

# STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

# SOCIALINIŲ MOKSLŲ KOLEGIJOS STUDIJŲ PROGRAMOS TAIKOMASIS PROGRAMAVIMAS IR MULTIMEDIJA (653I32001) VERTINIMO IŠVADOS

# **EVALUATION REPORT**

# OF APPLIED PROGRAMMING AND MULTIMEDIA (653I32001)

# **STUDY PROGRAMME**

# at UNIVERSITY OF APPLIED SOCIAL SCIENCES

Grupės vadovas: Team leader:

Prof. Jyrki Nummenmaa

Grupės nariai: Team members:

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Mr Andrus Rinde Mr Andrej Ruckij Mr Lukas Jokūbas Jakubauskas

Išvados parengtos anglų kalba Report language – English

> Vilnius 2014

Studijų programos pavadinimas	Taikomasis programavimas ir multimedija
Valstybinis kodas	653I32001
Studijų sritis	Fiziniai mokslai
Studijų kryptis	Programų sistemos
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 m.)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Programavimo profesinis bakalauras, programuotojo profesinė kvalifikacija
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 2003 m. birželio 6 d. įsakymu Nr. ISAK-796

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

#### INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Applied Programming and Multimedia	
State code	653I32001	
Study area	Physical Sciences	
Study field	Software Engineering	
Kind of the study programme	College studies	
Study cycle	First	
Study mode (length in years)	Full-time (3 years)	
Volume of the study programme in credits	180 ECTS	
Degree and (or) professional qualifications awarded	Professional Bachelor of Programming, Programmer Professional Qualification	
Date of registration of the study programme	6 of June 2003, under the order of the Minister of the Ministry for Education and Science of the Republic of Lithuania No. ISAK-796	

Studijų kokybės vertinimo centras

The Centre for Quality Assessment in Higher Education

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### I. INTRODUCTION

The procedures of the external evaluation of the *Applied Programming and Multimedia* Professional Bachelor study programme at the University of Applied Social Sciences (Klaipėda campus) were organized by the Centre for Quality Assessment in Higher Education of Lithuania. It selected and appointed the external evaluation Review Panel formed by Professor Jyrki Nummenmaa (Professor of Computer Science, University of Tampere, Finland, head of the Panel), Professor Bernhard Hollunder (Professor at the Computer Science Department at Furtwangen University of Applied Sciences, Germany), Mr Andrus Rinde (Lecturer of Multimedia at Tallinn University, Estonia), Mr Andrej Ruckij (Head of Development at UAB "Adform", employer representative), and Mr Lukas Jokūbas Jakubauskas (graduate of *Informatics Engineering* at Kaunas University of Technology, student representative).

For the evaluation the following documents have been considered:

- 1. Law on Higher Education and Research of Republic of Lithuania;
- 2. Procedure of the External Evaluation and Accreditation of Study Programmes;
- 3. General Requirements of the First Degree and Integrated Study Programmes;
- 4. Methodology for Evaluation of Higher Education Study Programmes.

The basis for the evaluation of the study programme is the Self-Evaluation Report (hereafter, SER), dated 2013, its annexes, and the site visit of the Review Panel to the Klaipėda campus of University of Applied Social Sciences on 29<sup>th</sup> May, 2014.

The visit incorporated all required meetings with different groups: the administrative staff, the group responsible for preparing the self-evaluation documents, teaching staff, students, graduates and employers. The Review Panel evaluated various support services (classrooms, laboratories, library, computer facilities), examined students' final works, and various other materials. After the Review Panel discussions and additional preparations of conclusions and remarks, introductory general conclusions of the visit were presented. After the visit, the Panel met to discuss and agree the content of the report, which represents the Review Panel consensual views.

The University of Applied Social Sciences had initially started the *Applied Programming and Multimedia* Professional Bachelor study programme in Klaipėda and is now giving the same study programme also at Vilnius Branch. The meetings with the SER preparation group and the teachers at Klaipėda campus at the same time served for the same meetings for the evaluation done at Vilnius Branch. Since a lot of information is the same about both study programmes, consequently the related evaluation reports are similar. It also should be noted that the suitability

of the name "University of Applied Social Sciences" was discussed with the administrative staff of the higher education institution, as it would seem more appropriate that the institution calls itself "College".

