



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos  
**STUDIJŲ PROGRAMOS "VERSLO EKONOMIKA"**  
*(valstybinis kodas – 6531JX008 (653L17001))*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF "BUSINESS ECONOMICS"**  
*(state code – 6531JX008 (653L17001))*  
**STUDY PROGRAMME**  
at Vilnius College

**Review' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo ekonomika</i>
Valstybinis kodas	6531JX008 (653L17001)
Studijų krypčių grupė	Socialiniai mokslai
Studijų kryptis	Ekonomika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 metai), iššestinė (4 metai)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinių mokslų profesinis bakalauras (Ekonomikos profesinis bakalauras)
Studijų programos įregistravimo data	ĮSAK-2820, 30-12-2009

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Economics</i>
State code	6531JX008 (653L17001)
Group of study field	Social Sciences
Study field	Economics
Type of the study programme	Professional higher education
Study cycle	First cycle
Study mode (length in years)	Full time (3 years), part-time (4 years)
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor in Social Sciences (Professional Bachelor in Economics)
Date of registration of the study programme	ĮSAK-2820, 30 <sup>th</sup> December, 2009

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## **I. INTRODUCTION**

### ***1.1. Background of the evaluation process***

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

### ***1.2. Background of the HEI/Faculty/Study field/ Additional information***

Vilniaus Kolegija/University of Applied Sciences (hereinafter – VK) was established in 2000 after merging separate specialized higher schools. VK is a public higher professional education institution of the Republic of Lithuania, which provides 45 study programmes in 7 different faculties, including the faculties of Electronics and Informatics; Economics; Business Management; Health Care; Agro-technologies; Pedagogics; and Arts and Creative Technologies. With around 7,000 students and a teaching staff formed by around 460 scholars, the VK aims at preparing, as publicly announced by this higher education institution, practice-oriented professionals in biomedicine and natural, humanitarian, social and technological sciences and arts

with the final end of meeting economic and social needs of Vilnius region and the whole of Lithuania.

The study programme “Business Economics” is one of the 1st cycle Professional Bachelor programmes provided by the VK. It was officially registered in December 30, 2009 (Order No. ĮSAK-2820) and commenced in September 1, 2010. With around 90 students, the programme has a length of 3 years (4 years for part-time students) and is currently implemented by 36 teachers. The language of instruction is Lithuanian.

The programme was evaluated by an international external assessment expert group under the auspices of SKVC in 2012. The program had been accredited for 3 years. This evaluation report is based on the self-evaluation report (SER), prepared by the self-evaluation group, and backed up by information gathered from the meetings the expert team had with self-evaluation group, teaching staff, students, alumni and social partners.

### ***1.3. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 27<sup>th</sup> of October, 2017.

- 1. Prof. dr. Stephan Schöning (team leader)**, *Professor of Business Administration and Finance at SRH University of Applied Sciences, Heidelberg, Campus Calw.*
- 2. Prof. dr. Jakub Brdulak**, *Associate Professor SGH Warsaw School of Economics, Poland.*
- 3. Prof. dr. Ramon Ramon-Muñoz**, *Associate Professor at the Faculty of Economics and Business, University of Barcelona.*
- 4. Mr Tautvydas Marčiulaitis**, *Baltics Private Banking Wealth Management, Danske Bank, Lithuania.*
- 5. Mr Ignas Gaižiūnas**, *student of Vilnius University study programme Theoretical Physics and Astrophysics.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The aims and the learning outcomes of the BA in Business Economics comply with legislation and in general can be assessed as satisfactory. Nevertheless, they show certain limitations with respect to their content and design. Regarding the programme's aims, they are too generally defined and lack enough focus to make them distinguishable from other programmes in the same or similar study field. The onsite meeting confirmed that the programme lacks a clear focus. One likely reason for this might be that the aims appear to have been defined by the Senior Staff without considering closely enough the aims of other programmes in the field of economic and management awarded in the Vilnius College (<https://en.viko.lt/for-students/degree-programmes-in-lt/>). In this respect, the experts would like to note that the SER does not provide any systematic information that allows comparing this study programme to other programmes in the same or similar study fields in Vilnius College. This shortcoming was not solved during the onsite meetings either, and the experts recommend to fill this gap. They also suggest further analysis and a more clear focus and definition of the aims of the programme.

