SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Socialinių mokslų kolegijos
VIEŠŲJŲ RYŠIŲ PROGRAMOS (653P20001) VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *PUBLIC RELATIONS* (653P20001) STUDY PROGRAMME

At the College of Social Sciences

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

Studijų programos pavadinimas	*Viešieji ryšiai*
Valstybinis kodas	653P20001
Studijų sritis	socialiniai mokslai
Studijų kryptis	viešieji ryšiai
Studijų programos rūšis	koleginės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (3), ištęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	viešųjų ryšių profesinis bakalauras
Studijų programos įregistravimo data	2003 m. gegužės 29 d.

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Public Relations*
State code	653P20001
Study area	Social Sciences
Study field	Public Relations
Kind of the study programme	College studies
Study cycle	First cycle
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 Public Relations
Date of registration of the study programme	29 May 2003

CONTENTS

I. INTRODUCTION

The Public Relation study programme at the **College of Social Sciences in Klaipeda** was inspected by an independent, international panel of evaluators in October 2013.

The evaluation was conducted 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. The collection and interpretation of data was based on the analysis of the self-evaluation report (SER), of the accompanying documents (Annexes) and on the input provided by participants during the visit in order to secure an evidence-based mechanism.

The College delivers the programme at its sites in Klaipeda and Vilnius. This report addresses the evaluation of the Klaipeda site. A separate report addresses the evaluation of the Vilnius site. While recognising that there will be extensive commonality between the two sites and the two reports, the panel has attempted to review the two programmes independently and to avoid comparisons except where these are relevant to the effectiveness of the over-arching governance and oversight of academic standards.

The evaluators were: Chris Maguire (team leader), Dean of Academic Affairs, BPP University (London); 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.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined, specific, clear and publicly accessible. However, while the title of the programme is not incompatible with its aims and learning outcomes, the weight of the programme's syllabus aligns more closely to Business Communications than to the concept of "Public Relations". Consequently, it is advisable that the programme team reviews the design of the programme to either clarify and strengthen the focus on Public Relations or to revise the title to reflect the focus on Business Communications.

The programme aims and learning outcomes are very well supported and justified by reference to strategic, legal documents and studies, in which the importance and development of Public Relations in Lithuania and abroad are defined. The programme is well justified by the needs of a well-established network of local social partners. It is, however, advisable to strengthen the reflection on the conceptual core of the programme,

to maintain the consistent strategic vision of the development of Public Relations as an academic discipline, which should be complemented by, not substituted for, its interpretation(s) by social partners and employers, which may introduce a wider conception of Public Relations that includes more general business topics and skills. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The coordination between programme aims and learning outcomes and qualification offered is clearly established and well-grounded.

2. Curriculum design

The Self Evaluation Report (SER) provides an overview of how the structure of the programme complies with the general requirements for study programmes. It is documented how the different elements of the study programme relate to the overall requirements.

The programme of study presents an interesting mix of compulsory subjects and general subjects of college studies, alongside elective subjects. We observe that the SER provides multiple outlines of the interrelation between the aims, planned learning outcomes and subjects of public relations study programme, of the interface between outcomes of public relations studies and subjects, and interrelation between studies and assessment methods and learning outcomes, respectively. The analysis of this multi-layered interface indicates the core of the subjects/modules of the programme and their sequence. The themes are not repetitive. The spread of subjects is, however, rather wide such as Event Organization and Creativity and Personal Management. The programme team is invited to review the study subjects in the light of the theoretical foundations of the discipline of Public Relations and its understanding in the international context.

A close reading of the SER and its annexes, including the course descriptions of the Public Relations Study programme, confirms that the content of the subjects and modules is consistent with the type and level of studies.

The scrutiny of the course descriptions suggests that the material delivered enables the learning outcomes to be achieved, and the discussions with both staff and students highlighted that a wide range of teaching methods (interactive ones, included) are employed within the programme.

We would like to draw attention to the overview provided in the documentation of the interface between the outcomes of public relations studies and subjects. It is shown in which courses which outcomes of studies are addressed and worked with, and consequently we can see not only the scope of the programme in terms of subjects and courses, as also demonstrated in the course descriptions, but also the scope of the programme in terms of the learning outcomes it ensures. We find that this approach in the SER is highly commendable.

As indicated above, the spread of subjects is rather wide. There is an imbalance in the design of the programme, more precisely, between the integrity of the academic discipline and the marked preference of practice and the needs of employers. The programme is very responsive to the needs of employers; however this responsiveness should be counterbalanced by a close focus on the theoretical foundations of the discipline, its further development and its understanding in the international context. The needs of employers should be analyzed in the light of the academic discipline and translated into practice that

is closely linked with the academic discipline. By cascading, it would then better inform students' understanding of Public Relations and the application of principles to the real life practice.