#### **II. PROGRAMME ANALYSIS**

#### 1. Programme aims and learning outcomes

The aim of the study programme *Applied Programming and Multimedia* is to educate IT specialists awarding a Degree of Professional Bachelor in Programming. Graduates will be able to design, create and manage application programmes, webpages, databases, products of multimedia and animation according to needs of business activity. The SER emphasizes that the aim of the study programme is formulated according to the country's need for such specialists in the Lithuanian labour market – there is a lack of programmers especially with wider knowledge about different IT areas (multimedia etc.). There are only 8 graduates so far, but they are all employed.

The study programme corresponds to the level 6 of Lithuanian Qualifications Framework and European Qualifications Framework. There are 14 intended learning outcomes of the study programme addressing theoretical knowledge, practical skills and general abilities as teamwork and communication. In general, the intended learning outcomes are well-defined, but considering that "multimedia" is in the title of the study programme, in the Review Panel's opinion, it is weakly represented in the intended learning outcomes (only two intended learning outcomes: "Will be able to develop applied programmes, webpages, products of multimedia and animation, corresponding to the needs of organizations; Will be able to apply the principles of computer graphics and information visualization, multimedia technologies when developing programme systems", are related directly to multimedia). As social partners and graduates postulated during the meeting with the Panel, multimedia skills should be emphasized more.

Intended learning outcomes could be also further improved by including computer games programming, modern software development approaches (agile methods) and mobile applications. This would correspond to the growing labour market for games and mobile application creators, and possibly attract more students.

Despite the name of the programme, according to information provided in the SER, the study programme seems to be focused more on programming and less on multimedia. Multimedia elements (sound, video, animation) get only little attention (in study subjects Multimedia Technologies (5 ECTS), Computer Game Programming (7 ECTS), Computer Graphics and Design (4 ECTS) and Interactive Multimedia (5 ECTS)). It should be noted that the subject Interactive Multimedia is offered only for students choosing the specialization Systems of Electronic Business. Therefore there is room for improvement the multimedia part of the

programme to ensure the full achievement of the intended learning outcomes on the level appropriate for qualification of Professional Bachelor.

To sum up, study programme aims and intended learning outcomes are proved to match the requirements of type and level of studies in general, even though the Panel has identified some issues related to them. Overall, the aims and intended learning outcomes of the programme are reasonable (the programming and graphics parts of the programme are very well designed) also considering the employment potential. Both aims and intended learning outcomes of the programme can be found on the higher education institution's web page. They are available in English language as well.

#### 2. Curriculum design

The study programme consists of 180 ECTS and is completed in full-time study mode (three years). The number of credits for each semester is fixed to 30 ECTS, which ensures equal workload for each semester. Maximum number of study subjects taught during a semester is seven. In the final semester (sixth), a student performs the final practice of professional activity and prepares the final thesis.

The study subjects are grouped into following categories: "general course units of college studies" (17 ECTS), "course units of major study field" (86 ECTS), "practices" (33 ECTS), "course units aimed at deepening knowledge in a study field" (also called specializations in Annex 7 of the SER, each 15 ECTS), "optional modules from other study fields" (9 ECTS), final thesis (10 ECTS) and free optional study subjects (10 ECTS). The Review Panel after the analysis of the provided documents can approve that the curriculum design meets legal requirements set by the Minister for Education and Science of the Republic of Lithuania – "General Requirements of the First Degree and Integrated Study Programmes".

The structure of the programme is a good mix of general subjects, professional subjects and practices, and ensures consolidation of the skills acquired. In addition, the order of study subjects seems to be logical. Most of the subjects of major study field are taught during the first four semesters, fifth semester is mainly for specialization.

In Review Panel's opinion, curriculum contains mostly relevant topics except for the study subject Numerical Methods (3 ECTS), which does not seem to be important and necessary for the achievement of the intended learning outcomes nor as a background material for other studies.

