



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos verslo kolegijos
PARDAVIMŲ VADYBOS PROGRAMOS (653N20014)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF TRADE MANAGEMENT (653N20014)
STUDY PROGRAMME
at Lithuania Business College, Klaipėda

Grupės vadovas:
Team leader:

Gary Hargreaves

Grupės nariai:
Team members:

Prof. habil. dr. Magdalena Osinska

Prof. dr Karoly Balaton

Nijolė Kudabienė

Algirdas Raudonius

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Pardavimų vadyba</i>
Valstybinis kodas	653N20014
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
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	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	26-06-2002; Nr. 1190

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Trade Management</i>
State code	653N20014
Study area	Social Sciences
Study field	Management
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor degree in Management
Date of registration of the study programme	26-06-2002; No. 1190

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design	6
3. Staff	8
4. Facilities and learning resources	9
5. Study process and student assessment.....	10
6. Programme management	12
III. RECOMMENDATIONS	14
IV. SUMMARY	15
V. GENERAL ASSESSMENT	16

I. INTRODUCTION

The Public institution Lithuania Business College (LBC) formerly known as West Lithuania Business College was founded in 2001 as a School of Higher Education by Decree of the Government of the Republic of Lithuania № 1028, dated 28-08-2001 following the reorganisation of the school of further education for the higher education training of business administrators and managers. The College has 9 higher education study programmes that offer awards in Professional Bachelor degree.

LBC mission is that of a “*modern and innovative school of higher education, striving for being open to the society, orienting its activity to the needs of the region and integrating into the Lithuanian and European education system*”.

Responsibility for quality of the study process in the *Trade Management (TM)* study programme and consistency of research and studies is vested with the Management Department. The *TM* (state code 653N20014) study programme is granted *accreditation* until 31 December, 2013. The study programme was renamed as *Sales Management* in April 2012. As the Self-Evaluation Report (SER) covers the period between 2006 and 2011 the *Trade Management* name was used in the SER and we also use this name.

The SER was prepared by the self-evaluation group constituted by the Rector’s order dated 15 November 2012. The head of self-evaluation group was the Head of the *Management Department*. Tasks in preparing the report were distributed among seven members of the teaching staff. The report was discussed within the self-evaluation group. The SER was detailed and thorough and aligned to the SKVC guidelines.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The Bachelor's Study Programme in *Trade Management* has been designed according to the Bologna Process Declaration principles. It reflects the main strategic aims of the study programme. The main aim of the *TM* study programme – „*to prepare qualified managers able to forecast, plan, organise a continuous operation process in a trade company or its sub-divisions, including purchase, sale, manufacture and warehousing of goods and raw materials, to ensure quality of performance, to coordinate national domestic and international trade, to make use of the latest advanced methods in sales, marketing, sales logistics, management, to form trade policy of a company, to prepare trade technology and range of products, to carry-out an advertising campaign, to apply the latest e-trade and communication technologies, to establish a private trade company and to run it*”.

The main aim of the study programme is in line with the College mission, but is formulated in rather general terms. The same was observable when analysing the intended learning outcomes. For example: „To make use of advantages offered by information technologies, systems and databases...; To organize operations of various type in a trade company...; To know provisions of modern management theory...“. These study programme aims and intended learning outcomes are not available on the web-site of the College which creates difficulties for potential students to get acquainted with this information. What can be accessed on the web-site is a general overview of the studies provided by the College. The experts highly recommends to make the specified study aims and intended learning outcomes available publicly.

Talking about the intended learning outcomes, experts team has doubts about the correlation between study programme aims and study subjects intended learning outcomes. It seems, that study subjects are just formally connected to the intended learning outcomes but there is no specific information on how these intended learning outcomes are achieved through the courses delivered.

