon the valuable sources in library, to use them more extensively, especially for their final thesis.

5. Study process and student assessment

The admission requirements are well-founded; the criteria are clear and conform to the requirements of the Association of Lithuanian Higher Schools for Joint Admission. There is no entrance examination; students are assessed on the basis of their school performance in Lithuanian, mathematics and English. Over the last two years entry standards, measured by average enrolment scores, have fallen slightly for the Vilnius campus but have risen for the Kaunas campus, although the latter remains lower overall. Compared with other ISM programmes entry levels are low.

The number of applications peaked at nearly 1,300 in 2009 but fell to under 400 in 2012. Annual enrolments declined continuously from 350 students in 2007 to just 50 in 2012, split equally between the two campuses. Recruitment to the part-time evening mode delivered on the Vilnius campus ceased in 2008 although recruitment was rising slightly. At closure, part-time enrolments

were 48, much the same as the number admitted to full-time study in Kaunas in that year. At the start of the 2012-13 academic year a total of 148 students were studying in Vilnius and 59 in Kaunas. The University attributes much of this decline to external factors but it needs to consider what actions are within its scope to arrest the decline.

Dropout rates remain high, having averaged 43% for the 2007 and 2008 intakes. While this reflects many, often external, factors, the University needs to review its publicity, admissions and induction policies to ensure that entrants are aware of, and sufficiently capable of coping with, the demands of the programme. The high dropout rate suggests that the content and/or organisation of the programme do not easily facilitate students' achievement of the intended learning outcomes within four-years. Although many students return to complete their studies, the University will need to review the organisation of the study process to ensure that, other than for exceptional circumstances, it is realistically achievable within four years.

The organisation of the study process ensures an adequate provision of the programme in its main aspects and the achievement of most of the intended learning outcomes. An appropriate range of student-centred learning methods is employed. Some modules are taught by different staff on the two campuses and teachers demonstrate good knowledge of their students. Coordination between these staff is mostly informal. There is considerable emphasis on relevance to current business practice, aided by the use of business simulation software. Contacts with employers are also used to inform the students' learning experience and the link between theory and practice is stressed.

The amount of teaching in English increases through the years of the programme. This step-by-step development of students' exposure to teaching in English is effective and represents good practice. However, students' written work does not exhibit the same high standard as their spoken English.

Students are encouraged to participate in research and applied research activities. Numerous events are organised to facilitate students' understanding of current business practice. Students gain experience from participation in national and international competitions, conferences and other events such as open lectures given by prominent academics and employers. Prominent among these are the '100 Talent design-thinking' programme which involves students analysing real-world case-studies provided by major national and international companies and 'Creative Shock' in which teams from Lithuanian and foreign universities compete to come up with viable solutions to real-world cases provided by a Lithuanian company. These activities improve students' communication skills, encourage their research activities and bring them to the attention of prospective employers. They also result in a broadening and deepening of students' understanding of business.

Students have opportunities to participate in student mobility programmes. The panel met 35 students, of whom three had been on exchanges. The three spoke enthusiastically of their experiences, but there was little interest from other students. Given the high level of oral English language skills of students, and ISM's large number of international partners, this is surprising. However, it is possible that the difficulties students face in attempting to complete the programme in four years is an important factor. Although an open event is provided for students to hear of the experiences of students returning from exchanges, more could be done to integrate these experiences formally in teaching and learning.

The University ensures an adequate level of academic and social support. Help in securing employment for graduates is a strength of the programme. This is the result of extensive and strong links with employers and the work of the Career Centre which has access to over 300

businesses. The Centre facilitates many interactions with actual, and potential, employers to maximise graduates' opportunities for employment.

Students value the academic and pastoral guidance and support they receive and consider staff to be highly approachable; teachers make themselves available well beyond the required formal teaching and consultation time. The needs of individuals are considered and, where possible, changes made to timetables, reflecting the highly supportive ethos of the University.

Some components of the assessment system of students' performance need improvement but the elements of it are publicly available, clear and mainly adequate. There is good use of continuous assessment, oral and written. Students value the feedback they receive, although on occasions this can be subject to some delay. However, the method of assessment is determined by the individual teacher; where there are different teachers for Vilnius and Kaunas, significant differences in students' exposure to methods of assessment can occur. Given that students graduate with the same award, this must be changed. Employers should be assured that, whichever campus a student has attended, s/he has been subject to the same assessment regime.

Assessment does not always reflect the level of study. For example, in the seventh semester module, *Strategic Management*, on the Vilnius campus, 22 per cent of marks are allocated to multiple-choice and short answer questions. This is unacceptable at such an advanced stage in students' study and may explain students' less well developed writing skills in English. Assessment of the same module on the Kaunas campus reflected better the level of study, but still fell short of what one might expect in the final year of an undergraduate programme. There is a need for a more consistent and systematic approach to assessment to ensure greater parity in students' exposure to assessment methods and that assessment is pitched at the appropriate level.

