SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
VERSLO VADYBOS PROGRAMOS (653N20008)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *BUSINESS MANAGEMENT* (653N20008)
STUDY PROGRAMME
at KAUNAS COLLEGE

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Verslo vadyba*
Valstybinis kodas	653N20008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji (profesinis bakalauras)
Studijų forma (trukmė metais)	4 metai
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2000

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Business Management*
State code	653N20008
Study area	Social sciences
Study field	Management
Kind of the study programme	Collegial Studies
Level of studies	First (professional bachelor)
Study mode (length in years)	4 years
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	2000

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I. INTRODUCTION

1. General Background

Kauno kolegija/Kaunas College (hereafter - KK) was established on 1 September 2000 after the binary higher education system consisting of two types of higher education provided by colleges and universities was introduced in Lithuania and even in the Baltic area. Today Kauno kolegija/Kaunas College is one of the largest colleges in Lithuania, with a community of over 7 600 students and about 1000 employees, 558 lecturers among them (data of September, 2012). Over 1,800 students graduate from the university every year. The university has 7 faculties and 2 regional departments which are established in 14 buildings.

Currently, there are the following faculties in Kaunas College – Faculty of Economics and Law, J. Vienozinskis Faculty of Arts, Faculty of Landscape, Faculty of Technologies, Faculty of Health Care, Faculty of Business Management, Kedainiai J. Radvila Faculty – and departments in Taurage and Druskininkai. They are the main divisions of the applied research and study process organization.

The mission of KK is to implement high-quality studies of higher education, focused on practical activity and students' and public needs, to develop applied research and professional art, and to take an active part in international area of higher education.

The group of experts appointed by the Centre for Quality Assessment in Higher Education (SKVC) visited Druskininkai Department – as part of the Business Management Faculty. Part-time *Business Management* studies in KK Druskininkai division were initiated on 1/09/2003. Druskininkai division claims to be oriented towards the demand of the region and implements the study programme with the specialisation in Management of Service Marketing.

The current evaluation was conducted in February 2013 by a panel of experts from Germany, Austria and Lithuania, including a student representative.

The Self-analysis report of Druskininkai Department for part-time *Business Management* studies is prepared according to the requirements of the SKVC. It provides all the needed information for the evaluation. Self-analysis report contains information of previous evaluation which is provided in the Annex; however self-analysis report text do not shows connectivity with the implementation of recommendations of previous evaluation.

During the visit experts had meetings with the managing team of the KK and the managing team of Business Management faculty. Self-analysis report and the quality of the *Business Management* study programme was discussed with the self-evaluation report team, lecturers of the programme, students, alumni and social partners. Experts were introduced to the premises of the Business Management faculty and had possibility to evaluate the quality of students' final thesis and some examples of students' works.

2. Procedure

The meetings with staff and the site visit with meetings of head of department, administration, students, alumni and social partners took place at two different dates. The discussions with staff were scheduled for Feb. 5th at Kaunas College in Kaunas whereas the site visit and the talks with the respective groups mentioned above were arranged for Feb. 8th 2013.

The study programme *Business Management* at Druskininkai Department was discussed jointly with staff from Kaunas Faculty at the respective meeting on February 5th at Kaunas College. Also staff from *Tourism and Hotel Management* (THM) – teaching at both sites - was present. The THM programme, however, will be discussed under a separate heading.

The following refers to the *Business Management* programme at Druskininkai only. As the Department solely offers the part-time mode of the study programme *Business Management* of KK, the analysis refers to that mode only. This part-time programme in *Business Management* is identical to the part-time version of *Business Management* at the faculty of Business Management in Kaunas. Therefore the evaluation report of both, Kaunas College, Faculty Business Management, study programme *Business Management*, full-time and part-time mode, is as regards the introduction and chapters II - Programme Analysis, 1 and 2 - to a large extent identical with the one at Druskininkai Department, study-programme *Business Management*, part-time version. If adequate, texts were adjusted according to the situation in Druskininkai.

When preparing the site visit the experts were wondering whether there was no overriding institutional framework reflecting the strategy on the basis of a mission and vision for the whole institution. In the first meeting the Rector pointed out that there was a Strategy 2020 which was handed out to the experts in one of the following sessions. The strategy 2020, for example, does not mention the various campuses at all. They speak of an integrated strategy 2020 but it is left open to whom the mission, vision and values relate. Even the chapter „Our Institution Today" (pager 17) does not relate directly to the campuses in Tauragé and Druskininkai. It is only mentioned that the institution has 7 faculties and two regional departments. Looking at the

information booklet delivered by the Department of International Relations, seven Faculties are listed but only one Department (Tauragé, supposedly a regional one). Another contradiction between the strategy paper and the information brochure relates to the study programmes taught in English. Whereas the brochure lists 8 programmes, the strategy outline mentions two only.

Also, it was pointed out that the professional bachelor programmes offered were at level 6b of the European Qualifications Framework for Higher Education. It is correct that there was a discussion when the European framework was designed to introduce sublevels, for example 6a and 6b, but finally this idea was dropped. However, the national authorities could introduce sub-levels within their national framework but – to the knowledge of the experts – this is not the case in Lithuania (Lithuanian Qualifications Framework of 2010). Although one could argue it has to be stated clearly – and this has been the reference point for the experts – a professional bachelor meets the same level in terms of learning outcomes as any other bachelor at higher level does.

