



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
KŪRYBINIŲ INDUSTRIJŲ PROGRAMOS (621P96001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *CREATIVE INDUSTRIES* (621P96001)
STUDY PROGRAMME
At Vytautas Magnus University

Grupės vadovas:
Team leader:

Chris Maguire

Grupės nariai:
Team members:

Doc. dr. Dorte Madsen

Doc. dr. Titela Vilceanu

Rasius Makselis

Arminas Varanauskas

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūrybinės industrijos</i>
Valstybinis kodas	621P96001
Studijų sritis	socialiniai mokslai
Studijų kryptis	komunikacija
Studijų programos rūšis	universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinės (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	kūrybinių industrijų magistras
Studijų programos įregistravimo data	2011 m. balandžio 7 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Creative Industries</i>
State code	621P96001
Study area	Social Sciences
Study field	Communication
Kind of the study programme	University studies
Study cycle	Second cycle
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Creative Industries
Date of registration of the study programme	7 April 2011

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

CONTENTS

I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design	5
3. Staff	6
4. Facilities and learning resources	7
5. Study process and student assessment.....	8
6. Programme management	8
III. COMMENDATIONS AND RECOMMENDATIONS	10
IV. SUMMARY	10

I. INTRODUCTION

This report is the result of the evaluation of the Creative Industries study programme at Vytautas Magnus University by an independent team of evaluators. The evaluators were: Chris Maguire (team leader), Dean of Academic Affairs at BPP University and is based at the University's London campus; Dorte Madsen, Associate Professor in the Department of Inter-cultural communication and Management at Copenhagen Business School; Rasius Makselis, a PhD candidate at the Lithuanian Culture Research Institute and previously Head of the Strategic Planning Division of the Ministry of Culture; Arminas Varanauskas (student member of the panel) studying at Vilnius University and a member of the Lithuanian Education Council; Titela Vilceanu, Associate Professor and Director Department of Publications and Media, University of Craiova, Romania.

The evaluation took place in October 2013 according to the framework of the external evaluations organized by the Centre for Quality Assessment in Higher Education (SKVC), based on the *Methodology for Evaluation of Higher Education Study Programmes*. The Methodology has been developed in the implementation process of the Procedure for the External Evaluation and Accreditation of Study Programmes approved by Order No. ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania in accordance with the provisions of the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* and various related normative acts.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined, clear and publicly accessible (see AIKOS – <http://www.aikos.smm.lt/aikos/programos.htm?m=program&a=displayItem&id=62406S108>).

The programme aims and learning outcomes have been designed following careful, systematic review and consideration of a wide range of information regarding the need for programmes in the area of the creative industries. This information ranges from the macroscopic level of EU and governmental studies to the meso- and microscopic level of consultations with regional and local stakeholders including employers and prospective students. The aims and learning outcomes are clear and specific and successfully describe what the programme will enable a student to do and how that will contribute to the development of both the understanding of the creative industries and assist their growth and development. During the visit the panel heard directly from social partners and students that the design of the programme had been successful in delivering the intended learning outcomes, both from a theoretical and applied perspective. The panel noted that the programme benefits from the on-going support and advice of a well-established network of local social partners and connections with the city municipality.

In addressing the requirements of academic integrity and the demands of the labour market and the industry, the programme aims and learning outcomes achieve a careful balance between a range of competing objectives and competences: theoretical understanding and practical knowledge and application; the social, political, economic and cultural contexts within which creative industries operate; the development of practical knowledge of enterprise, business and management and also an appreciation of the complexity of communication within and between the various fields of arts that inhabit the creative industries; and drawing these disparate elements, and subjects together into a coherent inter-disciplinary whole.

The programme aims and learning outcomes carefully reference and align to the specifications set down in the European Qualifications Framework and the legal requirements of the Lithuanian Ministry of Education. Consequently, the aims and learning outcomes are consistent with the type and level of studies of the qualifications offered. The type of studies provided and delivery and learning methods used correspond very well to the interdisciplinary nature of Creative Industries. The required level of studies is assured by the high profile of teaching staff.