Topics of final theses are appropriate and typically address real business issues. This reflects the close working relations with the business sector. However, they demonstrate variable depths of study which is reflected in the associated bibliographies. Given students' high level of oral English language skills it is surprising that so few choose to submit their theses in English.

It is difficult to assess the professional activities of graduates; the categories employed by the University are imprecise. Terms such as 'Entrepreneurs', 'Top Management', 'Middle management', 'Managers and specialists' are not defined clearly. Their ambiguity offers little concrete evidence of the actual employment level of graduates. However, other evidence points to a high level of appropriate employment of graduates. Social partners valued graduates of the programme for their commitment and willingness to accept challenges while noting their more limited ability in written English.

6. Programme management

Responsibilities for monitoring and enhancement of the programme are well-established, from programme to university level. However, these would benefit from a clearer articulation, perhaps in the form of a 'quality cycle' chart for the academic year. The Quality Director exhibited a clear understanding of the key issues impinging on the programme and a willingness to address these.

Data are collected from a wide range of sources and there appear to be clearly-defined responsibilities for collection, collation and action. However, in contrast to the delivery of the programme, external stakeholders are not engaged effectively. Alumni and employers could

provide important input to the design and management of the programme, but there is little evidence of this.

There have been some changes, for example, replacement of teachers who were considered to be deficient, as a result of student feedback. However, some wider issues remain to be addressed: student enrolments are falling, the dropout rate remains high and fewer students are engaging in exchanges.

Stakeholders are involved constructively in the delivery of the programme and they express overall satisfaction. At university-level the Business Council provides advice and guidance. However, there is less evidence of stakeholder input at programme level, to inform curriculum development and enhancement. For example, the introduction of the international business programme is considered to have reduced the intake to this programme, but there is no evidence of stakeholder input to discussions on this.

There is a need to develop more formal links at programme level with social partners and alumni to inform curricular developments and quality assure the programme. For example alumni and employers could usefully comment on the realistic completion time for the programme and the noted deficiencies in students' written English. As many graduates start their own companies or work in small businesses, it is important that social partners are also drawn from this sector and not just large companies.

Internal quality assurance measures are comprehensive, well-focused at all levels, informed by a wealth of data and with responsibilities clearly defined. They have proved effective in a number of areas, such as maintaining teacher quality, but, as outlined above, there are issues that remain to be addressed more effectively.

III. RECOMMENDATIONS

1. The University may wish to consider how best to increase staff publications in international peer-reviewed journals.
2. Although students have a very good command of spoken English, they could be encouraged to undertake more writing in English to enhance their writing skills in the language.
3. Student assessment should reflect the level of study and be the same for students irrespective of campus of the study.
4. Variability in the depth of study and associated bibliographies, demonstrated in students' theses should be addressed.
5. The University is encouraged to re-examine the causes of student dropouts which are within its power to influence.
6. There needs to be increased precision in definitions of graduate employment data to better inform programme development.

7. Develop more formal links with social partners to inform curricular developments and quality assurance of the programmes

IV. SUMMARY

The programme aims and intended learning outcomes are clear, well-defined and publicly accessible forming a consistent system that is appropriate for the type and level of studies. The programme name, intended learning outcomes and content are consistent. The programme meets legal requirements. Facilities and resources satisfy the requirements of the programme in quantity and quality and teaching and learning resources are appropriate. The organisation of the study process ensures an adequate provision of the programme in all its main aspects and the achievement of most of the intended learning outcomes. Students' exposure to English is developed systematically through the four years of the programme. There is good use of continuous assessment, oral and written. Topics of final theses are appropriate and typically address real business issues. This reflects the close working relations with the business sector. Data are collected for programme development from a wide range of sources and there appear to be clearly-defined responsibilities for collection, collation and action. External stakeholders are involved constructively in the delivery of the programme and they express overall satisfaction with the programme. Internal quality assurance measures are comprehensive, well-focused at all levels, informed by a wealth of data and with responsibilities clearly defined.

Staff engagement in publishing in international peer-reviewed publications could be improved to reflect the University's commitment to internationalisation. Some components of the assessment system need improvement. For example, variability between student assessments on the two campuses and in the depths of study demonstrated in theses, which is reflected in the associated bibliographies. Students' high level of oral English language skills are not reflected in their written work. Greater precision in graduate employment data would better inform programme development. External stakeholders are engaged less effectively in programme management than in programme delivery; there is a need to develop more formal links at programme level with social partners and alumni to inform curricular developments and to assure the quality of the programme.

