



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**ŠIAULIŲ VALSTYBINĖS KOLEGIJOS  
PROGRAMOS *ORGANIZACIJOS KOMUNIKACIJOS*  
VADYBA (653P21001) VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *ORGANIZATIONAL COMMUNICATION*  
MANAGEMENT (653P21001) STUDY PROGRAMME  
AT ŠIAULIAI STATE COLLEGE**

Grupės vadovas:  
Team leader:

Dr. Andreas Schuck

Grupės nariai:  
Team members:

Prof. dr. Jyrki Jyrkiäinen

Prof. dr. Richard Haynes

Mr. Andrius Tapinas

Ms. Jolita Čeičytė

Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Organizacijos komunikacijos vadyba</i>
Valstybinis kodas	653P21001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Viešieji ryšiai
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė – 3 m., iššęstinė – 4 m.
Studijų programos apimtis kreditais	180 kreditų
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Įmonės komunikacijos profesinis bakalauras
Studijų programos įregistravimo data	2011-05-30, Įsak. Nr. SR- 2358

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Organizational Communication Management</i>
State code	653P21001
Study area	Social Sciences
Study field	Public Relations
Kind of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full time – 3, Part time - 4
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Corporate Communication
Date of registration of the study programme	30-05-2011, Nr. SR- 2358

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## I. INTRODUCTION

On Tuesday 1 April 2014 the evaluation panel met administrators, senior managers, staff, students and social partners associated with the BA in Organisational Communication Management at Šiauliai State College. The panel also had the opportunity to have a tour of college facilities. The College had supplied a Self-Evaluation Report (SER) prior to the meeting and the panel used this as the basis for their evaluation of the programme and the various conversations with those connected with the programme. The meetings with administrators, SER team, and staff were chaired by Professor Haynes, the meeting with students was chaired by Miss Čeičytė, and the meeting with social partners was chaired by Mr Tapinas. Initial feedback to the college administrators and staff was provided on behalf of the panel by Professor Haynes.

The BA programme is currently in its third year, having received formal accreditation in June 2011. The student cohort has gradually grown, and the intake in to the programme 2013-14 was 36 students. It was noted the increasing numbers on the programme reflected its unique nature. At the time of the evaluation there were no graduates from the programme, and this year will see the first graduates being prepared for the workplace.

According to the social partners of the college there is only a recent recognition of communications management as a profession. Many organisations in the region don't have communications professionals at present, although it is deemed important that organisations have people with these skills. According to one social partner there are currently 3600 businesses in the region, many in need of specialist help with communications. The college is therefore ideally positioned to provide a much needed skills base in the region.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

There was general consensus among the panel that the programme aims and learning outcomes are clearly stated, and make explicit what a graduate from the programme will be able to do. The key aim of the BA (as stated on p.4 in the SER) is “to train high qualification organizational communication specialists”. The specific learning outcomes of the programme are consistent with the first cycle studies in higher education. They include appropriate learning outcomes intended to develop knowledge and its application, research abilities, special abilities (such as

communications practice), social abilities and personal development. During the evaluation visit the teaching staff corroborated this information by stating they were preparing students with modern knowledge for preparing advertising messages, market surveys, and informatics.

The programme is presented on the website of the organisation in a very crisp and succinct fashion. It is easily accessible and contains all the key information sets, however it does not provide detailed information on the courses taught instead referring all further inquiries to the organisation, thus creating additional time consuming barrier for those who want to get full picture of the programme.

The programme is clearly targeted at developing graduates to work as communication managers in an organisational context. The SER noted the aims and learning outcomes of the programme were informed by market indicators and employers. The panel were therefore interested to learn more about the nature of this information and understand how the information was used in the development of the curriculum. Administrators confirmed that the programme came in to being after a survey of social partners in 2010 expressed a desire for a qualification in this field. The panel learnt that social partners were said to be active in liaising with the job exchange, and were therefore aware of the need in this area. 200 companies were surveyed, and 30 businesses and organisations were interviewed face-to-face. There was a strong belief that regional organisations will want to employ graduates based on their experiences during the internships. More specifically, the social partners in the region argued there was a specific need to develop graduates with the skills to manage the communications process in a wide range of organisations and businesses in the region.