In the light of this experience the experts suggest that the respective bodies of Kaunas College might consider these issues to achieve an integrated higher education institution with a corporate identity.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

Aims and learning outcomes of the study-programme are distinguished by level of detail. Whereas three aims describe three areas of direction – "to apply fundamental theories…, to analyse and evaluate the evolving business environment…to organise activities efficiently…" – the learning outcomes specify three learning outcomes for the first, four for the second and again three for the third one. It might have been useful to indicate that the aims were written from a teachers' perspective whereas the learning outcomes are those from a students' viewpoint – as the experts believe -, following the principle of student-centred learning. The descriptions appear a bit "mechanistically", quite well expressed but not lived, as the discussions with the teachers in particular demonstrated. However, a good written basis is made – as outlined in annex 31 – where the relationship between learning outcomes of the study-programme, the ones respectively for the subjects, study methods (rather learning or teaching methods?) and methods of assessing are identified. As regards their successful interrelationship comments will be made below within the "curriculum" part. Overall, indeed a useful attempt – and hopefully will be "lived" in future and complemented by other learning outcomes indicated by the descriptors of the European

Qualifications Framework (Dublin Descriptors): "Making Judgements" and "Learn to Learn" which seem to be missing for the time being. It is hoped that the management offers regular courses to allow staff to update and widen their knowledge and understanding of key Bologna features. The experts learned that staff had been encouraged and supported to attend in-house and outhouse training sessions.

It has to be positively stressed that Kaunas College makes the programmes with their aims and learning outcomes publicly available through a number of measures. There is a number of internet addresses listed. However, some of them were protected by a password and none seemed to have a translation into English when having visited the respective sites. Having the objective to attract foreign students it might be necessary to have key elements translated into English. It might also be useful to follow the structure of the "Information Package" published by the EU within the "ECTS User´s Guide" from 2009.

Quite rightly Kaunas College initiated several activities to identify the needs of the region. Staff and management, for example, actively discuss with social partners, graduates and students what the needs are and what the students should know and be able to do. The programmes take into account the outcomes of these intensive discussions, either in amending existing or creating new ones. According to data of the Lithuanian Labour Exchange the College stresses that "the market mostly lacks sales managers…, representatives of selling technical equipment…, and managers of business services…" Whereas this seems to underline the focus on Marketing it nevertheless implies as well that the programme should have an international orientation as it is not assumed that respective products can only be sold (or purchased) in countries knowing the Lithuanian language. What about the future developments? Will this specific orientation be sustainable? Also, is this enough for a country in which small-Small and-medium-sized enterprises (SMEs Medium Enterprises (SME) are dominant? To this extent it is questionable whether two more electives – *International Business* and *Innovation and National Brand Marketing* – are adequate. *International Business* should not be covered in one elective only – which not every graduate will have dealt with – and as regards *Innovation and National Brand Marketing* it really is the question whether this is an issue of priority right now. It would have been nice to have these decisions substantiated much more. On the other hand it might be useful to consider whether *Entrepreneurship* should be much more highlighted.

Questionable is the overall aim of the programme "…to train specialist of business management…" The description of bachelor programmes at European level clearly indicates that

a bachelor is not a specialist but a generalist. To this extent the College should discuss how this requirement could be fulfilled. Or – as the term "intended learning outcomes" may suggest – these learning outcomes are intended but not necessarily achieved? It is not revealed in which areas the graduate will be a "specialist". Does this refer to "Marketing" only? The experts assume that the College has been advised by outsiders and are not totally sure how to "translate" these terms into their teaching and learning activities.

The name *Business Management* indicates a general management programme as it is also outlined in some sectoral qualifications frameworks (e.g. subject benchmark papers, UK; Orientierungsrahmen Betriebswirtschaft, D). The programme was accredited first on February 23 2005 by an international expert group without any further requirements. However, some areas of potential improvement were indicated. The experts in 2013 tested to which extent these past recommendations had been taken up. It appears that "disadvantages" (the term used in the report) were i.a. "further profiling on the programme seems possible, for instance by merging subjects into broader ones". By having highlighted the different intentions of a bachelor degree detailed in the European Qualifications Framework the expert group believes that Kaunas College has not achieved this profile yet. To this extent it might be argued whether the programme is sufficiently geared to the formal requirements of bachelor degrees within the European Higher Education Area as well as – as it is stated – to the demands of the Lithuanian labour market. The specialist orientation does not match with the generalist approach of a bachelor level within the Bologna Framework. Whereas otherwise the learning outcomes match those of the programmes, some competences should be fostered much more as outlined above, i.e. the abilities "to make judgements" and "learn to learn".

The experts also analysed the "Strengths, Weaknesses and Actions of Improvement" the College had summarised for each criterion in their Self-Assessment Report. Taking into consideration the programme objectives and the European Standard and Guidelines the learning outcomes surely have to be updated regularly involving not only social partners, as stated, but also students and other stakeholders. This is a fundamental requirement. The weakness outlined does not seem to be very clear. In any case, programme and module descriptions in terms of learning outcomes again are a basic requirement; their lack leads to a non-acceptance of the programme.

Quite nicely the College itself identifies "Actions of Improvement". What they outline is directly related to their "weakness" but does not indicate by when and through which

methods/approaches an improvement may be achieved. Whereas the idea is very useful the description in the text is meaningless.

It might also be worthwhile to consider that the SER covering this department of Kaunas College should focus only on the part-time elements.

2. *Curriculum design*

The programme is designed according to the Lithuanian law. It respects characteristics of qualifications as initiated within the Bologna Process and the creation of the European Higher Education Area. A questionable issue refers to the distinction between full-time and part-time students. The Department in Drukininkai offers the part-time mode of the *Business Management* programme only. The experts noted the following issues after having analysed their findings.

Although part-time students obviously cannot focus their full efforts on their studies – for many different reasons – it seems to be possible to finish studies in just one more year. This means that on top of a full-time job (some may work less) students have to achieve 45 credits per year on average. As credit systems, ECTS in particular, were created inter alia to protect students, the college should allow more time to finalise the studies. This does not mean that individual students can finish earlier on the basis of their personal situation (different background, more free-time…). A full-time job normally entails about 1,600 hrs a year across Europe. Adding 40 credits, even if one credit were considered as requiring a workload of 25 hours, would mean another 1,000 hrs, a total of 2,600 hrs. From the perspective of social responsibility the College should consider to redesign their part-time programmes, even if some other colleges might stick to four years

Also, the distribution of credits and learning forms in percentage of the whole programme may be discussed. The main query refers to the consultation hours. Normally, part-time students are not as often at the college as full-timers are. Therefore the number of consultation hours should be much higher, including telephone and on-line contacts. In the discussion it was mentioned that consultation hours were mainly understood as office hours. Also, the number of self-study hours should be considerably higher than those for full-time students. More than 50% of the contact hours in form of lectures are foreseen for part-time students. The experts had the impression that the make-up of the total workload was not clear to every member of staff, even

not to those who had written the Self-Assessment Report, and that the number of consultation hours was rather a definition of a teachers' workload than that of a students'.