3. Staff

The study programme is provided by 12 teaching staff members (2 Associate Professors and 10 Lecturers) meeting the legal requirements: "Law of Higher Education of the Republic of Lithuania, the Law of Science and Studies, the Labour Code of the Republic of Lithuania, the SMK Regulations, and the Minimum Qualification Requirements for the Positions of Lecturers and Scientific Workers, 200820. Requirements for conformity with positions of Associated Professor, Lecturer, and Assistant Lecturer are stipulated in the Regulations on Certification and Competition of the SMK Lecturers (SER, p.16).

The qualifications of the teaching staff are adequate to ensure learning outcomes: all the Associate Professors and Lecturers are qualified in the field of the subject(s) they teach (according to CVs and allocation of subjects in the curriculum); two of the teaching staff hold a scientific degree (PhD title) and one member is a doctoral student; all the teaching staff have no less than 3 years of practical experience matching the subject (ranging between 6 and 35 years) (SER, Annexes 2 and 3).

The teaching staff pursue updating of knowledge and skills through participation in training courses - for example *Brand management* delivered by an external company, seminars, conferences, projects, clusters – for instance *The Digital Creative Industries Cluster MEDIAPOLIS*; some of the teaching staff members are involved in the coordination of the students' applied research (final theses – consultation and feedback is provided to students); the teaching staff members have designed learning materials in relation to the subject they teach (available on Moodle); the teaching staff members have language competence in English/Russian/German/French/Spanish/Polish (ranging from beginners to advanced users), which enhances their updating of knowledge and international cooperation (SER, Annex 3).

The number of the teaching staff is adequate to ensure learning outcomes: the teaching staff/student ratio ranges from 3 to 4.6, according to the data provided in the SER; the workload of the teaching staff holding a scientific degree amounts to 19% in the programme and experienced lecturers-practitioners implement 26% of the volume of courses (SER, p.16);

Teaching staff turnover is able to ensure an adequate provision of the programme: the teaching staff members have been employed in the programme for at least 1 year (see Annex 3).

The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme: the institution organises open lectures of experienced staff, encouraging young staff to participate; the assessment methodology is imposed by the institution, yet, the teaching methodology is decided by the teacher alone (mostly, an interactive one); participation of some of the teaching staff members in internships abroad (Canada, Germany, France, Iceland, Denmark, UK, Italy, Romania, Poland, Belgium, Luxembourg, Uzbekistan, etc.), in training courses organised by the institution (as mentioned above: *Brand management*, etc., see also Annex 19) and by other bodies in country, in programme self-evaluation teams (see Annex 3). The

meeting revealed that there is constant and close cooperation (face-to-face and by videoconferences) between the teaching staff based in Klaipeda and those in Vilnius, which is aimed at harmonisation of the programme delivery and timely response to the students' feedback. Nevertheless, the teaching staff should be encouraged to target cooperation with international communities of practice in the field of Public Relations, and carry out scientific research by integrating to (interdisciplinary) networks.

There is a system in place of peer observation and evaluation, of planning one's own professional development yearly and of evaluation of the development by the head of department; international visibility is encouraged within ERASMUS, etc. – however, the number of participants is relatively small (SER, p.17). Therefore, the opportunities and methods of professional development are varied yet the outward-looking perspective should be strengthened for benchmarking.

The teaching staff of the programme are involved in research (art) directly related to the study programme being reviewed: publication of papers in the fields related to the subjects taught (the teaching staff recognise that this is an important area and should be developed further); experienced staff act as members of editorial boards; participation in projects, in joint international programmes, in national and international conferences in country and abroad; organisation of annual student conferences (SER Annex 3).

4. Facilities and learning resources

The programme-related premises provide a good environment for course delivery and practical activities alike. Classes take place in a renovated building. There is enough room for private study and class work. The premises are modern and well-maintained.

Teaching and learning equipment are of a high standard both in size and quality. Some of the classrooms have mobile tables and chairs that can be re-arranged to facilitate student-centred learning and group-work. All the necessary equipment and software (computers, cameras, projectors) are available. One of the IT classes is equipped with brand new Apple computers. Students benefit from free access to the internet.

Teaching and learning materials cover the whole range of subjects and many of them are in English; nevertheless, there is a need for more Public Relations literature and professional periodicals, both in Lithuanian and English. Access to scientific databases is sufficient and provided free of charge to the whole academic community, as well as the teaching material on Moodle prepared by the programme lecturers.