The intended learning outcomes (hereafter LO) of the programme meet the legal requirements of the Descriptor of the study field of economics, as they take into account the following categories: Knowledge and its application, Research skills, Special abilities, Social abilities and Personal abilities (SER, Annex 8). Unfortunately, and as presented in the SER, they are organised in a rather confusing manner (Table 2 in page 7, and Annex 8). Most importantly, during the onsite meetings the experts noticed a rather marked top-bottom process in defining and implementing LO, as well as a lack of their full achievement, particularly in the area of social abilities. Moreover, certain scepticism about the usefulness of LO was noticed among members of the teaching staff, which might be a consequence of the strong top-bottom bias just mentioned before. Therefore, experts recommend revising the management of LO at programme level.

Another important problem of this study programme is the dissemination of information. In a previous evaluation, it was concluded that the college “*must communicate the mission, vision and the aims of the programme*”. This has not been fully achieved. For example, the SER informs that the “*Programme mission, vision and study outcomes are available on VK and faculty's internet website ([https://en.viko.lt/media/uploads/sites/4/2014/09/VE\\_EN.pdf](https://en.viko.lt/media/uploads/sites/4/2014/09/VE_EN.pdf)) and on the open Information System (AIS) on website of the Ministry of Education and Science ([https://www.aikos.smm.lt/Registrai/\\_layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.asp](https://www.aikos.smm.lt/Registrai/_layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.asp))*”

[x?o=PROG&f=Prog&key=4040&pt=of&ctx\\_sr=za5dHDvp0IGJ2%2fD6Fkt7rIse6a8%3d](x?o=PROG&f=Prog&key=4040&pt=of&ctx_sr=za5dHDvp0IGJ2%2fD6Fkt7rIse6a8%3d))” (SER, p. 9, paragraph 41). Nevertheless, a closer look at these sources of information makes it clear that the communication still has deficits. Neither the former, nor the latter abovementioned links provide information on the aims and mission of the programme, although it is true that in the website [https://en.viko.lt/media/uploads/sites/4/2014/09/VE\\_EN.pdf](https://en.viko.lt/media/uploads/sites/4/2014/09/VE_EN.pdf) the aims of the programme are outlined. The experts recommend solving this important shortcoming.

The programme objectives and intended learning outcomes mostly correspond to the type and cycle of studies, as well as the level of qualifications. Also, they are in general linked to academic and professional requirements, and more or less linked to the state, societal and labour market needs. Annually, between 12 and 15 firm’s executives from Vilnius survey the programme (SER, p. 9, paragraph 36). Stakeholder’s representatives participate in the Study Programme Committee and, according to the SER, take care that the learning outcomes meet the needs of the labour market (SER, p. 25, paragraph 138). Nevertheless, evidence on the evolution of the labour market and the job prospects for Business economics study programme graduates was not provided, although rates of employability of the programme graduates are high. Additionally, and following what is stated in the SER, the experts agree that the programme lacks of “*methodical partnership with potential employers*” (SER, p. 10, paragraph 42), and also that employers “*should be more actively involved in process of programme improvement regarding practical training*” (SER, p. 9, paragraph 36). The experts recommend completing the analysis on the relationship between the aims and LO of the Programme on the one side and the situation and prospects of the labour market on the other side. As it was not clarified during the onsite meetings, the experts also recommend further attention to external partnership and employers’ involvement by establishing specific strategies to address these shortcomings.

The programme objectives and the intended LO meet in part the rules and mission of the Vilniaus Kolegija (SER, pp. 6-7, paragraphs 29-30). An important gap of this programme is, however, that fails to fully “*develop an effective cooperation with representatives from the business world*“, which is one the missions of the Vilniaus kolegija / University of Applied Sciences (<https://en.viko.lt/studies/vission-and-mission/>). In spite of this, it can be concluded that the title of the programme, its LOs, content and the qualifications offered are mostly compatible with each other and are (leaving aside programme’s aims) well-tuned.