The panel were particularly interested in the title of the programme and its relationship to the field of Public Relations. Administrators confirmed the title of the programme is linked to the Public Relations field, but as a Professional BA it is also aimed at developing managers with broader capabilities. In particular, it was said that small enterprises need graduates with more universal skills in communications. The aim of producing graduates with a wider vision of the organisation and not just public relations activities was also recognised by the social partners, who identified the need for graduates to have a strategic insight and input in to the organisation. The most important skills identified by social partners were media relations and internal communications. Existing students recognised a need for communications professionals, and that this field was something new and different. However, many of them identified the programme as mainly being about Public Relations. The panel agreed that the broader title of organisational

communications management matched the learning outcomes of the programme and recognises the need for students to develop a broad range of communications skills alongside broader management functions. To this end the programme meets many of the professional requirements and broader public needs from communication managers.

From the SER and conversations with the various stakeholders the panel were less clear on the intellectual aims of the programme in relation to learning key concepts of public relations and communication management. In terms of the documentation provided, some statement of core principles of organisational communication management are needed to locate the programme in a specific field of knowledge. The specific areas of concern are dealt with in more detail under curriculum design. Finally, concerning the learning outcomes the panel reminds the programme committee that management theories and the knowledge and application of those are not at all mentioned in the intended learning outcomes. However, the term “management” is part of the title of the programme and also included in the study subjects several times. On the other hand, the term “public relations” is mentioned several times in the study subjects and in the intended learning outcomes. Thus, given its central role in the study programme the learning outcomes should refer to the role of management theories and skills as well.

## ***2. Curriculum design***

The SER gave a clear outline of the BA curriculum, and administrators, staff and students were very helpful in providing further information about the nature of learning and the evolution of the programme design.

The panel agreed that the distribution and coverage of modules was relatively consistent with similar courses on communications management. There was no repetition of content and the curriculum provides the students with a good balance of theory, practice and management/organisational study. Through the SER, the programme team provided a clear rationale for the structure of the degree and how student knowledge and understanding is developed. The programme has a broad multi-disciplinary approach, at the same time focusing on some core practical skills in communication management.

On the general design of the programme, the panel noted that some of the literature cited in the module descriptors were rather out of date and did not fully reflect recent thinking in the field. For example, there is now an expansive literature on critical approaches to public relations and

corporate communications, catered for by specialist academic journals such as the *Journal of Communication Management*, *International Journal of Strategic Communication*, *Journal of Public Relations Research*, *Public Relations Review*, *Public Relations Inquiry* and *Case Studies in Communications Management*, to name but a few, which one would expect to be included in the reading lists and the online resources provided on the Internet. There are also important media and communications journals to include as key reference works of contemporary research in the field. The reading lists provided with the SER did not include many references from such journals, and although the panel were supplied with more recent module reading lists, they remained absent.

Although the SER provided a good level of detail about curriculum design and individual modules, the panel were keen to know more specific information about areas such as research methods, strategic communications management, the media environment, social media and practical training.

On research methods, the panel were interested to know both the timing and extent of research methods education, and the areas covered. The SER mentioned 'innovative research methods' and this amounted to some quantitative research methods and studying research in different contexts. When questioned about the 'innovative' approaches the answers from senior managers and teaching staff were rather vague and lacking detail. The panel were assured that students would be able to use SPSS, and that the Final Practice module would help inform the student's final project. This statement was supported by some of the students the panel met. However, in spite of such assurances, it was not clear to the panel how research methods were taught, nor how they were connected to the final research project. The panel left unconvinced by the ways in which research was being taught, and more crucially, how research methods training was integrated and scheduled to the programme.

Given that social partners thought having strategic insight and input in to the organisation was important, the panel believed there was a lack of focus and attention on the relationship between communications management and the strategic goals of the organisation. The strategic role of communications managers in internal and external communications has become vital for most contemporary organisations and businesses. Teaching staff were questioned about the training in strategic areas of communications and responded that students are taught to prepare advertising messages, consider the financial position of the organisation and other aspects of management. The panel noted that specific education in strategic management or strategic communications

management is not currently included in the programme. Contemporary research in the field highlights the importance of understanding of how communications are a core management function, and the panel is therefore surprised by this omission.

In discussion with the students it became apparent to the panel that students did not have a good understanding of the national and regional media environment. Knowledge of how journalists go about their business, the structures and organisations of media across different sectors is essential for communications managers. The curriculum design does not appear to cater for this in any substantive way.