The College regards it important to reflect flexibly to the changing requirements of the labour market. The College states that the labour market has a big demand for trade managers. At the same time the *TM* as a study programme is not popular among entrants. Number of entrants to *TM* study programme has decreased in 2011/2012 academic year by 43,2%, as compared with 2007/2008 academic year. In academic year 2011/2012 there were only 38 students in the study programme, and this number was even smaller in the previous academic year: 33 students. The

programme is more popular among part-time students and it reflects the current economic conditions. Part-time students may work in parallel with their studies and it provides easier conditions to study.

Until the year 2012 the *TM* study programme had been more focused on wholesale and retail trade, therefore it was decided to make essential changes in the concept of the study programme re-focusing it on *Sales Management* with specialisations demanded in the labour market – *Sales Logistics* and *International Trade Management*, to make the study programme more attractive to entrants. These new specialisations are in accordance with the changing business conditions and also with international trends in higher education in business management.

In conclusion, the study programme aims and intended learning outcomes are defined in too generalised way and the study programme lacks correlation between the study programme intended learning outcomes and content of the study subjects. The study programme aims and intended learning outcomes are not publicly accessible on the web-page of the College. The aims of the Trade Management study programme correlate with the mission of Lithuania Business College. The qualifications offered are compatible with the name of the study programme and study field. The study programme is adjusted to the changing requirements of the labour market, new specialisations were launched to meet the need of social partners. The decrease in student numbers is a consequence of the economic crisis. Parallel with starting growth of the economy increasing the need for Trade Management graduates might be expected.

2. Curriculum design

The curriculum of the *TM* study programme meets the legal requirements. *TM* study programme total study volume is 180 ECTS credits. It includes blocks of subjects, such as general subjects (16 ECTS credits), chosen/elective subjects (9 ECTS credits), basic professional subjects (61 ECTS credits), specialisation subjects (40 ECTS credits), practices (30 ECTS credits) and preparation of the final theses (9 ECTS credits). Individual subjects are distributed among the blocks. The volume of student self-work and contact hours is based on and corresponds to the requirements. The programme consists of 4800 hours, including 420 hours lectures, 640 hours classes and seminars, 305 hours consultations and 3435 hours of self-work.

The content and methods of subjects and modules are in most cases consistent with the type and level of studies. The expert team observed however that the content of the Philosophy course covers broad areas and probably may be reduced to the Professional Bachelor level

requirements. The demanding content may be reflected to the comments made by the students, that they regarded the course as not useful for their futures careers.

Students have the opportunity to choose either full-time study or part-time study mode, if they prefer to combine studies and other additional activities. Students appreciated this flexibility of the study programme.

The study programme offers four specialisations: *Sales Management*, *Management of Quality of Commodities*, *Sales Logistics*, and *International Trade Management*. But these specialisations are not covered in sufficient depth to achieve the necessary knowledge and skills. The *Sales Management* specialisation includes the following subjects: *Principles of Advertisement*, *Sales Organisation*, *Technology of the Customs Work*, and *Pricing*. These four subjects do not prepare specialists in sales management. For a well established specialisation more courses would be necessary. The expert team has doubts whether the needs of business community are met by such specialisations. In the SER it is stated: „*Sales management specialization is designated to provide in-depth knowledge in organisation of sales, pricing of sales, procdures of the customs.*“ Neither in the report nor during site visit could the experts get information assuring that the above intention has been realised.

Furthermore during the visit it was mentioned, that Trade Management study programme is more directed towards commodities. In experts point of view, this distinctive feature probably does not meet the market needs. *TM* is not just sales management, it includes purchasing, marketing, logistics as well. The expert team members share the perception that emphasis was on offering more specialised qualifications, but the content in the study programme is not sufficient to realise it.

The experts recommend the revision of the titles of some study subjects in order to provide a deeper understanding of the purpose and content of study subject for example, *Principles of Law*, *Principles of Marketing*, *Principles of Research Work*, *Finance*, *Insurance of Trade Enterprises* and others.