The panel suggests that the strong analytical and theoretical base of the programme provides the opportunity for the programme to explicitly address policy makers as another important group to include within the target market of the programme.

The name of the programme, its learning outcomes, content and the qualification award offered are compatible and consistent with each other. Programme design features consistent and systematic reflection on the connections between the fields of creative industries and communication. The definition of the aims of the programme and its learning outcomes indicate the careful engagement of teaching staff in the process of defining the aims and learning outcomes and their competence and commitment in doing so.

2. Curriculum design

The curriculum design meets legal requirements and is supported by up to date legal basis, national and international strategies and Creative Industries studies.

The content of the subjects and/or modules is consistent with the type and level of the studies. Most subjects of the programme are complex, interdisciplinary, and intersectorial, which aptly reflects the nature of Creative Industries.

The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes. The programme features an exceptional analytical potential, consequently its ambition to “prepare highly qualified practitioners and analysts of creative industries with professional competences” is justified.

The aim of the programme is to achieve a creative integration of subjects and fields. Because this is the first Masters’ level Creative Industries programme, students need the theoretical background to understand the subject and the synergy between its parts. The theoretical background also underpins the programme’s practical competences.

From the panel’s meetings with VMU it was clear that interdisciplinarity is achieved through:

- working between the faculties to understand our colleagues;
- cooperation between the fields;
- help provided by the University.

However, an interdisciplinary programme is also an excellent opportunity to reflect upon notions of interdisciplinarity and relations between disciplines involved in the field of Creative Industries. It is advisable to devote more attention to ensuring that an articulation of the interdisciplinary basis of the programme may inform student reflection and understanding of their field of study as well as underpin a wider understanding of Creative Industries.

The Programme consists of 120 credits; the obligatory subjects comprise 54, optional subjects comprise 18 credits, 12 credits are covered by the research papers, 6 credits are covered by the professional practice, and the rest 30 credits by the Master Thesis. Study subjects are well balanced. The logic of the syllabus structure assures that themes are not repetitive but rather support each other and develop the intended analytical and practical skills.

As noted in the Self Evaluation Report (SER), the activities of Creative Industries demand different competences, and therefore the programme is structured as an interfield programme encompassing the knowledge of the fields of communication and management and the area of arts. The scope of the programme is sufficient to ensure that the intended learning outcomes are delivered. The breadth and scope of the obligatory and optional subjects prepare not only practitioners but also researchers and policy makers who can foster a wider understanding of Creative Industries.

The content of the programme reflects the latest achievements in science, art and technologies. Creative Industries is one of the newest fields of study in the Lithuanian system of education. Creative Industries are in themselves driven by the latest achievements in science, art and technologies. The latest achievements are reflected in the curriculum and course literature. The overall theme and content of the programme is an innovative and timely response to the changes in the cultural field and especially to the shifting understanding of cultural economy, a new understanding of creativity and new creative energies that have complemented a more traditional artistic and humanitarian academic culture.

3. Staff

The study programme is provided by 18 teaching staff members (out of which 3 are Professors, 10 are Associate Professors, 4 are Senior Lecturers and 1 is a Visiting Lecturer) holding a scientific title (100%); the legal requirements are met as indicated by the teaching staff composition (17% Professors, 61% Associate Professors and 22% Senior Lecturers – SER, p. 14).