## **2.2. Curriculum design**

The curriculum design of the programme meets legal requirements. Programme volume 180 ECTS (SER, p. 10) is exactly equal to the minimum requirement for professional bachelor study programmes and the volumes of subjects are equal in the full-time and part-time versions of the programme (Annex 1 of SER). During the meeting with the administration, the experts were informed that there also is an English version of the programme, at the moment delivered in as a full-time programme directed both for Erasmus and Lithuanian students. The experts welcome this approach extraordinarily and would recommend considering implementing a English track in part-time studies as well. However, some doubts concerning practicability remain, because of the rather low language competences of parts of teaching staff.

General subjects of the college level studies have overall volume of 16 ECTS (minimum required 15) and subjects of the study field have volume of 154 ECTS (Table 4 in SER; Annex 1). However, analysing the course descriptions presented in Annex 2 of four subjects (*Organisation of Research Paper, Computer Information Management, Document Management and Applied Mathematics*), the allocation of courses to general and to study field courses is not totally clear. The course descriptions mention business related aspects in the first subject, whereas the contents of the following courses are rather general. During the site visit, staff of VK gave an explanation to this, but as the students and the graduates the experts met also mentioned confusion in this area, this allocation should be reconsidered.

In annex 2 of SER there are 11 electives listed from which students have to choose 2. The topics of these electives vary a lot, besides study field modules there also are general study college modules like a second foreign language. Having a closer look at the electives, it becomes evident, that the number of electives is larger, because the students have the choice between 6 languages as a second language. However, it is a bit misleading to integrate English, German and French here, because these languages are offered within the general study field, too. During the visit the experts were informed by the administration that students can also chose mandatory course of the English version of the programme as an elective in the Lithuanian version. The experts in general welcome this approach. However, experts recommend reconsidering the introduction as an elective, because it leads to duplication of content. The list of electives is updated annually by the programme committee. Social partners are involved in this process.

Students are introduced into the possible electives. Students and stakeholders the expert met were in general satisfied with this arrangement. However, within both groups and in the group of graduates participants wished for more obligatory English. The experts support this, having in mind the need of foreign language skills. Therefore, the experts underline the necessity of the proposed improvements mentioned in the previous evaluation: *“In order to improve the programme, it is*



intended to provide “*Economic Theory, Management and Business Solution Modelling, Business Project Management, Accounting and Finance, Computer Tax Information Management modules which will be taught in English for one semester*”. In general, the experts suggest to reconsider the composition of elective and obligatory subjects and to group the electives subjects, also in order to make the study process efficient when having small groups.

All courses end with final grading (exam or final written work). However, the weight of the exams differs between full-time and part-time studies. The overall volume of the work on the final thesis (10 ECTS, meeting minimum requirements is allocated to the 6<sup>th</sup> semester (part-time 8<sup>th</sup>). The practice during 4<sup>th</sup> (6 ECTS), 5<sup>th</sup> (10 ECTS) and 6<sup>th</sup> semester (20 ECTS) satisfies the requirement for professional placement (Annex 1 of SER). In the part-time mode the practice is located in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> semester in a similar manner. According to the SER-Committee, there is a list of companies where students can do their internship. Often the internship is also used to find topics for the bachelor thesis.

Study subjects are spread fairly evenly, the first semester having seven subjects and the following semesters with 6 subjects with overall volume of 30 ECTS in full-time version of programme. The part-time version of the programme has five subjects during the semester 1, 6 in semester 2, 5 in the following semesters and two in semesters 7 and 8 (including practice). Here the volume of studies is varying from minimum 14 ECTS to the maximum 30 ECTS (including final thesis) and being in most cases 21 – 22 ECTS per semester. (Annex 1 of SER). Nevertheless, the variation of workload is rather unusual for part-time studies and might be reconsidered in order to make study process more evenly.

The themes in curriculum and in subjects are mostly not repetitive. With the exception of the above mentioned subjects, the sections of the programme “general studies” and “study field” are quite clearly distinguishable. In most cases, the courses inside of these parts seem to be without repetitions of the topics. Some overlapping might occur, e.g. between *Management* and *Planning* or between *Microeconomics* and *Enterprise economics*.