A related topic was social media. The panel asked a range of questions related to the inclusion of social media as both an area of critical research and practice-based learning in communications management. In terms of academic inquiry and learning, there is currently no critical analysis of social media and how it is changing the media environment. In relation to practice-based elements, the Internet is used as part of marketing, but there is no analysis of its impact on public relations theory and practice. When questions about social media were put to the students it was clear they understood social media to be an everyday matter, but not an area of critical inquiry, however, the panel believes it should be.

By far the most glowing reports from students came regarding practice-based learning, their experiences with social partners, and periods of work placement. The staff were asked about practical training, especially setting up press conferences or media relations more broadly. The students run campaigns, which may include media relations and it was noted that most teaching in this area was conducted through case studies and role play. These were filmed and discussed. For example, in 'Information Law', students worked on an anti-corruption battle where press representatives were invited from the community. The technology for such role-playing is considered to be adequate for the purposes. Some of this resource is shared with multimedia students. The SER team were asked if students were prepared for the job market and they noted that constant communication with social partners, particularly during final practice, made them ready for work. Students are involved in local events, and a public event was organised by the students to raise awareness of the field, which also helped them explore the prospect of careers in communications. During the internships employers identified students they would like to employ. It was also suggested practitioners were invited to the campus, although subsequent conversations suggested this did not happen regularly as asserted. There is a clear willingness for

social partners to engage more closely in the learning process, and a willingness to pass on examples/case studies to students.

### ***3. Staff***

The panel were asked to investigate the expertise of staff and to evaluate opportunities for career development. The panel were struck by the highly motivated and positive attitude of staff, both toward the college and the degree programme. The staff were highly complimentary of their students, and their colleagues.

The SER team were asked about staff development. Staff were said to be participating in conferences, and information was shared about recent research among the staff. The long-term development of programme staff was viewed as important. Three staff are currently completing their PhD's. Staff are put on a career development path, and are accredited every five years. In terms of performance management, staff report annually on activities to senior management. However, the panel noted that the staff profile is heavily populated with junior or inexperienced academic staff, however, still meeting the legal requirements.

On workload, staff mentioned their hours of work were high. Workload was distributed optimally. Some staff noted time had been allocated for research, and the college had supported their desire to pursue their doctoral studies. The general consensus of the staff is that the college supports career development and adequate resource is given for attendance at conferences, internships and training. Staff felt a sense of ownership in the degree programme and felt they could introduce changes to the programme, and develop the curriculum. In this respect, the panel agreed that staff appear to be well supported in professional development and a lot of consideration appears to have taken in to ensuring they have opportunities to develop their careers and skills. There is also very good evidence to suggest the staff are active in communications and PR research at both national and international levels.

### ***4. Facilities and learning resources***

During the site visit the panel had the opportunity to tour the college facilities including the library, IT labs, teaching rooms and audio-visual facilities. The panel inspected the main rooms of the Study Programme on the 3<sup>rd</sup> floor of the main building of the College, all of which were in good order. Given the nature of the programme and the limited expectations on practical media

work the panel agreed the facilities appeared to be adequate for the programme. All the teaching rooms the panel visited had projection facilities for displaying teaching materials and accessing the Internet. Consideration is given to the number of workstations available to students and the size of the student cohort. Should the student numbers on the programme increase the college will need to consider how to manage accommodation to IT facilities and other resources. The panel noted the improvements made to the technical infrastructure of the college through TECHNOSTUD, and commend the continuing development of IT services to a very good standard.

In terms of other resources, the reference library did appear to be slightly under-resourced, especially in the field of communications, although the panel was given assurances that many of the books and journals are available electronically. To this end, the panel was supplied with additional reading lists many of which listed electronically available articles and books. Information on subscriptions to online journals and databases is confirmation that student access to leading international journals in the field of media and communications are sufficient. With regard to IT access, the college has an adequate number of stations available to students, which provides access to a range of software including SPSS Statistics v.19.0, Photoshop CS3, and AutoCAD 2009. As the demand for further developments in digital and social media develops, we would expect the college to update and maintain the necessary software needed by communications students.