It also can be noticed that some repetition appears in several study subjects, i.e. HTML web page elements are discussed in varying extents in four different study subjects: Computer Graphics and Design (semester II); Web Design and Programming (semester III); Java Technologies (semester IV) and Interactive Multimedia (semester V)). 3D animation is discussed in two study subjects: Multimedia Technologies and Computer Game Programming as well. This should be reconsidered by the staff responsible for programme implementation.

The scope of the curriculum covers all the intended learning outcomes, but some topics, in the Panel's point of view, are not taught deeply enough. For example, there are only few hours dedicated to audio, video and animation. Interviews with students and graduates revealed that the nature of multimedia is not learned – students understand multimedia only as a web design and graphics. The students themselves also would like to see more multimedia. Multimedia data management could receive more attention as well. Deeper approach to multimedia topics could be introduced within existing subjects if redundant content (i.e. HTML in different courses) is removed.

Additionally, according to the study subjects' descriptors provided as an Annex of the SER, some important topics in computer science are only briefly described or not discussed at all – agile methods of software development, data compression, security (encryption etc.), multimedia in databases, human-computer interaction (HCI), responsive web, mobile applications. In those cases attention should be paid that after the meeting with the teaching staff of the programme, it was understood by the Panel that the SER and its annexes do not reflect the real situation and there are study subjects that include more topics than officially listed (agile methods, HCI, mobile devices etc.).

The Panel also would like to note that as some topics are spread into different study subjects, i.e. some security aspects are discussed in subjects: Computer Architecture and Operating Systems, Computer Networks and Protection of Information and E-Business Technologies and Online Marketing, the care is needed to coordinate these areas.

Remarkably, the curriculum contains a subject on Professional Communication which should ensure the ability to communicate for graduates. Unfortunately, social partners are not satisfied with communication skills obtained.

Methods used to achieve the intended learning outcomes seem to be appropriate in principle -a lot of practice and hands on work, which is a pre-requisite for training skilled professionals.

Even though the Panel identified a number of weaknesses, they are not major and, in the opinion of the Panel, the curriculum in general is well-designed and relevant from the employment perspective.

#### 3. Staff

The study programme is implemented by 2 associate professors (both holding doctoral degree), 11 lecturers and one visiting lecturer. Three of lecturers are also doctoral students. 11 lecturers have Master degree (or equal qualification), one has Bachelor degree and Teacher Professional Qualification. Average age of teaching staff is 38 years and the age distribution ranges from 27 to 58 years, which is considered by the Review Panel as a positive aspect. All staff members have at least three years of practice of pedagogical work.

Legal requirements for staff are met – more than 10% of volume of the main study field study subjects is taught by scientists and more than 50% of teachers have at least three years of practical experience. Unfortunately legal requirement of practical experience is mainly achieved by lecturers teaching general topics and, in the opinion of the Panel, some IT-lecturers practical experience could preferably be longer. According to the SER, student/teacher ratio for last two academic years has been 2.7-2.8, which is appropriate. Teaching staff turnover has been insignificant, which ensures stability and some development.

University of Applied Social Sciences administration has provided several instruments for professional development of the staff. Several trainings to improve didactical competences have been carried out. Evaluated from the SER, the teachers have had fairly good participation in the training. Lecturers are encouraged to study for doctorates. To ensure their personal development, all lecturers have to evaluate their activities once per three years. Some lecturers have done an internship in Latvia, Portugal or Singapore.

Lecturers of this study programme are more oriented to practice and are not very actively involved in research. Still, 7 members of staff have published scientific articles on topics of IT or IT education, some of them in international journals (i.e. Z. Vaira).

It is worth praising that lecturers are active in writing course textbooks, i.e. for Multimedia Technologies and creating e-learning materials (published in University of Applied Social Sciences Moodle environment). The meeting with the teaching staff gave a strong impression that the teachers are generally qualified and active. Their attitude towards students and the development of curriculum is positive. They tend to deliver better subjects than the study subjects descriptions suggest. The staff has potential to further develop the study programme, according to future requirements from social partners, upcoming technology trends and recommendations of the Review Panel.