The programme structure might also need a critical review of the sequence of the subjects and separation of mandatory and elective subjects. During their first year, students are prepared for studying in general, but have only few subjects connected directly with economics. The experts suggest to put research oriented subjects at a later stage of the programme and to deliver more economic basics at the beginning. Additionally, according to the needs of labour market, *Human Resource Management* should be integrated into the obligatory subjects, whereas the some mandatory subjects in the finance area could put together or could be electives.

The content of the subjects mostly is consistent with the type and level of the professional bachelor studies in economics in most cases and the set of subjects in the curriculum are mostly consistent with the type and the level of studies and, allegedly, with the programmes' aims, which would require some adjustments. However, the college should reconsider the contents of some subjects. For example, the title of the course *Mathematical Models of Business Solutions* is not only misleading, but it should also be part of *Finance Management*. Putting together *Economics of Investments and Innovation* is questionable. The graduates told the experts during the site visit that the subject *Document management* consisted of hand writing of letters. In the experts' opinion, nowadays this should not be content of a bachelor programme in the economic field. The expert support the intension mentioned during the meeting with the SER committee to widen the IT-competences of students, and subject of *Document management* would be a great opportunity to implement tools to widen aforementioned competences.

The College should once more consider the titles of the courses. For instance, titles like *International Comparative Accounting* or *Evolution of the Business Process* are unusual and, in some cases, misleading. Experts suggest changing these subject titles to titles which are common in international scope.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. The experts support the attempts of the staff to introduce innovative teaching and learning methods. Students the experts met highlighted this. The graduates in general were satisfied with the study programme, but wished less theoretical and more practical input. Additionally, some lists of main and additional textbooks contain a rather high number of references for the professional bachelor programme. For instance, the subject *Business Planning* should aim towards the professional skills instead of the wide academic coverage of the topics. The high number of sources (and the low number of copies available) leaves the focus of this course undefined. However, in general the usage of literature listed in the module descriptions seem to be low: the graduates and the students the experts met stated that scripts prepared by lectures are sufficient for preparing for exams.

The scope of the programme is sufficient to ensure achievement of most intended learning outcomes. Comparable with other economic programmes in VK, it tries to combine economic subjects with a more mathematical approach and business administration subjects. However, during the meetings with the SER-Committee, the experts were told that some courses in the study subject field are delivered together with other programmes and within these courses only the self-study objects differ. Although this approach in general is not to be criticized, the discussions with the administration and the SER-committee indicates, as already mentioned in section 2.1, that the focus

of the programme might need some adjustments in order to sharpen the differences to neighbouring bachelor programmes.

There is evidence that the content of the programme reflects the newer achievements in science. Most subjects have among the main textbooks the publications from recent years among them and textbooks in English (however, with a low number of copies) that most probably reflect newer achievements in science as much as possible on the textbook level. Additionally, some lecturers have published papers on topics close to the programme's field of teaching and have been active participants of different conferences and seminars. The course *Computer Information Management* and practical parts of several other courses cover the recent achievements of technologies on the level of professional bachelor programmes.

### **2.3. Teaching staff**

The self-evaluation report states (SER, p. 12, paragraph 12) that the Programme is implemented by 36 teachers. 19.5 percent of teachers have PhD (associate professors), other 80.5 percent have either a masters' degree or equivalent (lecturers). 25 percent of Faculty teachers are guest specialists – practitioners or university teachers. General subjects of College studies are taught by 5, and study field subjects are taught by 31 teachers. Doctors teach 31 per cent of the study field subject volume. In total there are 19 teachers (53 per cent), who have more than 3 years of practical experience (SER, Annex 3). 5 of them work in public institutions and business enterprises. Composition of teaching staff meets the requirements for the programme, foreseen in legal acts. There are 25 teachers (61 percent) with more than 15 years of pedagogical experience in the Programme (SER, Annex 3).

In the self-evaluation report it is said (SER, p. 13, paragraph 59, Table 5) that the age of Economics study programme academic staff is distributed in the following way: 25 percent under 40, 25 percent 40–49, 30 percent 50–59, 19 percent over 60. The age structure of the Faculty is rather favourable for conducting academic teaching and research.

