



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

SOCIALINIŲ MOKSLŲ KOLEGIJOS KLAIPĖDOS
SKYRIAUS

TRANSPORTO IR LOGISTIKOS VERSLO (653N18003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF TRANSPORT AND LOGISTICS BUSINESS
(653N18003)
STUDY PROGRAMME
AT UNIVERSITY OF APPLIED SOCIAL SCIENCES,
KLAIPĖDA DEPARTMENT

Grupės vadovas: Andreas Knorr
Team Leader:

Grupės nariai: Terence Clifford-Amos
Team members:

Vanja Kenjic

Dainius Petravičius

Monika Kavaliauskė

Išvados parengtos anglų kalba

Report language – English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Transporto ir logistikos verslas
Valstybinis kodas	653N18003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Transporto ir logistikos profesinis bakalauras
Studijų programos įregistravimo data	2010 m. gruodžio 2 d., Nr. 1-01-150

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Transport and Logistics Business
State code	653N18003
Study area	Social Sciences
Study field	Business
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3), part time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Transport and Logistics
Date of registration of the study programme	2 December 2010, Order No. 1-01-150

© Studijų kokybės vertinimo centras
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	8
5. Study process and student assessment.....	8
6. Programme management	10
III. RECOMMENDATIONS	11
IV. SUMMARY	11
V. GENERAL ASSESSMENT	12

I. INTRODUCTION

The objective of this report is to evaluate the Transport and Logistics Business study programme (hereinafter: TLB study programme) which is taught at the SMK University of Applied Social Sciences (hereinafter: SMK) both at the university's central campus in Klaipėda and at its branch in Vilnius. This is the evaluation report for the Klaipėda Department.

The study programme was approved by the Ministry of Education and Science on December 2nd, 2010, and was started on February 1st, 2011. Successful completion of the study programme will earn the graduate the degree of Professional Bachelor in Transport and Logistics.

Two study options exist: Full-time (duration of studies: 3 years) and part-time (duration of studies: 4 years). The language of instruction in all course units is Lithuanian; in addition, compulsory foreign language courses (for English and German) are offered in the first and second semester.

On June 8th, 2012, a working group was formed by SMK's director to prepare a self-evaluation report (hereinafter: SER) which was led by Mrs. Janina Prišmantienė, Head of SMK's Business and Management Department. Alongside five representatives of SMK's academic and administrative staff, the working group also included one student representative and one representative of social partners. The self-evaluation report was finalized in October 2012.

The site visit by the review team took place on April 29th, 2013. Following the visit, the review team finalized this report on their findings on the TLB study programme at the University of Applied Social Sciences, Klaipėda Department.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The TLB study programme's aims and learning outcomes are defined in a clear, consistent and comprehensive manner in the SER and its annexes. Moreover, in a succinct, yet concise form, they are also publicly accessible on SMK's website.

The TLB study programme's overall aims – which are identical for both the full-time and the part-time version of the study programme – are to prepare qualified transport and logistics experts at the professional bachelor qualification level with a good knowledge of pertinent national and international legal acts regulating road transport and the ability to understand and manage a road transport and logistics business (SER, p 5).

These aims, in turn, should be achieved through a number of learning outcomes (SER, p 5 and 6). If achieved, these learning outcomes would indeed instil into graduates the necessary skills, competences and know-how to act as specialists in the road transport, warehousing and logistics sector, as well as to run their own businesses.

The contents of the course units, the course materials, a clear variety of teaching, learning and assessment methods are conducive to achieving both the programme aims and the learning outcomes as they do reflect the international standards for transportation and logistics business study programmes. Accordingly, the formal and content-related requirements for a professional

bachelor degree in transport and logistics are fulfilled and are in line with the appropriate reference level according to the European Higher Education Qualifications Framework (EHEQF) and level 6 of the Lithuanian Qualifications Framework

In being based on the legal framework for operating transport and logistics companies in Lithuania as well as surveys of employers and transport-related trade associations, the study programme has a strong and clear focus on public and labour market needs. In addition, there is comprehensive involvement of social partners in curriculum design and student assessment. Notwithstanding these matters, there is some room for improvement, as the international orientation of the programme could and should be strengthened. By and large, the study programme is focused on Lithuania's domestic transport and logistics market. More international contents, a stronger focus on foreign languages – especially English and Russian – in general and on transport - and logistics-related professional language proficiency training, as well as increased student and staff mobility across borders, are highly recommended for the enhancement of the study programme. These would not only contribute positively to achieving programme aims and learning outcomes, but most of all, to enhance the employability of graduates in an increasingly internationalizing transport and logistics markets.