The distribution of credits is uneven in case of part-time studies. Whereas in the first year 39 credits can be achieved, in the following two years 48 credits and in the final year 45 credits are necessary to finalise the studies within the timeframe given. The distribution seems to be a bit arbitrary.

Difficult to understand is for the experts the term "Professional internship". What makes matters even more difficult is a look at the full-time mode at the Faculty in Kaunas. In the full-time mode the same number of credits is asked for "Professional internship". This should be explained in the next SER and the links identified. It might be that the term "internship" is not suitable to characterise exactly this situation.

Otherwise the themes of the various subjects or modules are overall not repetitive. Within the free electives there might be a certain overlap as regards *Business Communication* as part of a combination with *Career Management*. Also, *Direct Marketing* might be dealt with in the *Marketing* module. This list, however, appears to be like a shopping-list of interesting subjects.

In terms of the content *Business Management* areas seem to be a bit underrepresented. In the Tuning Project, in which more than 150 universities participated, a share of about 40-50% of business subjects was seen as adequate and quite normal. At first glance this seems to be fulfilled by the programme as well. However, within the 91 credits identified for "subjects of the study field" 32 refer to internships. In the discussions it was stressed that internships refer to practical activities. This should be made clearer within the whole documentation, in particular how these experiences are exploited within the programme. This may be a problem of translation ("internships" don't seem to be "work-placements"), though.

It is interesting to see that *Philosophy* and *Psychology* are obligatory within the block *General Studies* and *Subjects of the study field*. It may be questioned why the subjects belong to different groups. Looking at the learning outcomes it seems that it is impossible for students to reach what is required by the workload of 3 credits allocated to each of them. This is, for example, also documented by the impressive literature list, students are required to cover. In addition it may be questioned whether the module *Lithuanian Correspondence* really is at a bachelor level.

The experts were surprised to learn from the group of teachers that they ask the students what their expectations were at the beginning of each semester – as a common rule. To this extent the impression of the experts was stressed that on paper learning outcomes etc. were defined quite well but to which extent they were translated into actual teaching was at least questionable. This was underlined by the various discussions in which teachers were not always aware neither of the learning outcomes nor who had written them and what they meant. On the other hand, it is stated on page 10 of the SAR (Self Assessment Report) that "the form of classes is preconditioned by intended learning outcomes of the subject and its specifics". This appears to be contradicting to what was said above.

It is not necessarily obvious that the forms of learning are the same for each module: lecture – practice – consultation – self-study. The distribution appears to be rather artificial.
The learning outcomes of each subject should give different percentage use for different courses. We haven't seen such a variation; therefore we question the 'currently' used procedure, and would suggest a differentiation, according to the 'real' used learning forms. It is not clear whether an evaluation is made. Again, if the learning outcomes precondition the way of teaching it is impossible to always have the "same procedure".

An increase in training and further communication might help. Additionally, it might have been beneficial to comment on whether teaching part-time students might require different methods of teaching, considering that – most likely – they are older, have business experience, learn differently, are often much more eager and have – on the other hand – maybe a sketchy knowledge of mathematics or various forms of communication, depending on the vocational socialisation. Some students may also live abroad or have worked abroad so that different national cultures might have to be respected. This also might be a good starting point of increasing the international orientation of the programme.

The College outlines a modular structure. However, the way the modules were created is rather questionable. Modules seem to have been "constructed" by bundling several lectures under one heading. This is not the intention of modularisation as it is understood in the European Higher Education Area. A module has one set of learning outcomes and carries an identified number of credits (normally the same or an identical basic unit of 5 or 6 and a multiple of it). There is one set of assessment which covers the whole module and credits are awarded only as a whole and not for having passed individual parts. The teachers explained that the modular structure is still very new to them. It was introduced a year ago.

It surely is very adequate to offer language courses within the programme. Two foreign languages are foreseen. It is not indicated, however, which level of competence the students have when starting their programme and what it is when finishing. The College might consider indicating the level according to the European Language Competences Framework. At least the level B2 should be achievable for the students at graduate level.

The module *Foreign Language* may also be used as an example to question the relationship between the various elements of learning. The aim of this language module is "to develop competence in professional language as well as obtaining foreign language skills…etc."; aims as could be expected (one could argue about the term "aim" here). Then the learning outcomes of the programme are referred to ("To provide reasoned proposal for rational use of organisation resources / to use modern information technologies in professional activities; demonstrate independence and creativity while implementing business decisions / and (finally) to communicate and cooperate in teams combining personal and organisational aims; communicating in native and foreign business language". As subject learning outcomes it is expressed that the students should be able "to understand the main concepts of economics / to integrate theoretical knowledge while analysing the activities of an enterprise / to define the applicable systems of human resource management / to be knowledgeable to compare requirements set for different rank positions / to appraise business environment and various business situations / Ability to find potential business partners and strike up necessary contacts / to conduct /active correspondence / To consider the influence of cultural differences on successful international business communication). On the basis of this the study methods are listed. They are rather general and could fit into many modules, e.g. text analysis, discussion, dialogue, maps of ideas/concepts, case study. Quite nicely several "Methods of assessing learning achievements" are listed, e.g. individual oral quiz, presentation, written case study, participation in discussions.

The experts wonder whether these learning outcomes can really be achieved in this module carrying 6 credits. They are in particular wondering to which extent the module really makes the students understand "the main concepts of economics" etc. Is that the real contribution of this module or is it in reality an Economics class which is taught in English? Similar questions can be raised in many modules and this is one of the reasons why the experts came to the conclusion – as stated above - that the learning outcome concept is applied in a more "mechanical" way.