### ***5. Study process and student assessment***

The panel was generally happy with the level of detail provided on the study process and assessment procedures. Admission to the programme is handled according to the requirements of Lithuanian Higher Schools Association, and the criterion is based on an approved competitive score. Admission of part-time students has enhanced the intake of students and provided some flexibility for those who want it. Admissions to the programme are stable and grew slightly in 2013-14, and retention levels have been relatively good.

The study process of the programme is managed well and effectively by the college. There is clear information provided about the Study Calendar, schedules, timetabling, regulations and processes. The contact hours between staff and students are very good, with students spending just over half of allotted study hours in contact with staff at the college. Adequate consideration to participation in research seminars and other scientific research activities appears to be

adequate, and there is evidence of student engagement with the Student Scientific Society. Moreover, students are encouraged to participate in artistic activities through a range of cultural and sports initiatives organised for the students.

In conversation with administrators, staff and students they were very open about the assessment process and its organisation. Students are assessed through a range of methods which tests their academic and practical abilities. From the information provided about the programme and conversations it appears that assessment system of students' performance is clear, adequate and publicly available. The practice of announcing assessment methods and processes in detail and making them publicly accessible enhances the general transparency of the programme, both for students and prospective students.

The panel learnt more about the professional activities of the students, which according to both staff and social partners is meeting expectations. However, until the college produces the first graduates in organisational communications management and has an alumni, it is difficult to assess how successful the programme is in relation to employment.

Finally, the panel discussed the opportunities of students to study abroad via ERASMUS exchanges or other forms of partnership. The college offers students some ability to study abroad during their studies. They also offer internships with international organisations. Some of the partnerships are also open to staff. An agreement with a Latvian university was viewed as important and offered exciting opportunities for students to learn in a different educational environment. Students praised the fact they were given opportunities to travel and work with other organisations, and were genuinely excited with international opportunities. Students would preferred more places to study overseas. Only 3 in the group had been to Latvia to study. When asked about the strengths and weaknesses of the programme the students cited ERASMUS and travel among the most positives aspects of the programme, at the same time the need for wider opportunities to travel, particularly under the ERASMUS scheme were noted as key areas for further development. In this context and in order for students to take full advantage of such exchange programs the panel also feels the need to stress that improving students' foreign language skills should be given more attention as part of the program than is currently done.

## ***6. Programme management***

From the SER and talking to administrators, students and staff, it was clear to the panel that this is a well run programme which meets the needs of its students. Given that this is a new program the panel believes that it has launched well which can be considered as a sign of good management. The programme team appear to be attentive to the needs of students and social partners, and encourage their staff to be active in research.

The responsibilities in the supervision and quality assurance are clearly defined and transparent between the Administration Department, the Head of the Department and the teachers of the programme.

Course evaluations are conducted on a regular basis, analysed properly, assessed and approved by the responsible bodies. Improvements are made on the basis of systematic analysis and discussions among the relevant partners including student feedback. The implementation of changes is adequately approved by the Academic Council. The cooperation with social partners into the feedback and monitoring system of the programme is a very important element looking at the special needs and demand of the local market and employers.

The panel was impressed by the overall management of the programme and the positive values it is creating. Active involvement of social partners in the management of the programme and its quality assurance is to be commended. Students are actively encouraged to participate in the councils of the college and the faculty, and inform decision-making.

The evaluation of the management processes are limited by the fact that the programme has not previously been subject to review, and so the panel were unable to assess how the management has changed the programme to meet ongoing criticisms and needs of the students. However, review panel's general impression was positive overall.

## **III. RECOMMENDATIONS**

1. There is a clear demand from students for the college to expand partnerships. Students are really excited about the potential to develop their learning in partnership with other institutions, to further develop the opportunities to travel and learn about other cultures and communication systems. The review panel would recommend that the College pursue further links with international partners in order to broaden the range of opportunities for the

students. This should also include extending the network of partnerships even more beyond partners from the region and neighbouring countries to other European or non-European partners with a similar programme focus (PR and management).