The arrangements for students' practice are adequate in number and quality. Students have the freedom to arrange their own placement, but, if needed, they are able to take advantage of placements offered by the institution. Social partners report that they would like to have the students for longer in the placement. Practice arrangements also supply the students with research materials (mostly as case studies). A system is in place for students' practice assessments involving a college supervisor and a tutor at the workplace. Assessment is based on a range of criteria, including applied scientific knowledge, social skills, team working skills, etc. and feedback mainly concerns task achievement.

5. Study process and student assessment

The admission requirements comply with the Lithuanian legislation in force.

The organisation of the study process corresponds to official regulatory requirements on the volume of contact and independent work as well as to the structure of the programme and volume of the workload. Time-tables may be individually tailored on the request of the students or the lecturers to ensure the most efficient way to achieve the learning outcomes.

Both compulsory subjects and optional courses contribute to a coherent structure. The distribution of courses over the semesters is balanced. The subject learning objectives are correlated with the overall programme objectives.

The fact that most students are employed, that the teaching staff members are also practitioners in the field of the subject they teach and that there is close cooperation with stakeholders enhances a hands-on approach to the various disciplines. Many of the research topics of the graduation papers concern PR as a discipline in its own right and can be considered attempts to provide a PR conceptual and methodological toolkit. The programme would benefit from stronger encouragement of students to participate in applied research activities. Some steps are already taken – some articles based on research within the course and final papers were presented in the student's scientific conference.

Students have opportunities to participate in ERASMUS mobility and placement schemes, mainly in Turkey, Croatia and Belgium, and they value this experience. Nevertheless, wider participation of students, both outgoing and incoming, should be encouraged.

The College – at the departmental and academic management level – ensures adequate support for the students' professional training and personal growth. Students' feedback is taken into consideration in relation to the programme improvement and development.

The assessment of students' performance is clear and consistent. There is an argument that greater rigour could be applied in the marking of theses at near the pass/fail borderline and greater consistency achieved between the College's two branches. Students are aware of the types and purposes of assessment (formative and summative; theoretical – examinations, practical – portfolio, project work) and the assessment timeline. Nevertheless, feedback is more often than not provided about group performance and norm-referenced is preferred to criterion-based assessment. Closer attention should be paid to the assessment of placements. Graduates reported a difference in approach between the employer and the College to the assessment of their practise period. They also reported that feedback had not yet been provided on the placement by the College. The alignment of College and employer expectations is important to ensure that students benefit fully from the application in practice of the knowledge and skills they have developed on the programme.

The panel reviewed a number of students' theses during the visit and, while the broad approach to marking was not inappropriate, the panel considered that the interpretation of the marking scheme may have been a little generous to students at the bottom end of the scale and appeared to differ from that applied in the Vilnius branch.

Feedback from alumni and from stakeholders highlighted that the programme provided an adequate platform to meet labour market demands. However, practical skills and competencies were cited as areas for improvement. Graduates especially emphasized public speaking skills.

6. Programme management

The executive structure devolves responsibility for subjects within the programme to the individual subject lecturers. The subject lecturers are supervised by the head of the study programme, who reports to the Head of the Department of Communications, who is ultimately responsible for the quality assurance and enhancement of the study programme. Central support at each branch is coordinated through the Heads of Academic Affairs who report to the heads of the Vilnius and Klaipeda divisions.

The Study Programme Committee meets termly and is the formal forum for the review and development of the programme, as well as ensuring the programme meets the needs of the labour market and legal requirements. The Study Programme Committee is comprised of staff representing both the Klaipeda and Vilnius branches and is the main formal vehicle for communication between lecturing staff. It reports to the central Quality Board which is responsible for assuring the implementation of the regulations and policy on quality assurance and enhancement of the College. Final authority for quality rests with the Director of the College in her executive capacity. The College may wish to consider augmenting the composition of the Study Programme Committee to include student representatives. This would enable the programme team to capture the views of students formally and directly within the College's deliberative quality processes. The College may also wish to consider other fora and opportunities within which the wider programme staff can discuss and contribute to the development of the design and enhancement of the programme and the dissemination of good practice within it, especially across branches.

Data is collected at least annually (and often more frequently) on students' views of the programme, their placements, their engagement in mobility and other activities, as well as on their performance in the programme and on their success in gaining employment following it. A review of library provision and the demands of the labour market are also conducted annually. The views of alumni are gathered only triennially at the time of the structural, periodic review. It is planned to capture and review the views of practice supervisors annually and of employers triennially. The objectivity of these self-assessment instruments is assured through the control and oversight of the Head of the Quality Department and codified in official procedures such as the Quality Assurance System Quality Guide: procedures 8 and 12.