V. GENERAL ASSESSMENT

The study programme *Business Management and Analytics* (state code – 612N20001) at ISM University of Management and Economics 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	4
2.	Curriculum design	4
3.	Staff	4
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	22

*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:

Jeff Butel

Grupės nariai:
Team members:

Enn Listra

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Sandra Kaleininkaitė

**ISM VADYBOS IR EKONOMIKOS UNIVERSITETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *VERSLO VADYBA IR ANALITIKA* (VALSTYBINIS KODAS –
612N20001) 2013-04-19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-99 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

ISM Vadybos ir ekonomikos universiteto studijų programa *Verslo vadyba ir analitika* (valstybinis kodas – 612N20001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	22

* 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

Programos tikslai ir numatomi studijų rezultatai yra aiškūs, gerai apibrėžti ir viešai prieinami, kas leidžia sukurti nuoseklią sistemą, atitinkančią studijų rūšį ir pakopą. Programos pavadinimas,

numatomi studijų rezultatai ir turinys yra nuoseklūs. Programa atitinka teisės aktų reikalavimus. Materialieji išteklių pagal kiekį ir kokybę atitinka programos reikalavimus; mokymo ir mokymosi išteklių yra tinkami. Studijų proceso organizavimas užtikrina tinkamas programos sąlygas visais jos pagrindiniais aspektais ir leidžia pasiekti daugumą numatomų studijų rezultatų. Visų keturių programos metų laikotarpiu sistemingai tobulinama studentų anglų kalba. Tinkamai naudojamas nuolatinis vertinimas žodžiu ir raštu. Baigiamųjų darbų temos yra tinkamos ir paprastai nagrinėja realius verslo klausimus. Tai atspindi glaudžius darbinis santykius su verslo sektoriumi. Programos tobulinimui duomenys renkami iš įvairių šaltinių ir atrodo, kad yra aiškiai apibrėžta duomenų rinkimo, grupavimo ir veiksmų atsakomybė. Išorės socialiniai partneriai konstruktyviai dalyvauja programos dėstyje ir išreiškia bendrą pasitenkinimą programa. Vidaus kokybės užtikrinimo priemonės yra išsamios, kryptingos visuose lygiuose, pagrįstos tinkamais duomenimis, o įsipareigojimai yra aiškiai apibrėžti.

Siekiant atspindėti universiteto įsipareigojimą tarptautiškumui, būtų galima pagerinti darbuotojų darbų publikavimą tarptautiniuose recenzuojamuose leidiniuose. Reikėtų tobulinti kai kuriuos vertinimo sistemos komponentus. Pavyzdžiui, studentų, kurie mokosi dviejuose universiteto padaliniuose, vertinimo kintamumą ir studijų gilumą, kuris atsispindi baigiamuosiuose darbuose ir susijusioje bibliografijoje. Studentų darbuose raštu neatsispindi jų aukštas anglų kalbos žodžių lygis. Tikslus duomenys apie absolventų įsidarbinimą padėtų geriau suprasti programos plėtrą. Išorės socialiniai partneriai ne taip efektyviai dalyvauja programos vadyboje lyginant su programos dėstyje; programos lygmeniu reikėtų sukurti oficialius ryšius su socialiniais partneriais ir baigusiais studijas studentais, kad būtų galima surinkti daugiau informacijos apie studijų turinio pokyčius ir užtikrinti programos kokybę.

III. REKOMENDACIJOS

1. Universitetas galėtų apsvarstyti, koks būdas geriausiai padėtų padidinti darbuotojų publikacijų skaičių tarptautiniuose recenzuojamuose žurnaluose.
2. Nors studentai labai gerai moka šnekamąją anglų kalbą, juos reikėtų skatinti daugiau rašyti anglų kalba, siekiant pagerinti jų rašymo įgūdžius.
3. Studentų vertinimas turėtų atspindėti studijų lygį ir būti vienodas visiems studentams, nepriklausomai nuo universiteto padalinio.

4. Reikėtų atkreipti dėmesį į studijų nuodugnumo nepastovumą ir susijusią bibliografiją studentų baigiamuosiuose darbuose.
5. Universitetas turėtų iš naujo ištirti studentų iškritimo priežastis, kurioms jis gali daryti įtaką.
6. Siekiant surinkti platesnę informaciją apie programos plėtrą reikėtų tiksliau apibrėžti duomenis apie įsidarbinusius absolventus.
7. Siekiant surinkti daugiau informacijos apie studijų programos vystymąsi ir kokybės užtikrinimą, reikėtų vystyti oficialesnius ryšius su socialiniais partneriais.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)

¹ Žin., 2002, Nr.37-1341