2. Curriculum design

All legal requirements for curriculum design are fulfilled. The study programme's scope in terms of credits is 180 ETCS which are evenly spread at 60 ECTS per year throughout the three-year study period and at 45 ECTS per year throughout the four-year part-time variant. The same holds for the scope on terms of study hours which stand at 4.800 for both the full-time and the part-time option.

The overall structure of the programme is described in considerable detail in the SER. The descriptions of the course units are comprehensive and contain all relevant information both for students and lecturers. Content-related overlap is minimal, while contents, teaching and learning methods as well as assessment procedures overall reflect good international standards along the lines of objectives of the Bologna process.

The TLB study programme displays an integrated structure and interdisciplinary which is very conducive to the gradual development of skills and competences among graduates, not least because of the deep integration of theoretical studies and practical training in cooperation with leading transport and logistics companies. The programme sequence, which first ensures a solid theoretical education before providing for an ever increasing share of practice and knowledge application over time, is therefore well-designed and appropriate towards achieving the programme's aims and learning outcomes.

The maximum number of 60 ECTS per study year for the full-time option and of 45 ECTS for the part-time option ensures - in principle - an evenly distributed work load. However, the allocation of ECTS is very schematic and may therefore not reflect self-study workloads in a realistic manner.

Workloads and ECTS credits are spread evenly across all course units and are differentiated only on the basis of in-class hours. Hours and credits for the students' self-study workload are allocated in an equally mechanical manner. This is in line with legal requirements, although good European practice would have SMK applying verification through adequate evaluation procedures in order to establish whether these figures do indeed provide a realistic reflection of the students' actual self-study workloads for each course unit.

As for course contents (other than language training), two areas in particular could be enhanced to further strengthen the profile of the study programme vis-à-vis competing programmes. First, transport-related aspects of environmental policy could feature more prominently in the curriculum, although the number of policy initiatives and the legal framework in this field have massively increased at EU and international level for all modes of transport. Moreover, management might consider familiarising students with even more areas of transport- and logistics-related international law.

Student and staff mobility is generally low, for reasons both within and outside SMK's control (an example for the latter would be the generally low levels of student support through the Erasmus programme). According to the foreign language lecturers the team interviewed, foreign language proficiency varies among first year students. While attempts are made to bring all students to an adequate level of proficiency by means of a compulsory language course in the first year of studies in one foreign language, the review team hold the view – based on interviews with students and social partners - that changes need to be implemented to enhance the foreign language skills of students. In particular, additional courses in the first foreign language chosen by a student should be compulsory for her/him until graduation. Multi-year course offerings for a second foreign language, in particular Russian due to Lithuania's economic role as an eminent transport and logistics hub between CIS and Western countries, should also be considered, but should be voluntary for students. Finally, transport- and logistics-related professional language skills should be included into the curriculum on a broader basis.

The number of cooperation partners in other countries is high at around 50 institutions. However, the team found that only one partner university in Belgium and another one in Turkey are eligible for study programme-related student mobility for offerings transport- and logistics-related English-language programmes of their own. Options for both incoming and outgoing student and lecturer mobility could therefore be enhanced by adding more cooperation partners with corresponding study programmes.

Regarding incomings, opportunities for lecturer and student mobility are severely limited by the fact that the study programme is exclusively taught in Lithuanian (except for the languages courses). Therefore, the potential for incoming mobility is *de facto* limited to expat Lithuanians who teach or study abroad.

The review team's interviews with students and social partners revealed the need for more electives, which currently only make up five per cent of the study programme. Electives should cover additional modes of transport other than road transport such as air transport, rail transport and shipping. Such additional course offerings would not only give students a chance to acquire a broader perspective on the transport and logistics business as a whole and therefore would further improve their future employability. An added benefit of more electives would be the opportunity to offer these courses in foreign languages such as English, Russian or German which would not only improve on SMK's language training in the TLB study programme. This might, in turn, give rise to more student and lecturer mobility.