The programme arose initially from significant changes to a previous programme (Business Communications Management) which was modified as a result of changes in the external legal and regulatory system (2010 -12). In its current guise there is clear evidence that the programme team has responded to feedback from students and social partners, examples include the rapid development of new subject areas in response to the demands of the labour market, adjustments to the curriculum and the dismissal of ineffective lecturers.

The Public Relations Study Programme Committee includes an employer among its members. Social partners are also involved in the Qualifications Commission. Many tutors are also social partners running businesses outside of the College and consequently bring that knowledge, influence and benefit to bear directly on the programme. It was reported by the employers that the panel met during the visit that the relationship between the College and employers was cooperative and active and fostered through regular events and meetings. The employers highlighted the value that the students bring to the workplace during their placements noting in particular their theoretical perspectives which the placement develops with application to practice. The employer is also involved in the

design of the student's assessment because although the topic is formulated at the College, the employer may provide the focus. The panel noted that the study programme committee was highly receptive to comments from employers on the design and content of the programme and there was evidence that amendments and additions had been introduced as a result, e.g. the unit on advertising.

The internal quality assurance mechanisms are appropriate. However, the College may wish to review how it can ensure that good practice among staff on the ground, for example the alignment of outcomes with assessment and marking at the Vilnius branch, is monitored and disseminated across both branches. Appropriate management information is gathered, analysed and acted upon to enable the College and the programme team to assure the quality and development of the programme, drawing upon feedback from students, staff, employers and other social partners and stakeholders.

III. COMMENDATIONS AND RECOMMENDATIONS

The panel commends:

1. the clear and meaningful framing of the programme learning outcomes and the alignment of these to assessment standards;

2. the training and development opportunities afforded to staff;

3. the strong focus on employability in the programme and engagement with employers and social partners;

4. the quality of the facilities.

The panel recommends that the College:

1. articulates and promotes the conceptual core of the discipline so that employers can benefit from students' integral knowledge of the field of Public Relations;

2. ensures that there is an appropriate and accessible forum through which staff can discuss the academic identity and integrity of the programme, the integration and inter-disciplinarity of its parts and how it relates to and provides a strategic framework for practice. In doing so the College is encouraged in its efforts to internationalise the curriculum and syllabus of the programme and to bring in new staff who can present conceptions of Public Relations from an international perspective;

3. introduces mechanisms through which the equivalence of academic standards between its two sites can be monitored and assured, and so that good practices at each site is captured and disseminated to the other;

4. appoints student representatives to its key committees to assist the College in capturing students' views in its deliberative processes;

5. expands its holdings on Public Relations literature and professional periodicals, both in Lithuanian and English, to further support the core of the discipline.

IV. SUMMARY

The Professional Bachelor in Public Relations is a well founded, well designed and well delivered programme. The need for the programme is supported by documented national and local studies and benefits from strong engagement with social partners and stakeholders. Its aims and learning outcomes align and are delivered at the appropriate level. It is appropriately supported and resourced by the College, efficiently and professionally managed, and taught by appropriately qualified, committed and talented staff.

The programme and its title would benefit from a review of the balance between public relations as a discipline as opposed to business communications and between the integrity of the academic discipline and the current and perhaps temporary needs of practice and employers. This could be resolved to the overall benefit of the programme by a closer focus on the theoretical foundations of the discipline and its understanding in the international context. This would then better inform students understanding of Public Relations and the application of principles to real world practice.

The resources made available to support the programme are appropriate, though it is recommended that the library stock in relation to Public Relations is expanded. The College's premises are modern, spacious and well equipped. The opportunities for staff development are appropriate and supportive. The Panel encourages the programme team to further develop its research activities in relation the programme.

The study and assessment process is appropriately designed and delivered and meets regulatory requirements. It benefits from the close involvement of social partners and opportunities to practice applied skills. A greater focus on individual, criterion referenced feedback may enhance the study process further. Assessment instruments are valid and the process is secure and demonstrates appropriate standards. Overall, the programme is well managed with an appropriate and effective executive and committee structure to assure quality and standards.