The qualifications of the teaching staff are adequate to ensure the learning outcomes: all the teaching staff, belonging to 3 faculties and implementing this interdisciplinary programme, are qualified in the field of the subject(s) they teach – taking into consideration their academic and professional background (see SER, p. 15, Annexes 3 and 5.1 – including CVs); all the teaching staff members hold a scientific degree; more than 50% of the teaching staff members have no less than 3 years of practical experience matching the subject (average practical experience amounts to 8 years) and the average teaching experience is of 9 years (SER, p. 15 and Annexes 3 and 5.1); the workload comprises teaching, research and methodological hours; teaching staff pursue updating of knowledge and skills through participation in training courses, conferences and projects (see Annex 5.1); some of the teaching staff members are involved in the coordination of the students' applied research (see Annex 5.1); the teaching staff members have language competence in English/Russian/German/French/Spanish/Polish/Dutch (ranging from beginners to advanced users), which enhances their updating of knowledge and international cooperation (see Annex 5.1).

The number of the teaching staff is adequate to ensure learning outcomes: the teaching staff/student ratio is of 1:1.88 (calculated from the data provided in SER, p.14);

Teaching staff turnover is able to ensure an adequate provision of the programme: only one member of the programme was replaced in 2012 (SER, p. 16).

The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme: out of the 36 hours of the workload, only one third is represented by teaching activities, the teaching staff being allowed to plan research and methodological work for the rest of the time; participation of some of the teaching staff members in expert committees and in public activities (SER, p.18 and Annex 5.1);

traineeships abroad (USA, Germany, Denmark, France, Italy – see also SER, p. 19; Annex 5.1), in training courses organised by the institution – “attending free courses of foreign languages, computer literacy, project management, administration and other subjects” (SER, p. 20; see also Annex 5.1) – for instance, the institution delivered a course on designing Learning Outcomes - and by other bodies in country; participation of some teaching staff in mobility schemes (ERASMUS – SER, p. 19 and Annex 5.1). Therefore, the opportunities and methods of professional development are varied. Nevertheless, as also revealed during the meeting, ERASMUS mobility needs further development – attempts have been made to extend collaboration with UK partners (Edinburgh).

The teaching staff of the programme are involved in research and practice (art) directly related to the study programme being reviewed: publication of papers in the fields related to the subjects taught (average number of publications in international peer-reviewed journals/year: 2.5 – cf. SER, p.17); participation in conferences (average number/year: 1.4 – cf. SER, p.17); members of doctoral committees; experience staff act as members of editorial boards; participation in interdisciplinary applied research projects, in national and international conferences in country and abroad (see Annex 5.1). The participants in the meetings critically reflected on the need for greater engagement in research programmes by staff and the value of students’ involvement in these. It was noted by the panel that some senior members of the teaching staff had extensive research pedigrees and that junior staff in particular should be encouraged and facilitated to engage in research.

4. Facilities and learning resources

Premises are good both in size and quality. Lectures take place in several University buildings which are located in the city centre. There are sufficient classrooms and areas for individual and group work. There is also an art gallery and a theatre, which are used for study purposes. Consequently, the premises made available to the programme are suitable for both academic study and practice and suited to the programme’s aims and learning outcomes.

Teaching and learning equipment is adequate both in size and quality. There is a new media art laboratory for this programme with 17 student workplaces. There is also the opportunity to borrow video and photo cameras from the Administration for study and practise needs.

There are sufficient opportunities and arrangements for students’ practice. Close cooperation between study programme staff and social partners provide well established and useful student placements which are well-regarded by alumni and social partners. The Administration also encourages students to cooperate with social partners through creating projects or helping to organize various events as well as making their own ideas and initiatives happen.

Teaching materials are adequate and accessible. Students can access various scientific databases and are encouraged to do so and there is ease of access to all literature within VMU. The panel invites the programme team to consider establishing a dedicated literature resource on Creative Industries to foster the visibility and an understanding of the identity of the field. The resource should be limited to core publications on the concept of creative industries so that the interdisciplinarity of the subject is not undermined or, for that matter, the traditional catalogue of the library.

5. Study process and student assessment

Admission requirements are well-founded and in accordance with national regulations (SER, points 88, 89).

The study process is well organised. Programme learning outcomes are achieved through good management of and close coordination between the different subject areas of the programme and the three departments in which they are located.