3. Staff

According to Annex 2 to the SER, the study programme is currently being taught by 29 lecturers, including two lecturers for foreign languages, while in its main text, the SER provides different numbers, ranging from 25 (SER, p 17) to 26 lecturers (SER, p 16). 56 per cent of the lecturers are less than forty years old, while 44 per cent are older. This amounts to a good age distribution currently, and effort should be made to maintain this balance.

Four of the lecturers hold the scientific degree of associate professors, 19 of whom are lecturers, while the remaining three are doctoral students. The vast majority of lecturers have practical experience in excess of three years. In addition, visiting lecturers from transport and logistics companies provide for some 13 per cent of all course units, which ensures a good combination and balance of theoretical and practice-oriented instruction.

All positions are filled through a public competition. The qualifications of the lecturers have been made fully transparent to the reviewers in the SER (Annex 3). They fully meet, and often exceed, the legal requirements in Lithuania.

The ratio of lecturers to students remains excellent and currently is 3.84 (up from 1.4 in academic year 2010/11 and 2.5 in 2011/12). Given the good mix of adequate academic qualifications and practical experience among lecturers and the aforementioned high lecturer/student ratio, both the quantity and quality of teaching staff are more than adequate to ensure that the learning objectives are pursued and met.

Staff development, in terms of their professional, scientific and didactic performance is actively supported by SKM's management through a *Lecturers Motivational System* which was created in 2010 to "activate the participation of lecturers in the scientific, investigative and project activity, traineeships, qualification programmes and community activity of SKM" (SER, p 18). In the interviews the Reviewers conducted with lecturers, a high level of motivation and job satisfaction could be discerned. Moreover, lecturers confirmed that staff development measures were open to all, and that participation was encouraged by SKM's management. Most lecturers also offer courses at other educational institutions, and, as a result, have a good overview of these other institutions' practices. As the staff turnover rate is almost zero, overall job satisfaction appears to be genuinely high. A few lecturers, however, felt that they have too little time for responding to commissioned commercial research for companies and municipalities.

By contrast, the international mobility of SKM's lecturers is very low and essentially focused on staff exchanges with educational institutions as well as conference participations in other Central and Eastern European countries. Apart from the general problem to attract sufficient funding for international staff (and student) mobility, this may reflect the overall good knowledge of the Russian language but often lacking English language skills among the majority of lecturers. Staff-development measures should therefore also include language training.

The number of visiting lecturers from abroad is also minimal, mostly due to lacking Lithuanian language skills. This problem could be remedied by switching some course units to English – a move which would also benefit students who would then gain deeper insights into international – both Western European and American and Eastern (CIS-related) aspects of the transport and logistics business and markets. Increasing staff (and student) mobility in either direction would also facilitate the continuous update and upgrade of programme contents and methodologies reflecting international best practices.

The majority of lecturers have published scientific and/or methodological papers and/or books. During the last three years, five methodical guides, two textbooks, two manuals and sets of activity books as well as one set of practical tasks were prepared (for the full list see Annex 11 to the SER). This ensures research-based teaching. However, efforts should be made to increase the number of research publications in Western journals or conference proceedings.

4. Facilities and learning resources

The 186 students – 110 of whom have chosen the full-time option, while 76 opted for the part-time study variant – comprise 18 per cent of all students at the Klaipeda branch of SMK. 36 auditoriums of different sizes with a total capacity of 1.570 seats are available for all study programmes and all teaching formats from full lectures to seminars, group work, practical activities and independent studies. In addition, four computer labs with 56 computerized work places, a library with a reading room, a 100-seat canteen and a recreation zone are available on campus. Moreover, a distance learning centre based on an e-learning platform (Moodle) is in place. Course materials and lecturers' scientific and methodological publications are fully accessible to students and lecturers whose offices are also equipped with PC workstations.