#### 4. Facilities and learning resources

The premises of the higher education institution are modern and provide a nice environment for the studies. The size is harder to evaluate, since the same facilities are shared by different programmes, but there is no reason to think that the size of the teaching facilities would not be enough.

The Panel visited the computer laboratories and found them to be modern and in excellent condition. Both the hardware and the software appeared more than satisfactory for the studies.

The library provides the electronic materials commonly available for universities and colleges in Lithuania, and books, which seemed reasonably new.

As social partners assured during the meeting, they help to arrange the practice places.

Students during the meeting with the Panel claimed that they have all resources they need, and they did not indicate any issues on this topic. The higher education institution even has a canteen in its premises, which allows efficient use of the time of the study day, as lunch break does not require going outside of the higher education institution.

#### 5. Study process and student assessment

According to SER, the admission process is typical for the Lithuanian higher education institutions – the competition score is made up of the marks for mathematics, informatics, and Lithuanian language during school final examination and annual mark for foreign language multiplied by leverage coefficients. General requirements of entering higher education institutions of Lithuania are published on the website of general admission of Association of Lithuanian Higher Education Institutions.

The staff helps by giving information on study subjects and specializations before the students select, which is also necessary since the information is not publicly available. One good sign of instruction is that the final thesis reference sources from the outside of Lithuania.

Students are encouraged to participate in mobility programmes and they participate quite actively. From 2011, 9 students went to study abroad in this programme (Czech Republic, Denmark, Estonia, Greece, Croatia, Poland, Portugal, and Sweden).

Students' assessment is done using accumulative grades, practical assignments, and oral presentations. According to the students, they do not need to memorize things to pass exam, teachers require students to demonstrate practical skills during exam.

According to the social partners and graduates the Panel met, the graduates find employment in the area of their studies.

#### 6. Programme management

According to the SER: "The SMK has an established and constantly implemented Quality Assurance System, which foresees responsibility of divisions and separate employees for assuring quality, student participation while assuring quality as well as implementation, supervision and ways of improving policy of quality assurance. The SMK has confirmed and is carrying out periodic revisions, monitoring of study programmes, procedures of analysis and improvement, assuring an appropriate collection of information, its analysis and usage for an efficient management of implemented study programmes." From the provided information, the Panel can approve that the higher education institution has formally set management structure and procedures to implement and improve the quality of studies. In general, management seems to be working well.

However, there is only little public information about the study programme. The provided information in the SER and the annexes was to some extent incomplete, and also a bit hard to read, e.g. there were a lot of annexes without informative names, also e.g. the student numbers did not seem to make sense, because explanation of students leaving and entering was not included.

The feedback from different stakeholders is collected and taken into account in programme development, e.g. games programming got into the compulsory material due to suggestions. Though, the students and the social partners did not seem to be fully aware on what they can propose and how – they had ideas, but they were not put forward (e.g. teaching of design patterns and gamification). Student feedback can be given electronically, and is anonymous.

It was also found out by the Panel that some topic areas, like PGP encryption, active databases, multimedia in databases, and agile methods, are only reviewed in theory, without practical hands-on work. The experimental hands-on work is particularly important in a Professional Bachelor degree programme. As the curriculum seems well designed on this aspect, the Panel sees that the management should stress the importance of the practical hands-on work to the teachers.

In general, the Panel was convinced that the programme is actively managed, but the above observations also reveal that there is still room for further improvement.

### **III. RECOMMENDATIONS**

- 1. The role of multimedia should be made stronger in the programme. To help adding deeper materials, some overlapping materials can be removed.
- 2. The documentation related to curriculum should be reviewed to ensure that it matches the current situation.
- 3. Numerical Methods should be replaced for material that is directly useful in the programme.
- 4. It should be ensured that students get practical skills on the topics, instead of just theoretical information. In particular, PGP encryption, active databases, multimedia in databases, and agile methods, are only reviewed in theory, without practical hands-on work.
- 5. The education on communication skills should be reviewed to ensure that it really improves the communication skills of the students.
- 6. Public information about the programme should be improved.
- 7. Various stakeholders should be encouraged to give suggestions on how to develop the programme and they should be informed about the made changes based on their feedback.