In conclusion, the TM study programme meets the legal requirements and tries to reflect the changes in the labour market. However the expert team has serious doubts if the study programme successfully meets the requirements of business partners and the new specialisations do not provide a sufficiently deep level of knowledge in specialised areas. The study programme offers the necessary theoretical knowledge, but practical knowledge provided in the specialisation areas should be deeper.

3. Staff

The selection of teaching staff follows a formally set criteria. Turnover of teaching staff is limited and does not create problems for successful implementation of the study programme. The *TM* study programme is implemented by 27 lecturers: 10 associate professors or 37% of total number of academic staff (8 of them holding doctoral degree (25,9 %), 14 lecturers and 3 assistants.

Evaluation of the academic staff at the College is made every 5 years. More than a half of the academic staff – 16 or 59,26 %, who are teaching in the *TM* study programme comprises of full-time teachers.

Analysis of the profile of academic staff of the *TM* study programme by teaching work experience shows that the major of lecturers (59,26 %) have teaching experience between 4 to 8 years. Teachers having experience in teaching work from 9 to 14 years are 3,7 %, a considerable share (22,2 %) of the academic staff consists of teachers with 21-30 years teaching experience.

The College provides teachers with adequate conditions for development of professional qualifications. Each year the College organizes international conferences and provides support for teachers to participate at conferences, both domestic and international. The College organizes courses in English language that are cost free for teachers. They have the opportunity to participate in Erasmus exchanges programme. Teachers participated in visits to the Czech Republic, Cyprus, and Bulgaria. In the academic year 2006/2007 only one staff member used took the opportunity to go abroad. The number was 15 in year 2009/2010, 35 in year 2010/2011, and 16 in 2011/2012. Both from the point of view of academic development of staff members and also to improve foreign language capabilities of teachers the international exchange should be made encouraged in the future.

Following the concept of continuous improvement and „lifelong learning”, the College will continue to focus on professional development of its academic staff as one of the highest priorities. Priorities of the College in development of quality of human resources are evident in the strategic objectives set in „Strategic Plan for the Years 2009-2014“. One of them – competence development of academic staff.

Highly competent lecturers-practitioners share their practical knowledge and experience with students, and they actively contribute to the study programme improvement. The students expressed their satisfaction with teachers coming from practice, also students expressed during

the visit that they really valued this practical knowledge and regarded it more important than theoretical knowledge.

The teachers are involved in research work especially related to the subjects they teach.. The publication lists of teachers show the presence of practice-oriented research activity but scientific activity could be improved. More intensive research activity would be advisable.

The students mentioned that they get support from study programme staff in explaining the teaching materials, also help is provided when writing the final theses and looking for practice placements.

In conclusion, the number and structure of the teaching staff correlates with the study requirements. Staff turnover is not high and it is partially connected to the changing content of the study programme, and the introduction of new specialisations. The teachers have the necessary qualifications. Knowledge of foreign languages by programme staff could be improved. More intensive research and publication activity of teaching staff should be promoted in the future as well.

4. Facilities and learning resources

LBC is located centrally in Klaipėda and it is in the heart of the city and easily accessible. The accommodation (1583 m² area) is in modern building and the interior is well appointed and conducive to a good working atmosphere and ethic.

The College has well-equipped resources with 14 classrooms, 1 conference hall that can accommodate up to 127 persons, 4 classrooms for lectures, 4 classrooms for seminars, 4 computer rooms and 2 laboratories. Approximately 330 students at a time can work in all classrooms. Following implementation of the European Higher Education Credit Transfer and Accumulation system (ECTS), the College has adapted their resources to promote the study process, and also strives to assure quality of student self-study. The Self-Study Centre was established in 2011. There are 40 work stations in the library, 7 of them are with the Internet access, although the students noted that the Colleges PCs are quite dated and often rather slow. Taking into account the number of full-time students, the computers available at the College seems to be sufficient and enables integration of information technologies into the study subject of the programme.