There is a lot of institutional as well as individual (lecturers) encouragement for students to participate in different activities and also to make their own initiatives. Close involvement in practice builds strong relationship with social partners, which enables students to participate in extra-curricular and voluntary activities and to acquire practical skills. The programme team is encouraged to further develop students' ability to utilise an evidence-based approach when advocating their ideas and work, which was considered particularly valuable by social partners.

Students have opportunities to participate in mobility programmes, but the number of students who study abroad is low. Building internationalisation within the programme would help in fostering students' internationalisation and develop intercultural competences.

Students can get scholarships for good academic performance and also there is support for students who are more socially vulnerable. At an individual level lecturers provide significant support for students in a variety of ways. Overall there is a good level of academic and social support.

Every lecturer in their first class introduces the subject assessment criteria. There are also 'First Class' systems used in which students can access all information needed and also communicate with lecturers.

The professional activities of the majority of graduates meet the programme providers' expectations. This programme has one cohort of graduates, most of who were already working before enrolling in the programme. Social partners strongly endorsed the competence and motivation of graduates. They are considered to have the potential to act as catalysts within the companies within which they are employed and to bring research skills and advocacy ability which enables them to implement changes at project or institutional level. Graduates from the programme gave examples where they were promoted within their current companies or transferred in to a department more related to Creative Industries requiring the application of Masters' level competences.

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The programme is inter-disciplinary, drawing on staff from the Faculties of Arts, Political Sciences and Diplomacy and Economics and Management. It is located within the Theatre Studies Department within the Faculty of Arts. Responsibility for the strategic oversight of the programme rests with the Faculty Council, the implementation of University regulations and the organisation of the Faculty rest with the Dean. The Department organises and administers study programmes, research and projects. Operational responsibility for the programme lies with the Study Programme Committee and includes achievement of the intended learning outcomes, quality assurance, enhancement and review (SER 124).

Information and data on the implementation of the programme are regularly collected and analysed. Quality assurance and enhancement of the programmes is governed and administered in accordance with the University's published regulations (e.g. Order of VMU Rector 'On teaching quality evaluation', which are cognisant of relevant national and international frameworks and guidelines (e.g. SKVC).

The rules of the University require that every 2-3 years the Study Programme Committee carry out a self evaluation of the programme. This includes a review of the aims and learning outcomes, curriculum design, staffing, learning resources and programme management. The results are reported to the Faculty Council and the Vice Rector of Studies. The last such review was in the spring of 2013. The results of quality review surveys, as well as being analysed by the executive of the University, are published for consideration by the University community.

In the spring of 2010 the University's Senate established the Quality Management Committee, the aim of which is to oversee the implementation of electronic processing of teaching quality evaluation surveys. During the visit the panel had sight of the application of this system and the information it generated.

Student feedback is gathered formally at the beginning and end of each semester via paper and electronic means, the results are analysed and discussed in the Study Programme Committee. During the visit the panel had the opportunity to inspect the electronic databases holding feedback data and the reports that these generated. In meetings with staff and students the panel heard that informal feedback from students was actively sought and used to reinforce and inform the findings drawn from formal feedback mechanisms.

The evaluation and improvement processes involve stakeholders. The composition of the Study Programme Committee includes an influential and informed social partner and a student representative. Students and social stakeholders were involved in the 2013 review of the programme. Social partners are also involved in conferences, alumni days and other ad hoc events. However, this was not as systematic or as fully developed as that applied to students. The programme team is encouraged to further develop its approach to gathering feedback and advice from social partners.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. The 2013 review of the programme led to the subject descriptors of the programme being updated. Following feedback from the first cohort of students the programme has introduced more practice related content and the final assessment is now a practical. The panel considered the approach to gathering and acting upon student feedback to be a feature of good practice.

The University's quality assurance mechanisms are efficient and effective and action is being taken to develop them further. The support of the University's central services in quality supporting the programme team is noteworthy, particularly in relation to the support and training provided on learning outcomes, which are the building blocks of the programme and consequently demand a close appreciation of their place in programme design.