The experts understood that the College assumes that the qualification of a manager is identical with a Professional Bachelor. However, it should not be forgotten that a Professional Bachelor is first of all an academic degree which is characterised by an "applied orientation". A manager may also be qualified through other ways and means and by other forms of learning and may have gained different though related knowledge, skills and competences.

A stronger international orientation of the curriculum may be needed. On top of learning foreign languages there are not many elements identifiable as being geared to the modern world market. There are no mobility windows foreseen to signal to the student that it is recommended to go abroad for studies or a placement, neither are modules being taught in English. It is understood though that this is much more difficult to be realized within part-time studies.

Also, literature and subject topics do not strengthen the aspect of internationalisation. Even the "freely elective subjects" contain one module only which could support students' orientation – but only as an add-on in the title: *Direct Marketing* / *International Business and Innovations*. As a "deeper specialisation" *International Marketing* has to be covered by all students so has *Business Projects / Entrepreneurship / Basics of European Union* within the subjects of the study-field. Already the name of such module indicates that is of a "bundled" module type: *Business projects / Entrepreneurship / Basics of the European Union*. This is underlined by the fact that 21 learning outcomes are stated the students have to achieve. According to literature and the recommendations within the European Higher Education Area 6-8 learning outcomes per module are adequate. The experts believe that the College itself has realized this issue as they state as one of the curricular weakness: "the newly introduced modular framework does not ensure balanced subject integration to the full". The experts recommend not putting the emphasis on the integration of subjects but on learning outcomes.

The literature lists included in the module descriptions quite often indicate that they have become of age and should be replaced by new ones.

It would be nice to describe the updating procedure of modules: how often this is done, who initiates and who is responsible? Literature in another language is hardly mentioned.

Looking at the last accreditation report the following "disadvantages" mentioned still seem to exist as outlined above:
- "…The student workload is high, limiting the opportunity for student self-study;
- Student choice of electives is very limited

- The link between general (academic) subjects and professional ones could in some cases be made more visible…
- Recommended literature is not always properly selected and exposed to students (long formal lists)..."

In their SAR the College puts forward their problem-based as well as their multidisciplinary learning approach. However, the experts are not of the same opinion. There are some steps taken but the approaches have not been put into practice to the full yet. It is not a multidisciplinary approach to bundle different subjects and teach them under one common (or not) headline. Also, it might not be wise to run a study programme which "responds to the current issues of business world and students´ needs". The graduates will be on the market in the future but the market needs might be very different by then. The College has to find an adequate way to assure the employability of their future graduates. As the College states as "Actions for improvement": "…Developing the content of the modules designed…"

3. Staff

The investigated programme is a branch of the programme which is implemented at Kaunas College Faculty of Business Management. However there is a big difference between the teaching staff in Kaunas and Druskininkai. During the meeting with the management team experts were told that mainly the same lecturers work in Druskininkai and Kaunas but students mentioned that there are only a few who teach at both sites. The self-evaluation report proves the situation as the main problems related with teaching staff are different as well.

Information and data provided in the self-evaluation report shows that academic staff meets legal requirements of Lithuanian higher education provisions. However there are problems with teaching staff qualifications. Teaching staff have very extensive practical experience but there is a lack of academic experience as well between staff with doctoral degree.

The ration between teaching staff and student numbers is adequate because of small groups and not a big quantity of the students.

Teaching staff turnover during the last 5 years is 32%. Although the programme is a branch of the programme which is implemented in Kaunas College Faculty of Business Management,

however the staff turnover reasons are different and more related with the location issues such as increase of work load in their primary places of employment or change of the living place. The main risk is related to the fact that most of the lecturers are practitioners whose main activities are not in academic work. Always there is a possibility that they will not have enough time for teaching in the programme. This leads to the suggestion to increase the quantity of teaching staff with bigger orientation to academic activities.

To ensure professional development of the teaching staff every lecturer at the beginning of an academic year makes an individual professional development plan which is discussed with the department. Lecturers are invited to participate in the skill development workshops which are organized by Kaunas College.

There was a huge attention to the development of academic staff skills related with development of student-oriented and learning-outcomes-based studies. Training was organized in the context of bigger project funded by European Union Structural funds. The risk appears for the future development of the same skills of new academic staff. So, it is recommended to organize similar seminars every year and especially for the new teachers.

Some lecturers are involved in the research directly related with the study programme. However because of small academic orientation this percentage is very small.

Some applied research activities are organized by Kaunas College when institutions make an order for such activities, however more often it is done personally by the lecturers themselves. Taking into account the new Strategy of Kaunas College with the aim to start to provide professional master degree programmes, the applied research activities as well as the quantity of teachers with doctoral degree should be increased.

4. Facilities and learning resources

Lectures are given in 4 lecture rooms with 32 places, 1 lecture room with 40 places and one lecture room with 12 places; the average group size is 22, so there is sufficient space for the students. In 2 computer rooms 10 and 15 computerized workplaces are installed. In the Distance Teaching Centre there are further 35 workstations. The academic library is small and only a very

limited amount of books is in the English language. Of course the students can borrow the books they need from the College centre – but this takes time and administrative efforts.

The Faculty pays attention to business internships. There are three in total, and in the second year a practice "Simulation Business Firms" allows to develop the students´ entrepreneurial and practical skills. This is used effectively to allow students to develop practical skills before placement in real businesses. The Faculty has many cooperation agreements with private companies, municipal and public organizations. These provide a sufficient number of practical placements for students but there is scope for better communication with social partners to inform them of the requirements and expectations of them when they accept students on placements. When on placements students are visited by college staff to ensure the appropriateness of their experiences.

Textbooks, Powerpoint presentations and course notes are the main teaching resources employed in the majority of courses, and used via Moodle (by the end of the academic year 2012/13, roughly 80% of the programme materials should be online). Plenty of e-databases are available, but the access to first-class English journals is very limited. Teaching materials, including periodicals and databases, are adequate and easily accessible to students.

However, there is little evidence from their work that students use them. This may be a function of the limited knowledge of English of some staff and students. Students need to be encouraged to draw upon these valuable sources to broaden and deepen their understanding.