Students also have access to a scanner, printer, and photocopier. Computer software includes Microsoft Office, AutoCAD drawing programme and Sistela estimate making programme. The

College offers a free Wi-Fi access and a virtual learning environment (Moodle) that is widely used by students in College and accessed outside the College further enhancing self study and independent learning. The College has reasonably sized library with over thirteen thousand books (more than 724 titles), so students are provided with all necessary conditions for self-study. The library compiles the latest literature in Lithuanian and foreign languages in accordance with the requirements of the study programme and the needs of the College. Students also have access to the Klaipėda University library and noted, that access to books and scientific journals is very good and sufficient to conduct for their studies and research.

The study programme includes three practices: introductory, professional training and pre-diploma practice. The College has a well-developed network of social partners, who offer sufficient opportunities for practical placements. Social partners also participate in defence of diploma theses, Career Day and improvement of intended learning outcomes. The practical training firm “Biurometa” has been established in 2004 and plays an important role in the organization of practices of the study programme.

Student opinion surveys show that the applied form of practice („student performs practice in the company found by himself/herself“) is optimal (expressed by 94 % of the College students who took part in the survey).

In conclusion, the College has adequate facilities and learning resources for the Trade Management study programme. However the computers should be renewed to assure faster performance. The books in the library provide the necessary resources and students also have access to the library of Klaipėda University. Places for practices are provided in adequate numbers and variety.

5. Study process and student assessment

There are no entrance examinations, but the average mark of school-leaving certificate required is at least 7. The College follows the general procedure for admission to Lithuanian schools of higher education. Competitive grade is calculated on the basis of school-leaving examinations: Mathematics 0,4, Lithuanian language 0,2, foreign language 0,2, and study subject History 0,2.

The study process meets the requirements generally applied in Professional Bachelor studies. Research activities are intended to be supported by a preparatory course in the first semester called “Principles of research work” which helps students to get involved in scientific research work. Scientific research conferences are organised by the College also help students’ research progress. However the results are not very promising, during the period between 2006 and 2011

only one or two students participated in student scientific research conferences in each academic year.

It is also should be mentioned, that *TM* students participate in market surveys, going to shops to conduct surveys as part of their practice.

The study plan, and the subjects to be taught are discussed before beginning of each semester at the meeting of the heads of Departments. The timetable of lectures are published on the web-site of the College not later than one week before the beginning of the semester. Schedules for examinations are also announced before the beginning of examination sessions. Visiting lectures are organised by social partners.

Student academic progress is monitored during interim evaluation, exams and during the defence of final thesis. The students obtain feedback related to their course papers and related to their study subjects. Feedback overall is rather general and the members of the expert team regarded them insufficient from the point of view of providing relevant help for the students on how to improve their knowledge and writing capabilities.

The students can obtain a scholarship for good study results if they have average grade above 8.

Requirements for final theses are set and published by the College and also in a methodological guidelines. Themes of final theses are recommended by the subject lecturers but students may find themselves topics for their thesis work. Themes of final theses are approved in the meeting of the Department. Theses are evaluated by one teacher and one specialist-practitioner from the social partners who also participate at the Theses Defence Committee. The expert team had the opportunity to study the final theses submitted during the last years. The expert team view was that the theses meet the set requirements.

Student exchange is rather weak. Between 2007 and 2012 only two students used the opportunity to go abroad to study. During the visit it was recognised by experts, that the students are not interested in using these opportunities of the Erasmus exchange programme. They prefer staying and working in parallel with their studies to help the financing of their education. Management of the College should develop measures to encourage students to take the opportunity to study abroad.

Academic progress of students demonstrates a tendency of decreasing grades of students. The average grade in academic year 2006-2007 was 7,62, while in academic year 2010-2011 it was only 7,18. In the case of part-time students the average grade in academic year 2011 was 6,86.

Furthermore the dropping rate of students is rather high in *TM* study programme, during the last five academic years it amounts to 40%. Financial conditions may be part of the reason, but in spite of this is an unacceptable feature of the study programme results.