III. COMMENDATIONS AND RECOMMENDATIONS

The panel commends the:

1. innovative conceptualisation of the programme and the creative integration of a range of disciplines to form an exciting and valuable interdisciplinary subject;
2. care taken to create a meaningful and coherent set of learning outcomes;
3. systematic approach to gathering and using student feedback;
4. commitment of staff to their students, subjects and the framing of their subjects within an interdisciplinary approach.

The panel recommends that:

1. the programme team explore notions of inter-disciplinarity within the programme to inform student reflection on and understanding of the discipline;
2. staff are given greater encouragement to engage in and publish original research;
3. the programme team gathers feedback from social partners in a more systematic, regular and consistent way.

IV. SUMMARY

The Master of Creative Industries at VMU is an ambitious, well designed and innovative programme. The programme's aims and learning outcomes are based on careful and wide-ranging research and consultation. They are clearly articulated, publically available, meet the relevant legal requirements governing Master's qualifications in the area, and strive purposefully to satisfy the needs of stakeholders in the Creative Industries. The programme's learning outcomes provide a strong and clear foundation for the programme and are appropriately reflected in a wide ranging syllabus set at the appropriate level, delivered through appropriate and innovative curricula in an impressive range of subject areas aptly reflecting the breadth of the Creative Industries. The curricula are conscientiously delivered by committed and talented staff, many of whom are also practitioners. The staff team satisfies the legal requirements for delivery of the programme. Students are appropriately supported (both academically and pastorally) on the programme, resources are good and in some aspects such as access to primary resources in art exhibition and theatre, are very good. The burden and level of assessment is appropriate. Students benefit from the innovative conceptualisation of the programme which fosters the creative integration of a range of disciplines to form exciting and valuable interdisciplinary perspectives. This creates a further focus on the nature of interdisciplinarity itself and its role in developing the conception of Creative Industries as an interdisciplinary subject of study and the knowledge and skills it provides to students entering practice. In this regard the team is encouraged to engage further in research on the Creative Industries, to involve students in this research and to develop further the articulation of Creative Industries as a discipline. The programme fits very well within the context of VMU with its distinctive focus on liberal arts and development of highly qualified, motivated, and creative individuals. It is appropriately managed and successfully coordinated across several departments and collects and reacts to student feedback quickly but judiciously. The programme addresses the needs of local, social partners, the Kaunas region, and Lithuanian society more broadly but this process would benefit from a closer, more regular engagement with social partners and the systematic evaluation of their feedback.

To aid this process the programme team is encouraged to consider notions of interdisciplinarity within the delivery of the programme, consistently informed by the views of social partners and the research of staff.

V. GENERAL ASSESSMENT

The study programme *Creative Industries* (state code – 621P96001) at Vytautas Magnus University is given a **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	21

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

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

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

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

Grupės vadovas:

Team leader:

Chris Maguire

Grupės nariai:

Team members:

Doc. dr. Dorte Madsen

Doc. dr. Titela Vilceanu

Rasius Makselis

Arminas Varanauskas

Vertimas iš anglų kalbos

VYTAUTO DIDŽIOJO UNIVERSITETO STUDIJŲ PROGRAMOS KŪRYBINĖS INDUSTRIJOS (VALSTYBINIS KODAS – 621P96001) 2013-12-12 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-550 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Kūrybinės industrijos* (valstybinis kodas – 621P96001) **vertinama teigiamai.**