All auditoriums are equipped with state-of-the-art technology such as stationary beamers, computers, whiteboards and blackboard. Desktop, portable computers and beamers are made available from the IT department. Moreover, specialized TLB-related standard software packages such as Microsoft's AutoRoute and JAX Auto Shipping are available for students and used in some course units for simulations and in other teaching formats.

The library is well stocked both in terms of academic and scientific literature and electronic resources in general – including 15 Lithuanian and foreign databases such as EBSCO, Emerald and Tyler & Francis, as well as a large collection of e-books, all of which are accessible free of charge to students. It is also integrated into the Lithuanian Academic Libraries Network (LABT) and a few other national library networks. The library is open twelve hours a day. Moreover, students and lecturer have 24/7 access to all electronic collections through VPN even from their homes. Study-programme related literature, including programme-relevant scientific journals, is available in adequate supply in general. However, students argued that more copies of some textbooks, especially law textbooks, should be made available. The review team found, that more foreign language textbooks should be added to the library as well.

For investments for updating IT and other equipment, a budget of 316,453.00 Litas for the 2010-2012 period was allocated to SMK for investment at both the Klaipeda and the Vilnius campuses.

5. Study process and student assessment

Admission to the LTB study programme is regulated through admission procedures which have been approved by SMK's academic council and which are based on the minimum admission requirements stipulated by the Ministry of Education and Science.

The admission process relies on a competition-based, open system. Preference is given to candidates with higher scores. Moreover, the score's structures give preference to school course units which are considered to be good leading indicator of a prospective student's performance, in the TLB study programme, i.e., mathematics, Lithuanian language, as well as history or a foreign language.

With a share of 16 per cent of SMK's full-time students the TLB study programme is SMK's most sought after offering. Since 2010/12, the number of admitted full-time students has increased from 20 to 37 for the full-time option. However, the ratio of applicants to admitted students has gone down from 1.8:1 in 2011/12 to 1.13 in 2012/13. The number of admitted part-time students increased from 18 in 2010/11 to 29 in 2012/13, having peaked in 2011/12 at 36. The ratio of applicants to admitted students has decreased from 1.8 to 1.18 in this period.

The increased intake both of full-time and part-time student reflects the strong demand for TLB specialists in Lithuania and, accordingly, the good positioning of SMK's study programme in the job market.

The drop-out rate is rather small at only nine students in the full-time programme option. This corresponds to eleven per cent of first year students and only three per cent of second year students. SMK's tries to identify the reasons why students decided not to continue their studies in a systematic manner. According to SMK's findings, three students cited financial reasons for giving up their studies, three more mentioned academic debts and the inability to study individually. Among the remaining three students, one student decided to study abroad, while the other two gave up after changes of the study programme's profile. As for part-timers, the drop-out rate was 13.2 per cent in the first year, declining to only 2.2 per cent in the second year.

SMK encourages students to engage in scientific and research activities, as well as practice-related activities, e.g, through a number of regular students' conferences to which a large number of papers were entered. Examples include the Republican Students' Science-Practical Works Conference in Vilnius on "Economics and Law: Topicalities and Perspectives in the 21st Century", the Republican Students' Science-Practical Works Conference "Management. Economics. Society. Economical, Social and Technological Trends of Creation of Harmonious Society" (Klaipėda) and the Republican Students' Science-Practical Works Conference "Business and Technology Insights" (see Annex 19 of the SER for a complete list).

Moreover, students participated in a number of local and international competitions, some of which they managed to win. Examples include the "Hunting for Talents" and "Business Genius" competitions in Lithuania and BNP Paribas' international competition "Ace Manager".

A career center helps students with applications, monitors the careers of alumni and organizes alumni meetings on a regular basis.

Student grants are allocated to a number of select above average students - with an average mark of no less than 8.5 - based on SMK's own Grant Allocation Regulation. The exact of grants could not be verified during the visit, however, but students were aware of the grants and the procedures to obtain them.

Academic and social support of students is comprehensive and, according to students, effective. Major activities include - but are not limited to - study fairs, and career events, open days, cultural events, community outreach activities, company visits, guest lectures by renowned professionals in the transport and logistics business, as well as various activities of the students' club. An adaptation programme for first-year students was established to ensure a smooth transition for junior students from the very different requirements and cultures of secondary education to those of tertiary education. Information about study programmes is widely disseminated through a variety of channels.