5. Study process and student assessment

Since 2009, students' admission is centralized and run by the Association of Lithuanian Higher Schools (LAMA BPO), which determines enrolment conditions and order. The admission of students is based on the candidates past performance, the students are selected through competition. The applicants are required to at least have a secondary education. Past two years the competitive score was estimated in two ways: the school-leaving examination score in Mathematics and Lithuanian plus the school-leaving examination score in a foreign language and the annual score in History or the annual score in a foreign language and the school-leaving examination score in History (the variant more favorable for the applicant is chosen). Students with the best performance are granted scholarships financed by the government. The number of

the scholarships is limited, while there is no set limit for fee-paying students. According to the table Nr. 15 provided in the self-analysis report, the number of the students enrolled every year is decreasing, the general competitive score has decreased from 12.09 to 7.09 points in enrolment of students in the past four years. This correlates with the number of student "drop – outs" as shown in table Nr. 16. The faculty takes action to support and help the first-year students adapt – introduction to studies, tutors for groups. It is also commendable that the faculty sees the issue of "drop-outs" as their priority. But a conclusion can be made, that these actions are not sufficient and the faculty should consider new methods to support the first-year-students.

In order to assist students through their years of study there is academic and social support. Each subject has ample material and methodological support with reading lists supplied etc. Internet and intranet are used. There is access to computers and wireless internet. There is financial support, as noted before, through fee discounts and social grants, the fees can be segmented and paid by the student month-by-month. Students are awarded one-off grants for their achievements in science, sport; participation in exhibitions, scientific conferences, etc. Additionally, there are student state loans. Overall, the support appears comprehensive and positive. Thus, the students are well catered for and cared for; the students confirmed to the expert team that there are excellent relations with the teaching staff and advice is always available.

KK has developed Students' achievement assessment system which is defined in the Order of Implementing Studies at KK. While assessing learning outcomes, lecturers follow the principles of clarity, objectivity, impartiality, openness of assessment procedures, mutual respect, and goodwill. The subject assessment criteria, publicly available in subject descriptors, correspond to the learning outcomes of each subject and these correlate to those for the programme. As the norm for Lithuania, assessment is based on a 10-point scale with the final grade for the subject consisting of accumulative grade (IKI) and final examination. Also, as a general rule, the grading system is presented by the lecturers to the students at the first lecture of the subject. It is important, as every subject's accumulative grade percentage and the tasks needed to be carried out to accumulate the points, differ. Dissatisfied with the evaluation the students can appeal their final marks, it is also important to note that the appeal committee includes a member of the student union. The study process is clearly outlined on KK intranet and the documents that define the academic process of the College. Student progress is monitored over the four years. There are meetings with administration, the faculty.

The students stated that they don't have or do not know of any activities regarding research, applied science. There is no organization or society that organizes conferences etc. In addition, the faculty does not seem to encourage students to participate in such activities, there is little to none of interaction between the teaching staff and the students on the grounds of research. In addition – there is no student union in Druskininkai to support the students and consult them on academic matters. Encouraging the establishment of student hobby groups, scientific club etc. is recommended.

All full-time and part time students of KK who have finished the 1st year of studies have a right to apply for the grant of Erasmus programme for studies or an internship abroad. They can also apply for the status of a student of Erasmus programme. However, during their studies, students can but once go abroad to study and once for an internship under Erasmus programme. Mixed mobility is also possible, i.e. some time is meant for studies, and some time is meant for internship. The students stated that none of them have been on Erasmus and that they do not have any colleagues that have went abroad by a mobility program – this shows that the Erasmus program is not efficiently used. The information about Erasmus is published on the website of KK and can also be found in the intranet of the college. Live meetings and discussions with students are encouraged, as by their statements they are held-back by fears and lack of knowledge of the procedures needed to be carried out in order to go abroad, as well as the fear of losing the jobs they have acquired in Druskininkai.

Every year the Department studies graduates' employment and conducts surveys. KK and the Faculty of Business Management also receive information about graduates' registration in the Lithuanian Labor Exchange from the Department of Services and Monitoring of Labour Market. In order to ascertain specialist demand, every year KK Druskininkai Division organises round-table talks with at least 5 most significant social partners. At all meetings representatives of enterprises maintained that they appreciate professional readiness of their employees who finished the study programme of BM at KK Druskininkai Division. They also claimed that such employees are very welcome in business enterprises. According to the data of annual surveys (Table 22), the demand of business management specialists depends of economic and market conditions. The study programme and the department of Druskininkai suits the needs of the region.

Attention in the Faculty is paid to the students' honesty. During the course of *Introduction to Studies*, students are acquainted with the requirements of academic ethics, and sanctions for

violating its norms. Academic staff teaches students how to compose papers honestly citing references and set tasks that prevent academic dishonesty. All the students of the study programme of *Business Management* who write final papers sign declarations prepared and approved by the Department. But, plagiarism verification software, which would fully ensure academic honesty, is not installed yet.

6. Programme management

The *Business Management* programme is managed by KK Druskininkai Division, which is supervised by Business Management Department (Department), which belongs to the Faculty of Business Management (Faculty). The Division is responsible for administration, supervision of the academic staff, and distribution of material resources. Department is responsible for programme management and quality assurance. The department is run by the Head, who is responsible for the activity results of the department. Head of Department is a lecturer with extensive managerial, educational and research experience. He is accountable to the Dean and Deanery and delivers plans to them which are then checked to be in line of those of Faculty. He is responsible for the methods of studies implemented, study subjects quality (innovativeness, compliance with demand of labour market) and quality improvement, development of qualification of teachers (associate professors, lecturers, assistants), international exchange of students, research development. The department collaborates with Quality and Management Committee of Academic Board, social partners, employers, university scientists and students.

The responsibility of Faculty instructor is to prepare plans of study subject, methodological material, to apply innovative evaluation methods of studies and learning outcomes, and to foster general and specific competencies of students. Instructors are accountable to the Head, who assesses their activity results in written report. The summary of instructor activity assessment report is presented to Deanery.