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	21

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Kūrybinių industrijų magistras VDU yra ambicinga, gerai sukurta ir pažangi mokymo programa. Programos tikslas ir numatomi studijų rezultatai grindžiami rūpestingai atliekamais ir įvairiapusiškais tyrimais ir konsultacijomis. Jie yra aiškiai apibrėžti, viešai prieinami, atitinka šios srities magistro laipsnį sąlygojančius teisinius reikalavimus, tikslingai siekiama patenkinti kūrybinių industrijų socialinių dalininkų poreikius. Programos numatomi studijų rezultatai suteikia programai tvirtą ir aiškų pagrindą ir atitinkamai atsispindi tinkamo lygmens mokymo planuose, kurie perteikiami per tinkamą pažangių išpūdingos įvairovės mokomųjų dalykų turinį, atspindintį itin platų kūrybinių industrijų profilį. Turinį dėsto atsidavęs savo darbui ir talentingas personalas, kurio didelė dalis taip pat yra praktikuojantys specialistai. Personalo komandos sudėtis atitinka programos vykdymui keliamus teisinius reikalavimus. Studentai gauna tinkamą paramą programai vykdyti (akademinę bei pamokomąją), ištekliai geri, o tam tikrais aspektais, pvz. prieiga prie pirminių šaltinių per meno parodas ir teatrą, – labai geri. Vertinimo krūvis ir lygis tinkami. Studentams naudinga pažangi programos koncepcija, kuri skatina kūrybiškai integruoti įvairius

dalykus, atveriant puikias, vertingas tarpdalykines perspektyvas. Tai padeda dar labiau susitelkti ties paties tarpdalykiškumo prigimtimi bei jo vaidmeniu vystant kūrybinių industrijų kaip tarpdalykinio mokomojo dalyko koncepciją bei žinias ir įgūdžius, teikiamus studentams, pradedantiems praktinę veiklą. Šiuo aspektu, programą įgyvendinančiai komandai reikėtų ir toliau analizuoti bei dalyvauti kūrybinių industrijų tiriamojame veikloje, įtraukti studentus į šią veiklą ir toliau vystyti kūrybinių industrijų, kaip mokymo dalyko, aiškinimą. Programa puikiai dera VDU kontekste, kur skiriamas didelis dėmesys laisviesiems menams bei aukštos kvalifikacijos, motyvuotos ir kūrybiškos asmenybės ugdymui. Programa puikiai valdoma ir sėkmingai koordinuojama per keletą katedrų, į studentų grįžtamąjį ryšį sureaguoja greitai ir teisingai. Programa patenkina vietos ir socialinių partnerių, taip pat Kauno regiono, Lietuvos visuomenės plačiąją prasmę poreikius, tačiau šiam procesui būtų naudingas artimesnis, reguliariesnis bendradarbiavimas su socialiniais partneriais ir sisteminis jų grįžtamojo ryšio vertinimas.

Talkinant šiam procesui, programą įgyvendinančiai komandai reikėtų apmąstyti tarpdalykiškumo sampratas, aktualias programos vykdymui, nuolat atsižvelgiant į socialinių partnerių nuomonę bei personalo atliekamą tiriamąją veiklą.

III. REKOMENDACIJOS

Ekspertų grupės pagyrimai:

1. pažangi programos samprata, kūrybiška įvairių disciplinų integracija, formuojant puikias ir vertingas tarpdalykines studijas;
2. rūpestingai sukurtas prasmingas ir nuoseklus numatomų studijų rezultatų rinkinys;
3. sisteminis požiūris į studentų grįžtamojo ryšio sukaupimą ir panaudojimą;
4. personalo atsidavimas studentams, mokomiesiems dalykams ir šių dalykų dėstymui, atsižvelgiant į tarpdalykiškumą.

Ekspertų grupės rekomendacijos:

1. programą įgyvendinančiai komandai patikrinti tarpdalykiškumo sąvokos supratimą programoje, kad būtų galima padėti studentams apmąstyti ir suvokti savo discipliną;
2. skatinti personalą vykdyti ir publikuoti originalius tyrimus;
3. programą įgyvendinančiai komandai rinkti informaciją iš socialinių partnerių sistemingiau, nuosekliau bei taisyskliaiau.

<...>

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

Vertėjo rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.