2. Students made a clear demand for broader language provision, and the review panel would recommend that more practice-based learning is provided in English, including verbal and written communication in English.
3. In the broad field of communications and media studies it is important that students develop their critical thinking and knowledge about processes such as digitisation, convergence, mediatisation, globalisation and social media which are paramount for graduates wanting to work in a contemporary media context, especially in the field of PR and management. The review panel recommend that students, staff and social partners, need to develop a broader awareness of social media and its impact on society, culture and organisations – and this also to be reflected more explicitly in terms of course content and itself being subject to critical inquiry.
4. There is a need to keep up with recent literature in the field, especially from international peer-reviewed academic journals, in particular subjects like 'digital public relations', strategic communications and social media are all areas of reading students should be engaging with. The review panel recommend the media, communications and public relations literature is kept as up to date as resources allow.
5. It was clear from the social partners that they expect graduates to have a broader, strategic, management function in the organisation. There's a need to understand how communication managers can proactively change organisations at senior management level. The review panel recommend the introduction of strategic communications in to the curriculum, ideally as a standalone module, but at least as a subject area of study.
6. Students need to learn more about the national and regional media environment - how do journalists go about their business in the print media, radio and TV? The review panel recommend the inclusion of more study of regional and national media environments and media relations in the curriculum.

#### IV. SUMMARY

There is clear enthusiasm for the programme by students and social partners. There is a clear sense of a need for graduates in this field. Students were praised for being active, intelligent and motivated in their studies.

The practice based elements of the programme are very strong, the students are highly motivated to work in this field, and their commitment to being communication managers is high. Students were very positive about their experience and about the staff. The learning facilities and materials for the programme are reasonably well resourced, certainly adequate for this programme.

There is a tangible sense of community within the college, and its place in the community. Staff feel valued and well supported, organisational support and research for career development is in place, and it was good to hear that staff are conducting their own doctoral research. Staff also mentioned the opportunities for mobility in their work and to visit conferences and other institutions.

Given that this is a new programme, it has launched very successfully and found its feet very quickly. The students are happy with their progress on the programme and the social partners have had very positive experiences with working with the college and in some cases are already targeting students who they would like to employ once graduated.

The programme requires some refinements in its curriculum in order to accommodate the panels' recommendations on research methods, media environment, strategic management, social media and practice elements. Some of these are more substantive than others, as noted above, but the implementation of the suggestions will enhance the programme further.

The continued engagement with communication management as a field, and area of practice is viewed as essential for the programme to improve its educational and vocational qualities. Recommendations from the panel related to the expansion of English language teaching, improved international links and study abroad, as well as further collaboration with social partners are viewed as key to the quality of the programme.

## V. GENERAL ASSESSMENT

The study programme *Organizational Communication Management* (state code – 653P21001) at Siauliai State College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>16</b>

\*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.

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**ŠIAULIŲ VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS ORGANIZACIJOS KOMUNIKACIJOS VADYBA (VALSTYBINIS KODAS  
– 653P21001) 2014-07-18 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-406 IŠRAŠAS**

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

Šiaulių valstybinės kolegijos studijų programa *Organizacijos komunikacijos vadyba* (valstybinis kodas – 653P21001) 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	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>16</b>

\* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Studentai ir socialiniai partneriai entuziastingai atsiliepią apie programą. Matyti, kad šios srities absolventų paklausa egzistuoja. Studentai giriami už tai, kad yra aktyvūs, sumanūs ir motyvuoti. Praktika pagrįsti programos elementai yra labai tvirti, studentų motyvacija dirbti šioje srityje yra stipri, o jų pasiryžimas būti komunikacijos vadybininkais – didelis. Studentai labai gerai atsiliepią apie savo patirtį ir apie dėstytojus. Programai įgyvendinti skirti materialieji ištekliai yra pakankami, aprūpinimas – geras ir tikrai tinka šiai programai vykdyti.

Kolegijoje egzistuoja bendruomenės jausmas, Kolegija užima svarbią vietą bendruomenėje.

Dėstytojai jaučiasi vertinami ir palaikomi, teikiama organizacinė parama, vykdomi moksliniai tyrimai suteikia galimybių siekti karjeros, taip pat malonu girdėti, kad personalo nariai studijuoja doktorantūroje ir atlieka mokslinius tyrimus. Dėstytojai taip pat minėjo, kad gali pasinaudoti judumo galimybėmis, dalyvauti konferencijose ir lankytis kitose institucijose.

Nors programa dar labai nauja, jos vykdymas prasidėjo labai sėkmingai – ji greitai rado savo vietą. Studentai džiaugiasi programos pažanga, socialiniai partneriai teigiamai atsiliepia apie darbą su Kolegija ir kai kuriais atvejais yra pasiruošę įdarbinti programos absolventus.