Around 25 per cent of the contact hours of full-time students are dedicated to consultations. The effectiveness of SMK's information policy is regularly assessed, with the vast majority of students being aware of whom to contact for solving certain issues and problems.

According to the SER, 84 per cent of all students are satisfied with the assessment system, holding that learning outcomes are checked objectively and systematically. The assessment system is fully transparent to students and is made up of a good mix of assessment methods including group work, presentations and simulations. Apart from interim assessments, every course unit concludes with a final assessment. All tests are given a weight coefficient.

Moreover, students' independent class work makes up 50 per cent of the final mark. A broad range of assessment methods is applied. The total number of assessments is high, but not burdensome according to students who also argued that it prepares them well for a job market environment with a large number of tasks which will be assessed by superiors.

However, in the interviews the review team conducted with students, a number of students reported that while existing regulations concerning assessment practices – e.g. on deadlines for exams or other course-related tasks - are evenly applied with regard to all students in a particular course unit, they are not evenly applied across all course units; there is evidence of some lecturers being very lenient in this respect.

For every study programme, SMK conducts a tracer study for graduates who finished their studies three years ago. The objective is to follow career tracks of graduates, in particular the form of employment, the position obtained, and whether the position corresponds to the qualification of the graduate. As there are no TLB programme graduates - as of today, no pertinent data are available for the programme. It should therefore be ensured, that tracer studies will also be conducted for this study programme as SMK does for all other study programmes.

6. Programme management

Programme management for the TLB study programme is well-structured and well-organized with a clear and consistent internal definition and distribution of responsibilities. Quality assurance is in place for all study programmes. The head of the programme is also responsible for the quality assurance process of the programme. All relevant information is gathered and made available to all decision-makers and used for the regular update of the study programme. Currently, the design and implementation of an internal study quality management system, based on ISO standards, is underway.

A formal internal system of quality assurance through self-assessment and evaluation is in place. Internal quality assurance procedures are therefore monitored and regularly reviewed with the objective to render them more effective.

As for the TLB study programme, a programme improvement working group has been established to identify and propose improvements in cooperation with lecturers. The final decision rests with the Department of Business and Management which must decide with a 2/3 majority. During the decision-making process, modifications to pertinent laws regulating course contents, the results of the annual self-assessments and “political, economic, market, technology and scientific changes influencing the relevance of the course unit content“ must be taken into consideration.

According to the SER, a decision was made to to prepare to teach the programme in a foreign language to promote the internationalization of the TLB study programme. The first measure taken was the recruitment of a foreign lecturer (and native speaker of English) for the Vilnius branch who will also teach in Klaipeda. Moreover, the number of electives was increased by five units. Elective now make up five per cent of the curriculum.

In addition to the internal quality assurance, all study programmes are subject to an external assessment by social partners which takes place on an annual basis. It involves the previous year's graduates, employers who offered practical stages to students and the members of the qualification commission, a group of at least five persons, half of whom must be employer representatives, who are in charge of assessing the results of the final theses of the study programme. Moreover, a number of transport and logistics companies cooperate with SMK to

achieve a deep integration of theoretical and practical content in the study programme. SMK is also an active member in various trade and business associations at the national and international level. The review team found during its on-site visit that social partner involvement in curriculum design and quality assurance in particular, is exemplary. Moreover, SMK has integrated internal and external quality assessments very well.

III. RECOMMENDATIONS

1. SMK should reinforce its efforts to intensify its international activities and contents in all programme-related areas (including, but not limited to, mobility of students and lecturers, staff, electives, textbooks and other course materials, foreign language skills including professional nomenclatures).
2. Staff development functions should be centralized for both campuses.
3. Also in the area of staff development, transparent regulations should be in place to ensure the fair allocation of available funds among staff members, especially regarding their participation in international scientific conferences.
4. Quality assurance interchange across both campuses which adheres to European Standards and Guidelines for Quality Assurance (ESG) should be introduced. E.g., Vilnius staff members could perform internal quality assurance and form SER teams for the Klaipeda campus and vice versa, or joint QA or SER teams with members from both branches should be formed.
5. It should be ensured that existing regulations concerning assessment practices are evenly applied across all course units.