The Dean makes annual and strategic (for 5 years) plans of Faculty. Annual plans are approved in Deanery, while strategic plans and activity programme for the period of 5 years are approved by Director of KK. The Dean is responsible for academic and economic results of Faculty.

Study Programme Committee (SPQ) is responsible for design, quality assurance, implementation, operation of each study programme, evaluation of potential and enrolled

students opinions, provision of recommendations for improvement. It consists of the Head of Department, business representatives and a student. Frequency of Study Programme Committee meetings is not set, it depends on the needs of programme changes.

Since 2007, the Department regularly collects and analyzes the data from Department and Faculty meetings, self-assessment surveys, reports of the chairperson of the Qualifying Board, the results of the investigations conducted by the Department, students' surveys about study quality, surveys of social partners, statistics of students' and lecturers' mobility, student "wastage" statistics. As stated in SAR, collected and analyzed information is compared to the data of similar programmes in other educational institutions, however it is not explained how benchmarking is done and what the level of the programme is.

Internal study quality assurance system (SQAS) in the Faculty was developed and has been constantly improved, according to Total Quality Management system, which is implemented and used in the College. It is implemented through cycles and self-assessment and benchmarking. SQAS is focused on quality and management of study programmes and study subjects, the field of activities of staff and material recourses. It is not clear if SQAS is effective and extensively used, and to what extent it is developed. The autonomy and objectiveness of implementation of the system and data collected is unclear. It is also undefined how collected data is processed and used in further improvements of the programme quality. SQAS is constantly being developed based on recommendations of external quality control and government institutions. It has been reported that the quality of studies is also being constantly improved, however the current situation and progress achieved is not clear.

It is mentioned in SAR that in 2000, Study Quality Management Office was established, the functions of which are to manage the improvement of study quality and assess of the results achieved. This office closely cooperates with faculties, departments, students and social partners in the process of improving the quality of the study programme. However it is not explained what is subordination of this office, results or conclusions of this Office are not provided. It is not clear if this Office was created at College level or at Faculty level. The experts requested an organizational chart and an overview of the procedures but did not receive any information from the College.

The experience gained during internships in foreign institutions is also used to improve quality of study programme.

It has been stated in SAR that at the end of semester student surveys about study quality and satisfaction are carried out and analyzed. 86% of students are satisfied with study quality. The level of student "wastage" is low in the programme. The analysis of students' surveys led to the introduction of more innovative studies, modified methods of evaluation, more flexible working hours of College facilities, increased focus on practical training. Also the lecturers' opinion is taken into account - improvement of study environment has been implemented, the number of computerized working places was increased.

Activity of department, lecturers are analyzed and assessed in annual self-assessment report which is presented to departments, Deanery, instructors, students, Director of the College. Report includes assessment of instructors' pedagogical activity and qualification development. Department is assessed by the level of study programme quality, level of qualification of academic staff, results achieved in research development. Faculty is assessed according to the following criteria: management, implementation of study programmes, staff qualification, international activity, research development, material resources. Deanery is eventually responsible for studies quality.

As a result of changes made based on evaluations and analysis mentioned above, the quality of studies improved, however it is difficult to measure this improvement. It has been mentioned in SAR that student thesis quality has improved, however it is not clear by how much and how the thesis quality was evaluated. Overview of the student thesis by the experts indicated that theses' quality is average.

Study programme assessment and improvement activity is attended and positively influenced by stakeholders (students, staff, lecturers, employers and graduates). Students participate in surveys about the quality of organizing studies and teaching. The results from 2011 study showed that 60.5% of students think that they are satisfied with the academic workload. Graduates participate in the Alumni club, although their participation level is low. Employers' surveys are organized, which results are taken into account when learning outcomes are modified, content of study subject are adjusted, new subjects are introduced. Stakeholders participate in career days, round table discussions, Qualification Commission of final theses of students, deliver public lectures and seminars. They also participate in the activities of Study Programme Committee.

The system for assuring the quality of the study programme exists and all stakeholders have possibility to affect the quality of the study programme, however it needs to be improved continuously. Internationalization and mobility of the College Students in this particular programme needs to be increased. International cooperation has been strengthened, network of foreign partners has expanded, mobility of teachers has increased. The number of courses taught in English increased, however it might not be sufficient for the current needs of the labour market. As stated in the SAR, the quality of programme increased after shifting to ECTS. Overlapping subjects were eliminated, the amount of contact hours was adjusted, students' final assessment was changed as cumulative assessment system was introduced. From 2006, public presentations of self-assessment reports are organized and placed publicly on the College website.

College teachers, departments and faculties prepare self-assessment reports, however there is no external quality evaluation by a separate institution in the College. Internal quality assurance system is functioning, but not sufficient and not effective enough. The feedback system (such as evaluation of teachers) has been developed. Furthermore, in currently existing quality assurance system the participation rate is not clear, also unclear feedback provision and receiving process. It is not clear how the programmes' quality has been evaluated in the past, what is the level of improvement from year to year. Plans for further quality development are in place, areas of responsibility are defined well. Stakeholders and faculty community participate in the process of quality development. The benchmarking of study quality could be used. In conclusion, there is no well working, fully implemented quality assurance system, as College lacks external (independent) quality assurance system.

The management structure of faculty is clear and effective, tasks and responsibilities allocated adequately. However, it is not clear, why Faculty of Business and Management has two *Business Management* programmes which have the same learning outcomes and study subjects. It could be more effective to control and increase the quality of one program instead of supporting and developing two identical programs in the same Faculty. In fact, *Business Management* program in Druskininkai Division of KK is managed and its quality is assured by the same Business Management Department and Faculty of Business Management as *Business Management* programme which is taught in Kaunas.

III. RECOMMENDATIONS

As this programme is offered from Faculty of Business Management Kaunas College, with staff from Druskininkai Department – the outcome of the analysis and therefore recommendations are quite similar:

1. Learning outcomes should evolve bottom-up. It would be advisable for the College to make a matrix of all the 'intended' learning outcomes and then discuss with each individual course teacher what he/she should focus on.