In conclusion, the study process is quite well organised. Feedback during the study period is provided to students but it could be more detailed and provided in a written form. The College encourages students scientific and mobility activities, but those fields needs further improvement. The attention from the study process perspective also should be payed to the high students dropout rates and low students achievement results.

6. Programme management

According to the SER the objective of internal quality assurance of studies is to assure quality of knowledge and effectiveness of studies, to satisfy needs of employers, to assess and improve quality of institutional performance. The integrated quality assurance system includes – as its separate constituent part – the direct study quality assurance, which in turn covers the following elements: students (study programme, assessment of study process); lecturers (self-analysis, plans); study subject (certification of module); department (analysis of the study process and action plan at department level).

The College Director is responsible for organisation of the study process, quality assurance of studies, and for the rational use of material and human resources. The Management Department is responsible for *AEI* study programme, a special committee of the programmes in Management and Business Administration was approved by the Director's order. It consists of director of strategic self-governance institute, head of the department supervising implementation of the study programme, renowned scientists, social partners' representative and a student representative. The committee tasks refer in general to prepare a strategy of the study programme and arrangements for continuous improvement of this study programme. The responsibility for the management of the study programme was assigned properly according to experience and specialization of the mentioned bodies and persons.

The College has implemented quality assurance standards ISO 9001 and ISO 14001.

During the meeting with social partners they exhibited great interest in cooperation with LBC in Klaipėda concerning the *TM* study programme. They are able to have an impact on the study programme architecture, by taking part in discussion and provide feedback, mainly during final theses defenses. The feedback from the College's authorities could be more transparent in response to the feedback from social partners. Strong support from social partners was observed,

with many interests in further cooperation. While feedback from alumni and students is quite limited and it could be improved.

The experts team also highly recommends programme managers to pay attention to the high students dropout rates, also their low study results (were discussed in *Study process and student assessment area*), which have reasonable impact in the long-term perspective of study programme implementation.

In conclusion, the internal study quality assurance system is in place, but its efficacy needs to be fully tested. Social partners are involved in teaching and thesis defence and this is a resource that should be exploited further in the future. The feedback from alumni and students should be more specific and more regular as well, but nevertheless the most important point to the study programme managers should be that the progress of students in their study programme shows serious deficiencies. The drop out rate is high and increasing and similarly problematic and evident with low student achievement. One way of improving it might be to provide more detailed feedback to students early during the study period.

III. RECOMMENDATIONS

1. To improve accessibility of study programme aims and intended learning outcomes through internet and/or other means. Some of the generally formulated learning outcomes should be reformulated in a more detailed way. Attention should be paid to create better correlation between study programme intended learning outcomes and study subjects' content.
2. The specializations within the study programme include only general knowledge. Experts team recommends the College to teach more subjects within the specializations to enhance the knowledge level of the students. Practical knowledge and skills should be developed more.
3. To improve foreign language knowledge skills of teachers.
4. To provide more specific feedback to students on their study results during the study period.
5. To reconsider the means and teaching methods in improving the students study results.
6. To improve student participation in research work.
7. To rely more on social partners in developing the study programme and provide feedback on what is done in relation to their recommendations.
8. To maintain better relations with alumni in order to use their good evaluation of College to attract new students also for further improvement of the study programme.

IV. SUMMARY

Main strengths and weaknesses of the *Trade Management* study programme.

Strengths:

- The study programme has strong support from social partners;
- The study programme intends to reflect to changing needs of the labour market;
- Learning resources and facilities are at the appropriate level to implement the study programme;
- Dedicated teachers, who are ready to support the mission and strategy of the College.