V. GENERAL ASSESSMENT

The study programme *Public Relations* state code – 653P20001) at the College of Social Sciences (in Vilnius) 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	3
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**19**

*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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<div align="center">**Vertimas iš anglų kalbos**</div>

<div align="center">**SOCIALINIŲ MOKSLŲ KOLEGIJOS (KLAIPĖDOS SKYRIAUS) STUDIJŲ PROGRAMOS *VIEŠIEJI RYŠIAI* (VALSTYBINIS KODAS – 653P20001) 2013-12-20 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-567 IŠRAŠAS**</div>

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V. APIBENDRINAMASIS ĮVERTINIMAS

Socialinių mokslų kolegijos studijų programa *Viešieji ryšiai* (valstybinis kodas – 653P20001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**19**

* 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)

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IV. SANTRAUKA

Ši viešųjų ryšių profesinio bakalauro programa yra gerai pagrįsta, gerai suplanuota ir gerai įgyvendinama. Programos poreikį rodo dokumentais įformintos nacionalinės ir vietos studijos ir stiprūs ryšiai su socialiniais partneriais ir socialiniais dalininkais. Programos tikslai ir numatomi studijų rezultatai dera tarpusavyje ir pasiekiami tinkamu lygiu. Kolegija tinkamai palaiko ir finansuoja šią programą, veiksmingai ir profesionaliai jai vadovauja, programą dėsto tinkamos kvalifikacijos, atsidavę ir talentingi darbuotojai.

Programai ir jos pavadinimui būtų naudinga, jei būtų pakoreguota pusiausvyra tarp viešųjų ryšių, kaip mokomojo dalyko, ir verslo komunikacijų, ir tarp šios akademinės disciplinos integralumo bei šiuolaikinių ir galbūt laikinų darbo galimybių ir darbdavių poreikių. Bendram programos labui tai galėtų būti išspręsta daugiau dėmesio skiriant teoriniam šios disciplinos pagrindui ir jo suvokimui tarptautiniame kontekste. Tai padėtų studentams geriau suprasti viešuosius ryšius ir principų taikymą realiame darbe.

Išteklių šiai programai skiriama pakankamai, nors rekomenduojama padidinti su viešaisiais ryšiais susijusius bibliotekos išteklius. Kolegijos patalpos šiuolaikiškos, erdvios ir gerai įrengtos. Darbuotojams užtikrintos tinkamos tobulinimosi galimybės. Grupė ragina programą įgyvendinančią komandą toliau plėtoti su šia programa susijusią mokslo tiriamąją veiklą.

Studijų ir jų vertinimo procesas yra tinkamai suplanuotas, įgyvendinamas ir atitinka reglamentą. Šiam procesui naudingas glaudus bendradarbiavimas su socialiniais partneriais ir galimybės praktiškai panaudoti įgūdžius. Studijų procesą galėtų dar labiau sustiprinti didesnis dėmesys individualiam, kriterijais pagrįstam grįžtamajam ryšiui. Vertinimo priemonės tinkamos, procedūra patikima ir atitinka reikiamus standartus. Apskritai programos vadyba gera, vykdomoji ir komiteto struktūra padeda užtikinti kokybę ir standartus.

III. PAGYRIMAI IR REKOMENDACIJOS

Ekspertų grupė gerai vertina:

1. aiškiai ir prasmingai suformuluotus numatomus programos studijų rezultatus ir jų atitikimą vertinimo standartams;

2. personalui suteikiamas mokymo ir tobulinimo(si) galimybes;

3. didelį programos dėmesį įsidarbinamumui ir ryšį su darbdaviais bei socialiniais partneriais ir

4. materialiųjų išteklių kokybę.

Grupė rekomenduoja, kad Kolegija:

1. aiškiai išreikštų ir realizuotų dalyko konceptualųjį pagrindą, kad darbdaviai galėtų pasinaudoti integraliomis studentų viešųjų ryšių srities žiniomis;

2. užtikrinti tinkamą ir prieinamą forumą, kuriame personalas galėtų aptarti šios programos akademinį tapatumą ir vientisumą, jos dalių integravimą bei tarpdalykiškumą ir tai, kaip ji susijusi su praktika bei užtikrina praktikos strateginę programą. Čia kolegija raginama labiau didinti studijų turinio ir programos plano tarptautiškumą ir priimti naujų darbuotojų, kurie gali viešųjų ryšių koncepcijas pateikti iš tarptautinės perspektyvos;

3. įdiegti mechanizmus, kurie suteiktų galimybę stebėti ir užtikrinti abiejų kolegijos skyrių (Klaipėdos ir Vilniaus) atitikimą akademiniams standartams, kad kiekvieno iš jų geroji praktika būti perduota kitam;

4. paskirti į pagrindinius komitetus studentų atstovus, kurie padėtų kolegijai sužinoti studentų nuomones, reikalingas jos svarstymų procesams;

5. įsigyti daugiau literatūros ir profesinių leidinių viešųjų ryšių tema, lietuvių ir anglų kalbomis, siekiant toliau remti šios disciplinos pagrindą.

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

Vertėjo rekvizitai (vardas, pavardė, parašas)

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[1] Žin., 2002, Nr.37-1341.