2. Several measurements could be taken to enhance the meaning of "Internationalisation" for the College. Incoming students should be offered some internships in Lithuanian companies – of course this needs agreement with the social partners, but they have indicated that they would be willing to co-operate.

3. The College needs to work on the high 'drop-out' rates in this programme. Expectations are wrongly set and need adjustments. Open-days must offer discussions with students and graduates in an open, trustful environment.

4. The College needs to better distinguish between the material it offers in *Entrepreneurship* and in classes for *Small-and-medium-sized enterprises* (SMEs). For the start-up entrepreneurs the needs are in the areas of market research, market potential, risk management, skills in the management team and of course everything in the area of finance (e.g. working capital management, investment advice).

5. Applied practice is very well established, but the part-time students have sometimes difficulties to have a job-offer afterwards. Further research should go into that situation, as it seems that they are considered as 'not available'.

6. The College has shown weaknesses in implementing correctly the ECTS as a workload measurement system. It would be advisable to focus more on the 'module approach' and

follow the College rules. Studying this programme on top of full-time employments seems very difficult.

7. The College should establish a programme change process. In such a process/design different time-checkpoint must be included. It must contain who can initiate a change of the programme, when, why, with what support and what are the stages that such an initiative has to run through. The process must produce reports with action items and identify named-persons (not units) to fulfil the required activity.

8. An Internal Quality processes is not really established. The evaluation of the different classes is left to the lecturer and he collects the evaluations from the students directly. Changes as consequence of critique are left to the lecturer, and depend on his/her wish to answer to student/social partner suggestions.

9. The link with social partners is very intense and very good – but should become more formal. Informal relationships are quite unreliable, imagine that a senior partners would leave and 'former agreements' with the company would need to be re-installed. The partners would support – for example – the development of „dual study-programmes" like they exist in some countries.

IV. SUMMARY

The intended learning outcomes are clear, well-communicated, and the programme focuses on local labour market needs. Teaching staff are experienced and demonstrate significant engagement in professional development and the sharing of good practice. General and specialist facilities are of a high standard and students benefit from considerable practical experience, within and outside the College, the latter aided by good relations with social partners. Students find staff accessible and supportive.

The programme focus is extremely local and therefore quite vulnerable. Programmes should be initiated to start Erasmus at home – another way to introduce internationalisation into the study programme. As tourism seems to grow, it would be advisable to attract incoming exchange-students (with language skills) and offer them working opportunities in the strategic 'local' business areas.

The College needs to encourage and support increased staff competence in the English/Russian language and increased use of research to inform teaching. Students must be encouraged and supported to make greater use of databases and other external sources in their studies and submitted work. They should be invited to join teachers' research projects.

The College uses a transparent admission system for selection of candidates. Organization of teaching process and social support is beneficial for achieving intended learning outcomes and the grading system in place enables correct assessment of achieved learning outcomes. The academic support system could be improved, as many first year students drop out to due academic failure or leave the studies by their own request. Also, the faculty should take proactive measures to encourage students to participate in research and other scientific activities, to establish a student union, hobby groups etc. In addition, it is recommended to implement an anti-plagiarism program to fully ensure academic fairness.

Since 2009 there is a decline in demand. Several reasons were mentioned in the SAR, but what are the strategic plans (e.g. with social partners, marketing campaign, etc.); the College needs to plan ahead. No future scenarios/plan/forecasts have been shown about the development of employment and the demand for graduates. Only two thirds of the students are employed.

There is a need to clarify the Quality/Change cycle and its 'formal' communication to stakeholders. This should include clear terms of reference for key programme management committees and the production of a Quality Manual setting out respective responsibilities of administrative staff, teachers, students and social partners. Questionnaire design should be reviewed to ensure that more meaningful questions are asked, including more open questions. Furthermore, students should be provided with more formal feedback of outcomes/results from questionnaire surveys. The College should ensure that student views across years and modes of study are collected to present an holistic 'whole picture' to the students.

V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 653N20008) at Kaunas College (Druskininkai 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	2
3.	Staff	3
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	**14**

*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: Volker Gehmlich

Grupės nariai: Richard Mischak
Team members: Mindaugas Butkus

                       Erika Vaiginienė

                       Andrius Zalitis

KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *VERSLO VADYBA* (VALSTYBINIS KODAS – 653N20008) 2013-06-11 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-191 IŠRAŠAS

<...>
V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos, Druskininkų skyriaus studijų programa *Verslo vadyba* (valstybinis kodas – 653N20008) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	**18**

* 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

Numatomi studijų rezultatai yra aiškūs, tinkamai viešinami, programa pagrįsta vietinės darbo rinkos poreikiais. Akademinis personalas patyręs, suinteresuotas savo profesiniu tobulėjimu ir noriai dalijasi gerąja praktika. Bendrosios ir specialiosios priemonės (materialieji ištekliai) atitinka aukštus standartus, studentai turi galimybes įgyti daug praktinės patirties kolegijoje ir už jos ribų; pastaroji praktika galima, nes palaikomi geri santykiai su socialiniais partneriais. Personalas, studentų nuomone, prieinamas ir jiems padeda.

Šios programos paskirtis ypač lokalinė, todėl gana pažeidžiama. Reikėtų inicijuoti programas, pagal kurias Erasmus būtų taikoma namuose. Tai dar vienas būdas į šią studijų programą įtraukti internacionalizavimą. Panašu, jog turizmas plečiasi, todėl patartina pasikviesti užsienio studentų (mokančių kalbas) ir pasiūlyti jiems darbo vietų strateginėse „vietinio" verslo srityse.

Kolegija turi skatinti darbuotojus intensyviau tobulinti anglų/rusų kalbos įgūdžius ir labiau pasinaudoti mokslinių tyrimų informacija, kad praturtintų dėstymą. Studentus būtina skatinti daugiau naudotis duomenų bazėmis ir kitais išorės šaltiniais studijuojant ir rašant darbus. Dėstytojai turėtų kviesti juos kartu dalyvauti mokslinių tyrimų projektuose.