#### **IV. SUMMARY**

The first cycle study programme *Applied Informatics* at University of Applied Social Sciences gives quite a high quality education for the students in IT field. However, the multimedia dimensions should be made stronger, e.g. the intended learning outcomes on multimedia are not very well defined considering that it is in the title of the programme. Additionally, the documentation provided does not completely reflect the realities as the teachers explain it, and basically the study subjects seem to be better than the documentation suggests.

Curriculum contains mostly relevant topics, with the exception of numerical methods that does not seem relevant. Deeper topics on multimedia could be introduced, and this could partly be made possible via removing redundant content on e.g. HTML from different study subjects. More concrete work on topics like PGP encryption, active databases, multimedia in databases, and agile methods should be tried in practice instead of just introducing the theory. Communication skills education looks reasonably, but the graduates and social partners were not impressed at all. Some content is spread into study subjects to penetrate different aspects, like multimedia and security, and care is needed to coordinate these areas.

The staff is generally qualified and active with positive attitude towards development and the students. The material resources are good and the labs are even excellent.

Supervision seems to be working. Different stakeholders have different views of the meaning of student assessment, for instance the social partners said that they prefer to test the students themselves. This, though, appears to be a common phenomenon in Lithuania. Final theses often reference also sources outside of Lithuania, which is good.

There is little public information about the programme. The Panel received some incomplete information (in addition to being a bit hard to read – with a lot of not properly named annexes and e.g. student numbers that do not seem to make sense). In general, management seems to be working well. Student feedback can be given, and is anonymous. Games programming got into the compulsory due to suggestions from the social partners. However, the students and the social partners did not seem to be fully active on what they can propose and how. There were ideas, but they were not put forward (design patterns, gamification). Encouragement at this point is needed.

## V. GENERAL ASSESSMENT

The study programme *Applied Programming and Multimedia* (state code – 653I32001) at University of Applied Social Sciences is given **a positive** evaluation.

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)	3
	Total:	20

Study programme assessment in points by evaluation areas.

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

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

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

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

Grupės vadovas: Team leader:

Prof. Jyrki Nummenmaa

Grupės nariai: Team members:

Prof. Bernhard Hollunder Mr Andrus Rinde Mr Andrej Ruckij Mr Lukas Jokūbas Jakubauskas

#### SOCIALINIŲ MOKSLŲ KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TAIKOMASIS PROGRAMAVIMAS IR MULTIMEDIJA* (VALSTYBINIS KODAS – 653I32001) 2014-08-19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-453 IŠRAŠAS

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### V. APIBENDRINAMASIS ĮVERTINIMAS

Socialinių mokslų kolegijos studijų programa *Taikomasis programavimas ir multimedija* (valstybinis kodas – 653I32001) vertinama **teigiamai**.

Eil.	Vertinimo sritis	Srities įvertinimas,
Nr.		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	3
	Iš viso:	20

\* 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

Socialinių mokslų kolegijoje vykdoma pirmosios pakopos studijų programa *Taikomasis programavimas ir multimedija* suteikia studentams pakankamai geros kokybės išsilavinimą IT srityje. Vis dėlto studijų programoje daugiau dėmesio turėtų būti skiriama multimedijai – su multimedija susiję numatomi studijų rezultatai nėra labai gerai apibrėžti, nors multimedija ir yra minima studijų programos pavadinime. Be to, vertinimui pateikta medžiaga nevisiškai atspindi realią situaciją, lyginant ją su informacija, kurią vizito metu ekspertams pateikė dėstytojai. Taigi, ekspertų grupė priėjo prie išvados, kad studijų dalykai yra geresnės kokybės nei galima spręsti iš pateiktų dokumentų.