Students' survey results, described in self-evaluation report (SER, pp. 12-13, paragraph 58), show that teachers' competence meet the students' expectations: according to surveys conducted in 2014-2016, 75 percent of programme students state that the learning material provided by teachers is clear, structured and coherent, students' creativity and ability to solve problems independently is encouraged; 80 percent of students consider the possibility of discussion and think they are heard during the lectures, teachers are ready to cooperate and provide consultations after the lectures. Nevertheless, during the meeting with current and graduate students, in addition to the information

provided in internal self-evaluation reports, experts witnessed that actual student satisfaction may be lower. Experts suggest looking into this issue, and redefining the survey to provide more realistic results, this issue is addressed in more context later in the report.

The SER (p. 13, paragraph 63) states that practical-professional experience is acquired in internships, conferences, performing applied scientific research, communicating with social partners, providing consultation activity. Teachers plan their scientific, methodical, organizational activity and skills improvement. The plan is made encompassing the goals, objectives and needs of the Economics Department and VK. Faculty takes into consideration pending issues and specifies the direction of competence improvement. Though experts found evidence that conferences are organized and some applied scientific research is being done, no direct evidence of internships for teaching staff was provided during the visit. In addition, yearly individual plans were not mentioned during the discussions. Administration could devise a plan which would allow achieving a better two-way communication between administrative and teaching staff. Against the background of delivering the programme in English, a special focus should be put on the development of language skills.

In SER (p. 14, paragraph 64) it is stated that when performing their activities, teachers follow the fields of scientific interests (as according to data presented in Annex 3). Teachers are involved in expert activity, perform scientific applied research, prepare presentations, press publications and methodical material (presented in staff's CVs, Annex 4). This information was partially confirmed during the visit, where staff members explained that they work within the field that they teach. However, experts agree that number of applied research and its international visibility could be increased.

The SER (pp. 14-15, paragraph 69) mentions that the Faculty annually organises the international scientific-practical conference "Economic development: processes and tendencies". The Association of Teachers of Economics of Lithuania (LEDA) established on the initiative of the Faculty teachers organises annual scientific-practical conference „Studies in a changing business environment“. Evidence of these was provided to the experts during the visit.

According to the same paragraph and Table 8 provided in the SER, 82 publications were produced during 5 years' time and published in journals, international databases, periodic and conference publications in Lithuania and abroad.

The SER (p. 13, paragraph 60) states that one group of students is enrolled in the Programme every year. On average, there are 29 students in academic group. The ratio of students and teachers is appropriate for successful implementation of the Programme: one teacher gets 23 students (according to Approval of Methodical of High School Real Resources Evaluation for

Social Sciences – the maximum limit is 30 students, by the Minister of Education and Science order No. V-1170, 1 July, 2011).

Workload of a teacher is designed according to Description of VK teachers Workload Composition and Accounting, based on Regulation approved by VK Academic Council 11 February, 2015, No. ATN-2. Teacher's workload (one post – 1520 hours during the school year) consist of: contact work with students (from 680 – 760 hours during the school year) – lectures, workshops, consultations, seminars, evaluation and non-contact work – teacher activity in applied scientific, methodical activities, preparation for contact work, qualification improvement and organizational activities, scientific applied research performance, participation in projects, etc. During the meeting with the staff, experts found out that some staff members are seriously concerned about the hefty workload and feel that it does not allow them to conduct the applied research properly.

In the SER (p. 13, paragraph 62) it is said that about 43 per cent of teachers are full-time and 57 per cent part-time. On average every year the employment contract is terminated or made by 2.4 (7 percent) teachers. During the visit, none of the groups raised any concerns regarding the turnover and from the meeting with the staff, graduates and students it seems that teaching staff's turnover is not problematic.

The SER (pp. 13-14, paragraph 64, figure 1) provides a graphic which shows that all the teachers of the Programme upgraded their professional, pedagogical and general competences. Nevertheless, this data lacks context and is hard to evaluate, as it considers only the fact that teacher participated in some qualification upgrade, whereas actual outcomes are not measured.