Kolegijoje taikoma studentų priėmimo (kandidatų atrinkimo) sistema yra skaidri. Tai, kaip organizuojamas mokymo procesas ir socialinė parama, leidžia pasiekti numatomus studijų rezultatus, o įdiegta vertinimo sistema – teisingai įvertinti pasiektus studijų rezultatus. Akademinio rėmimo sistema galėtų būti tobulesnė, nes daugelis pirmo kurso studentų nubyra dėl nepatenkinamų mokymosi rezultatų arba atsisako studijuoti savo prašymu. Be to, fakultetas turėtų imtis aktyvių priemonių, skatinančių studentus dalyvauti tyrimų ir kitoje mokslinėje veikloje, įkurti studentų sąjungą, grupes, vienijančias studentus pagal jų pomėgius. Siekiant visiškai užtikrinti akademinį sąžiningumą, rekomenduojama įgyvendinti antiplagijavimo programą.

Nuo 2009 m. sumažėjo (absolventų) paklausa. Savianalizės suvestinėje paminėtos kelios priežastys, bet kokie yra strateginiai planai (pvz., su socialiniais partneriais, rinkodaros kampanija ir t. t.)? Kolegija turėtų planuoti į priekį. Nepateikta jokių ateities scenarijų/planų/prognozių dėl absolventų užimtumo ir paklausos. Dirba tik du trečdaliai studentų.

Būtina aiškiau formuluoti kokybės/pasikeitimų ciklą ir jo „oficialų" ryšį su socialiniais dalininkais. Tai turėtų apimti aiškias sąlygas pagrindiniams programų valdymo komitetams ir kokybės vadovo, kuriame būtų nustatytos atitinkamos administracinio personalo, dėstytojų, studentų ir socialinių partnerių atsakomybė, parengimą. Reikėtų peržiūrėti klausimyno projektą ir užtikrinti, kad klausimai būtų prasmingesni ir atviresni. Be to, studentams turėtų būti užtikrintas oficialesnis grįžtamasis ryšys, susijęs su informacija apie apklausos rezultatus. Kolegija turėtų užtikrinti, kad kiekvienais metais būtų renkama informacija apie studentų nuomones ir studijavimo būdus ir studentams būtų pateiktas visas (holistinis) vaizdas.

III. REKOMENDACIJOS

Kadangi šią programą įgyvendina Kauno kolegijos Verslo vadybos fakulteto Druskininkų skyriaus darbuotojai, analizės rezultatai ir rekomendacijos yra gana panašūs.

1. Studijų rezultatai turėtų būti numatomi pagal principą „iš apačios į viršų". Kolegijai reikėtų sudaryti visų numatomų studijų rezultatų „matricą", o po to atskirai su kiekvienu dalyko dėstytoju aptarti, kam jis/ji turėtų skirti daugiausia dėmesio.

2. Siekiant sustiprinti internacionalizavimo reikšmę kolegijai būtų galima atlikti kelis įvertinimus. Atvykstantiems studentams turėtų būti pasiūlyta stažuotė (praktika) Lietuvos įmonėse; tam tikslui, žinoma, reikia sudaryti susitarimą su socialiniais partneriais, nors jie ir pasakė, kad noriai bendradarbiaus.

3. Kolegijai reikia imtis priemonių aukštam šios programos studentų nubyrėjimo lygiui sumažinti. Nustatyti nepagrįsti lūkesčiai, juos reikėtų pakoreguoti. Per „atvirų durų dienas" būtina atvirai diskutuoti su studentais ir absolventais, sukurti pasitikėjimo atmosferą.

4. Kolegija turi labiau diferencijuoti medžiagą, skirtą paskaitoms apie verslumą (*antreprenerystę*) ir mažąsias bei vidutines įmones (MVĮ). Pradedantiesiems verslininkams reikalingi šių sričių dalykai: rinkos tyrimai, rinkos galimybės, rizikos valdymas, darbo valdymo grupėje įgūdžiai ir, žinoma, viskas iš finansų srities (pvz., apyvartinio kapitalo valdymas, konsultavimas dėl investicijų).

5. Praktika organizuota labai gerai, bet ištęstinių studijų studentams kartais sunku po to gauti darbo pasiūlymą. Šią padėtį reikėtų toliau tirti, nes panašu, kad studentai laikomi netinkamais.

6. Išryškėjo kolegijos trūkumai (silpnybės) teisingai įgyvendinant ECTS kaip darbo krūvio matavimo sistemą. Patartina daugiau dėmesio skirti „modulių principui" ir laikytis kolegijos taisyklių. Panašu, kad labai sunku studijuoti šioje programoje dirbant visą darbo laiką.

7. Kolegija turėtų nustatyti programos keitimo procedūrą (*procesą*). *Į šitą procedūrą / projektą būtina įtraukti kitokį laiko kontrolinį tašką* (time-checkpoint). Joje būtina nurodyti, kas, kada, kodėl, kam padedant gali inicijuoti programos keitimą ir kokie turi būti keitimo etapai. Proceso metu turi būti pateiktos ataskaitos, kuriose pagal punktus nurodomi veiksmai ir asmenys (ne padaliniai), kurie vykdys būtiną veiklą.

8. Vidaus kokybės (vertinimo) procesai iš tikrųjų nenustatyti. Vertinti įvairias paskaitas (*pratybas*) palikta lektoriui, kuris tiesiog iš studentų surenka vertinimus. Atlikti pakeitimus atsižvelgiant į kritiką taip pat pavesta dėstytojui, ir tie pakeitimai priklauso nuo jo / jos noro priimti studento / socialinio partnerio pasiūlymus.

9. Ryšys su socialiniais partneriais labai stiprus, tik turėtų būti oficialesnis. Neformalūs ryšiai gana nepatikimi, įsivaizduokite, kad vyresni partneriai išeis, tada „ankstesni susitarimai" su įmone turės būti priimti iš naujo. Partneriai paremtų, pvz., „dvigubų studijų programų" kūrimą, kaip yra kai kuriose šalyse.

<...>

Paslaugos teikėja patvirtina, kad yra susipažinusi su Lietuvos Respublikos Baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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[1] Žin., 2002, Nr. 37-1341.