IV. SUMMARY

Overall, SMK's Transport and Logistics Business programme is of high quality. Its main strength - and unique selling point in the Lithuanian education market - is the interdisciplinary focus by combining transport and logistics contents with essential business study components. Moreover, the programme ensures a good integration of theory and practice through the strong involvement of a large number of programme-related social partners in curriculum design, assessments, and quality assurance. Student support is at a very high level. The programme's main shortcoming is the lack of a stronger international (East-West) orientation and outreach. The review team has recommended, inter alia, to address this issue through intensified foreign language training, measure to increase students and lecturer mobility.

V. GENERAL ASSESSMENT

The study programme *Transport and Logistics Business* (state code – 653N18003) at University of Applied Social Sciences, Klaipėda department 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	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	21

*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:

Andreas Knorr

Grupės nariai:
Team members:

Terence Clifford-Amos

Vanja Kenjic

Dainius Petravičius

Monika Kavaliauskė

**SOCIALINIŲ MOKSLŲ KOLEGIJOS, KLAIPĖDOS SKYRIAUS PIRMOSIOS
PAKOPOS STUDIJŲ PROGRAMOS *TRANSPORTO IR LOGISTIKOS VERSLAS*
(VALSTYBINIS KODAS – 653N18003) 2013-06-19 EKSPERTINIO VERTINIMO
IŠVADŲ NR. SV4-230 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Socialinių mokslų kolegijos, Klaipėdos skyriaus studijų programa *Transporto ir logistikos verslas* (valstybinis kodas – 653N18003) 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	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	21

* 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

Apskritai SKM Transporto ir logistikos verslo programa yra aukštos kokybės. Pagrindinė jos stiprybė – unikalus pardavimo pasiūlymas Lietuvos švietimo rinkoje – yra tarpdalykinis akcentas, transporto ir logistikos turinį sujungiant su pagrindiniais verslo studijų komponentais. Be to, ši programa užtikrina tinkamą teorijos ir praktikos integraciją, kai dideliame programos socialinių partnerių būriui aktyviai dalyvaujant programos turinio formavimo, vertinimo ir kokybės užtikrinimo procesuose. Studentų paramos lygis – labai aukštas. Didžiausias šios programos trūkumas yra stipresnės tarptautinės (Rytai – Vakarai) orientacijos ir ryšių stoka. Vertinimo grupė rekomenduoja, be kita ko, šį klausimą spręsti stiprinant užsienio kalbų mokymą, kaip priemonę studentų ir dėstytojų judumui didinti.

III. REKOMENDACIJOS

1. SMK turėtų dėti daugiau pastangų, stiprindama savo tarptautinę veiklą ir turinį visose su programa susijusiose srityse (įskaitant studentų ir dėstytojų judumo, personalo, pasirenkamųjų dalykų, vadovėlių ir kitos mokymo medžiagos, užsienio kalbų įgūdžių, profesinės terminologijos sritis, bet jomis neapsiribojant).
2. Darbuotojų tobulinimo funkcijos turėtų būti centralizuotos abiejuose filialuose.
3. Darbuotojų tobulinimo srityje reikėtų priimti skaidrius nuostatus, užtikrinančius sąžiningą turimų lėšų paskirstymą darbuotojams, ypač lėšų, skirtų jų dalyvavimui tarptautinėse mokslinėse konferencijose.
4. Reikėtų organizuoti abiejų skyrių „mainus“ atliekant kokybės užtikrinimo vertinimą, tvirtai laikantis Europos kokybės užtikrinimo standartų ir gairių (angl. ESG). Pvz., Vilniaus skyriaus darbuotojai galėtų atlikti vidinį kokybės užtikrinimą ir sudaryti savianalizės suvestinės rengimo (darbo) grupes Klaipėdos skyriui ir atvirkščiai, arba sudaryti jungtines kokybės užtikrinimo ar savianalizės suvestinės rengimo grupes, kuriose dalyvautų abiejų skyrių atstovai.
5. Reikėtų užtikrinti, kad esami nuostatai dėl vertinimo praktikos būtų vienodai taikomi visiems studijų dalykams.

<...>

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.