Norint įgyvendinti ekspertų rekomendacijas dėl mokslinių tyrimų metodų, žiniasklaidos aplinkos, strateginio valdymo, socialinių medijų ir praktikos, reikia atlikti kai kuriuos studijų programos pakeitimus ir patobulinimus. Kai kurie jų yra svarbesni, kaip nurodyta pirmiau, tačiau įgyvendinus pasiūlymus, programos kokybė pagerėtų.

Svarbiausia programoje daugiau akcentuoti komunikacijos vadybą kaip kryptį ir praktiką, siekiant pagerinti programos pedagoginius ir profesinius aspektus. Ekspertų rekomendacijos plėsti dėstymą anglų kalba, stiprinti tarptautinius ryšius ir galimybes studijuoti užsienyje, taip pat tęsti bendradarbiavimą su socialiniais partneriais yra itin svarbūs dalykai, galintys pagerinti programos kokybę.

<...>

### **III. REKOMENDACIJOS**

1. Studentai išsakė norą, kad Kolegija plėtotų partnerystes. Studentai iš tikrųjų būtų labai patenkinti, jei galėtų studijuoti bendraudami su kitomis institucijomis ir pasinaudodami galimybe keliauti, pažinti kitas kultūras ir komunikacijų sistemas. Ekspertai rekomenduoja Kolegijai toliau bandyti užmegzti ryšius su tarptautiniais partneriais, siekiant suteikti daugiau galimybių studentams. Tai turėtų apimti partnerystės tinklo plėtrą ne tik su regiono ir kaimyninių šalių, bet ir kitais Europos arba ne Europos partneriais, vykdančiais panašias programas (Viešieji ryšiai ir vadyba).
2. Studentai aiškiai išreiškė poreikį plėsti kalbų mokymą, todėl ekspertai rekomenduoja daugiau praktika grindžiamo mokymosi teikti anglų kalba, įskaitant bendravimą anglų kalba žodžiu ir raštu.
3. Atsižvelgiant į plačią komunikacijos ir žiniasklaidos studijų kryptį svarbu, kad studentai ugdytų kritinį mąstymą ir plėstų žinias apie įvairius procesus, pavyzdžiui, skaitmeninimą, konvergenciją, mediatizaciją, globalizaciją ir socialines medijas, nes tai labai svarbu absolventams, norintiems dirbti šiuolaikinės žiniasklaidos, ypač viešųjų ryšių ir vadybos srityje. Ekspertai rekomenduoja, kad studentai, dėstytojai ir socialiniai partneriai plėstų supratimą apie socialinę žiniasklaidą ir jos poveikį visuomenei, kultūrai ir organizacijoms. Visa tai turi aiškiau atsispindėti dalykų turinyje ir būtų kritiškai tyrinėjama.
4. Būtina stengtis susipažinti su pačia naujausia literatūra šioje srityje, ypač domėtis

tarptautiniuose recenzuojamuose akademiniuose žurnaluose pateikiama informacija, pavyzdžiui, susijusia su „skaitmeniniais viešaisiais ryšiais“, strategine komunikacija ir socialinėmis medijomis. Todėl reikia skatinti studentus domėtis tokio pobūdžio temomis. Ekspertai rekomenduoja, kad žiniasklaidos, komunikacijų ir viešųjų ryšių literatūra, kiek leidžia ištekliai, būtų pati naujausia.

5. Bendraujant su socialiniais partneriais paaiškėjo, kad jie tikisi, jog absolventai organizacijoje vykdys ir svarbesnes strategines ir vadybos funkcijas. Būtina suprasti, kaip komunikacijos vadybininkai gali toliaregiškai keisti organizaciją aukštesniu vadybiniu lygmeniu. Ekspertai rekomenduoja į programą įtraukti strateginę komunikaciją kaip atskirą modulį, tai būtų idealu, arba bent jau kaip temą kituose studijų dalykuose.

6. Studentai turi daugiau žinoti apie nacionalinės ir regioninės žiniasklaidos aplinką – kaip žurnalistai dirba spaudoje, radijuje ir televizijoje. Ekspertai rekomenduoja į programą įtraukti daugiau informacijos apie regioninės ir nacionalinės žiniasklaidos aplinką ir žiniasklaidos ryšius atspindinčius dalykus.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)