Programa yra tinkamai sudaryta, išskyrus skaitinių metodų dėstymą, kuris abejotina ar tokio pobūdžio studijų programoje yra būtinas. Su multimedija susiję studijų dalykai galėtų būti dėstomi išsamiau. Iš dalies tai būtų galima padaryti peržiūrint studijų dalykus ir pašalinant iš studijų turinio perteklines temas, kaip pavyzdį būtų galima paminėti, HTML. Tokie dalykai kaip

PGP kodavimas, veikiančios duomenų bazės, multimedijos duomenų bazėse ir *Agile* metodai turėtų būti labiau orientuoti į praktiką, užuot dėsčius tik teoriją. Nors ekspertų grupei pasirodė, kad komunikaciniai studentų gebėjimai yra ugdomi tinkamai, bet absolventams ir socialiniams partneriams tai didelio įspūdžio nepaliko. Kai kuri studijų medžiaga yra paskirstyta po įvairius studijų dalykus siekiant aprėpti įvairius aspektus, pavyzdžiui, multimediją ir saugą – tokias sritis reikėtų kruopščiai koordinuoti.

Akademinis studijų programos personalas yra kvalifikuotas ir aktyvus, jų požiūris į tobulėjimą ir studentus yra pozityvus. Apskritai kalbant, materialieji ištekliai yra geri, o laboratorijos – puikios.

Panašu, kad priežiūros mechanizmai studijų programoje veikia. Socialinių dalininkų nuomonės dėl studentų vertinimo reikšmės skiriasi, pavyzdžiui, socialiniai partneriai vizito metu teigė, kad jie pageidautų patys įvertinti studentus. Kaip paaiškėjo, Lietuvoje tai yra įprastas reiškinys. Baigiamuosiuose studentų darbuose dažnai remiamasi ne tik lietuviškais šaltiniais, tai yra sveikintina.

Informacijos apie studijų programą nėra pateikiama pakankamai. Informacija, kuri buvo pateikta ekspertų grupei taip pat buvo nevisiškai išsami (pažymėtina, kad ją skaityti nebuvo paprasta – daugelis priedų netinkamai pavadinti, ne visada prasmingai nurodomas studentų skaičius). Apskritai, programos vadyba yra vykdoma tinkamai. Studentai turi galimybę teikti grįžtamąjį ryšį anonimiškai. Kompiuterinių žaidimų programavimas socialinių partnerių siūlymu tapo privalomuoju studijų dalyku. Vis dėlto studentai ir socialiniai partneriai nerodė itin didelio aktyvumo siūlant idėjas studijų programos tobulinimui ir aiškinant kaip tai turėtų būti atliekama. Idėjų buvo pateikta, bet jos toliau plėtojamos nebuvo (dizaino modeliai, žaidimizavimas). Šioje srityje yra būtinas skatinimas.

### **III. REKOMENDACIJOS**

- Multimedijai turėtų būti skiriama daugiau dėmesio studijų programoje. Siekiant pateikti daugiau žinių gilinamojo pobūdžio medžiagos, galėtų būti atsisakoma kai kurių persidengiančių temų.
- 2. Reikėtų peržiūrėti studijų turinį, siekiant užtikrinti, kad jis atitinka esamą padėtį.
- Studijų dalyką Skaitiniai metodai reikėtų pakeisti dalyku, kuris būtų tiesiogiai susijęs su studijų programa.

- Reikėtų užtikrinti, kad studentai įgyja studijuojamų dalykų praktinių įgūdžių, o ne tik teorinių žinių. Tik teoriškai (neįtraukiant praktinio darbo) dėstomas PGP kodavimas, veikiančios duomenų bazės, multimedija duomenų bazėse ir *Agile* metodai.
- Reikėtų peržiūrėti studentų komunikacinių gebėjimų ugdymą, siekiant, užtikrinti, kad studentų komunikaciniai įgūdžiai iš tiesų yra tobulinami.
- 6. Informacijos teikimas apie studijų programą turėtų būti tobulinamas.
- Įvairūs socialiniai dalininkai turėtų būti skatinami teikti siūlymus dėl studijų programos tobulinimo, be to, juos reikėtų informuoti apie pakeitimus, atliktus remiantis pateiktu grįžtamuoju ryšiu.

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

<sup>&</sup>lt;sup>1</sup> Žin., 2002, Nr.37-1341.