Weaknesses:

- Too broad formulation of the study programme aims and some of the intended learning outcomes and their correlation to the study subjects content.
- The new introduced specializations do not provide deep enough knowledge to meet the needs of the labour market.
- Motivation of student is rather low. It is reflected in grades and involvement in research and in mobility programmes.
- Foreign language knowledge of teachers is not sufficient.
- Rather formal feedback to students on their progress in studies.
- The feedback from College to social partners and alumni should be intensified.

V. GENERAL ASSESSMENT

The study programme *Trade Management* (state code – 653N20014) at Lithuania Business College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	15

*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:

Gary Hargreaves

Grupės nariai:
Team members:

Prof. habil. dr. Magdalena Osinska

Prof. dr Karoly Balaton

Nijolė Kudabienė

Algirdas Raudonius

**LIETUVOS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
PARDAVIMŲ VADYBA (VALSTYBINIS KODAS –653N20014) 2013-06-25
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-245 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos verslo kolegijos studijų programa *Pardavimų vadyba* (valstybinis kodas – 653N20014) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

* 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

Pagrindinės studijų programos *Pardavimų vadyba* stiprybės ir silpnybės.

Stiprybės:

- Studijų programai būdingas glaudus bendradarbiavimas su socialiniais partneriais;
- Studijų programa siekiama atspindėti kintančius darbo rinkos poreikius;
- Studijų programoje disponuojama reikiama jos vykdymui materialiaisiais ištekliais;
- Atsidavę dėstytojai, pritariantys Kolegijos misijai ir strategijai.

Silpnybės:

- Studijų programos tikslų ir kai kurių numatomų studijų rezultatų, taip pat ir jų ryšio su studijų dalykų turiniu formuluotės yra pernelyg abstrakčios;
- Naujomis specializacijomis nėra suteikiama pakankamai žinių, siekiant darbo rinkos poreikių patenkinimo;

- Studentams nebūdinga didelė motyvacija. Tai rodo jų studijų rezultatai, taip pat studentų dalyvavimas mokslinių tyrimų bei tarptautinio mobilumo programose;
- Dėstytojų užsienio kalbos žinios yra nepakankamos;
- Studentams teikiamas grįžtamasis ryšys apie jų pažangą studijų metu yra pernelyg formalus;
- Nepakankamas kolegijos grįžtamasis ryšys socialiniams partneriams ir buvusiems studentams.

III. REKOMENDACIJOS

1. Skirti daugiau dėmesio studijų programos tikslų ir numatomų studijų rezultatų prieinamumo didinimui interneto ir (arba) kitų priemonių pagalba. Kai kuriuos pernelyg abstrakčiai suformuluotus numatomus studijų rezultatus reikėtų reformuluoti, siekiant konkretumo. Reikėtų nustatyti aiškesnę sąsają tarp studijų programos numatomų studijų rezultatų ir studijų dalykų turinio.
2. Studijų programos specializacijos apima tik bendrųjų žinių įgijimą. Ekspertų grupė rekomenduoja, kiekvienoje specializacijoje dėstyti daugiau studijų dalykų siekiant gilinti studentų žinias. Reikėtų daugiau dėmesio skirti praktinių įgūdžių tobulinimui.
3. Tobulinti dėstytojų užsienio kalbos įgūdžius.
4. Studentams reikėtų užtikrinti konkretesnę grįžtamąjį ryšį, susijusį su studijų metu pasiektais studijų rezultatais.
5. Peržiūrėti dėstytojų metodus, siekiant geresnių studijų rezultatų.
6. Pagerinti studentų dalyvavimo mokslo tiriamojoje veikloje rodiklius.
7. Tobulinant studijų programą daugiau dėmesio skirti socialiniams partneriams bei teikti jiems grįžtamąjį ryšį apie tai, kas pasikeitė atsižvelgiant į jų pateiktas rekomendacijas.
8. Palaikyti glaudesnius santykius su absolventais, siekiant panaudoti jų pozityvią nuomonę apie kolegiją naujų studentų pritraukimui ir studijų programos tobulinimui.

<...>

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

¹ Žin., 2002, Nr.37-1341.