SER (p. 14, paragraph 65) states that the teachers of the Faculty also improved their skills by participating in VK international and partners' projects, which are described in detail in Annex 10. Nevertheless, a very large number of these projects were held in Lithuania and only few staff members were prominent participants. As already mentioned in section 2.2, this corresponds to the experts' opinion that only some members of teaching staff have sufficient knowledge of English language.

According to the SER (p. 14, paragraph 66), teachers gave lectures and participated in internship programmes in coordination with VK International Relations Office, which evaluates the financial resources and priorities of the Faculty. The number of teachers claiming for participation in Erasmus+ Exchange programme has always been bigger than financial resources. Teachers exploit the various form of international activity, e.g. make presentations in international conferences or participate in projects. However, experts found that this is a contradiction to the

language skills of staff, as only a few of teaching staff they met during their meetings have fluent English skills.

The SER (p. 14, paragraph 68) contains the following statements: *“each year the research on the student opinion about the Programme and the quality of studies, employers view about the studies, graduates opinion about the quality of studies, teaching quality, graduates integration into the labour market, teachers’ opinion about the management of the Programme and distribution of obligations is carried out. The results of the research are analysed and presented to the Study Programme Committee, academic staff and Round table discussions are organized. In view of the results of the survey, the Programme is updated, the study organization is improved and the analysis of some survey becomes the basis of reports and publications. Both teachers and students participate in the scientific activities”*. The experts have got acquainted with these surveys. However, from the discussions held during the visit, it seems that facts and figures extracted from those surveys seem to stay among administrative staff and teaching staff is poorly informed regarding the findings.

The SER (p. 15, paragraph 70) states that every 5 years a routine teacher assessment is carried out where teacher’s performance is reviewed during the tenure and compliance of activity to the position is assessed in VK departments. Nevertheless, during the meeting with students these had complains in this area. Therefore, the assessment might be not sufficient to assure quality of teaching staff and experts suggest looking into this issue.

#### **2.4. Facilities and learning resources**

The premises for studies are partly adequate both in their size and quality. Faculty has a sufficient amount of classrooms and spaces for students to study at. However, during the visit the expert team found that premises of VK are not prepared for students with physical disabilities. The experts did not see any ramps, lifts or any other infrastructure for students with disabilities during the visit. Expert team recognizes this as major concern, because studies in VK should be accessible to everyone who is able to study. Wireless internet connection is available to the students in VK facilities. There is a canteen and newly arranged leisure zone for the students. Also, copying services are easily accessible to the students as a printer is positioned in the corridors on every floor. During the visit, expert team received the impression that there is a need of renovation for some parts of the building, where study programme is implemented. This would include staircases and bathrooms. VK also has gym at 4<sup>th</sup> floor. Consequently, studies and games at the gym have to be organized in the way that noises do not disturb lectures on the third floor. During the visit, experts

also learned that in winter time temperature inside the premises is rather low and even a need to wear coats inside arises. Necessary adjustments to the facilities have to be made in order to create favourable environment for a study process.

In general, the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality. There are seven computer classrooms and the sufficient amount of computers present at Faculty of VK responsible for the implementation of the programme. All of the computers at the Faculty are equipped with necessary software for the students of the programme.

After examining material available on the study programme, expert team found that IT infrastructure of the VK is on rather high level. There is a number of software being used: SPSS program, accounting programs „Stekas“, „Stekas Plus“, enterprise performance modelling program „Kietas riešutas“, project management program „Microsoft Project“ and others. All of the specific software can be used by the students at computer classrooms outside of the lecture time as well. Expert team learned that students do not have access to this software at home and teachers are only offering to use trial versions of the software. However, expert team recognizes as a good practice that students are provided with free access to Microsoft Office 365 and can get all of the available software there to their personal computers. During a meeting with teaching staff, expert team found out that it would be beneficial to have some additional software, such as Eviews and Matlab available for use at study process.

The higher education institution has adequate arrangements for students' practice. Students have quite large selection provided to the students of the practice placements. Students are offered with possibility to choose practice placement in the website <http://www.gerapraktika.lt/> or to find an enterprise by themselves.

Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. The library of the VK seems to have a rather small amount of publications, but the number has been improving in recent years. There is a satisfactory improvement in the area, as VK has increased rates of acquisition of literature in English over past few years. There are magazines and databases subscribed, suitable for the programme students. All of the electronic resources of the library are accessible to students at home via VPN service. Expert team would like to stress that library is open for rather short period during the day. Library works until 6 p.m. from Mondays to Thursdays and only until 4.45 p.m. on Fridays. Library is not open on Saturdays and Sundays. Expert team recommends reconsidering opening hours of the library in order to provide students with sufficient access to physical learning resources.

#### ***2.4. Study process and students' evaluation***

The admission requirements to the study programme are clear and well founded. Students' admission requirements and rules are coordinated with Ministry of Education and Science of the Republic of Lithuania. Admission is being conducted in accordance with order established by LAMA BPO (Association of Lithuanian Higher Schools to Organize the Unified Admission).

There are a stable number of admitted students to the study programme every year. It seems that average competitive score for the admission to the study programme to part-time and full-time studies is rather low, ranging from 2,32 to 4,39 (SER, p. 18). A previous evaluation of the programme, as well as SER, indicate that this has negative impact on students' performance. VK should consider ways to improve admitted students' skills upon starting study programme or admit more prepared students.

The organisation of the study process ensures, in general, proper implementation of the programme and achievement of the intended learning outcomes. The academic year is divided into autumn and spring semesters. There are clear regulations on time table. Time table is approved by Dean every study year. Expert team noticed this as a good practice that students can propose change to the necessary timetable and study outside working hours, if there is a need. During the sixth semester students perform practice in private companies or public institutions. Practice process seems to be adequate and there is a system in place for students to choose placement for performing practice. Students are also able to do voluntary practice during other study semester. Recognition of the competence gained in practical work is offered for part-time students (SER, p. 32). Yet, this recognition is not offered for the full-time students and expert team believes that this possibility should be included for full-time students as well.

Expert team learned that there is a clear need for revision of some of the teaching methods used in the study process. As a weakness, it was also indicated in the SER and it was confirmed by the students and graduates. Section 2.2 in this report shows some of these weaknesses.

Students are provided with possibilities to choose variety of foreign languages. Languages offered for the programme students are English, German, French, Danish, Swedish, Norwegian and Russian. In the experts' opinion, this could be described as most promising, future-oriented and valuable in Lithuania.

Both students and graduates of the programme point practical work as a strength of the programme. However, as already mentioned, they also acknowledged that there is a clear need for more practical and project work in the study process. Teaching staff confirmed this statement as well, by expressing the need of more joint practical activities with the social partners.



Students are encouraged to take part in scientific, artistic or applied science activities. Club of Young Economist operates in the VK, providing students with possibility to further develop their skills in the field. Students participate in scientific activities through „Economist week“, taking part in scientific conferences and participating in Students' Scientific Society. Students prepare scientific papers and participate in various projects and competitions. Also, there is a variety of artistic activities which are cultivated at VK and students are able to join. It could be noted that there is rather actively working Students Council present at the Faculty which students are also welcome to join.

Students are provided with conditions to take part in mobility programmes. Possibilities for students to participate in mobility programmes are in place. VK has agreements with 38 ERASMUS partners. Expert team consider that rate of outgoing students could be higher as at the moment it varies from 1.1% to 7.5% (SER, p. 21, table 13). VK could be commended for introducing study subject in English in order to attract more students after previous evaluation. Also, during the visit expert team learned that there are 6 foreign students in the study programme. Sometimes the lectures for these students are delivered separately. VK should put more effort into integrating ERASMUS students to the study process of the local students in order to reap the benefit of international students.

There seems to be a good academic and social support system in place. Students are awarded with incentive grants and social security benefits. Criteria for receiving incentive grants are clear. SER (page 19, statement 99) indicates that incentive grants are awarded only for students in state funded places. However, current law of Studies and Science indicates that incentive grants must be awarded to students in non-state funded places as well. VK has to take appropriate measures in order to be in line with this regulation.

During the visit expert team found that generally most of the teaching staff is supportive of the students and is able to react to the needs of the students. Teaching staff provide consultations. Also, first year students have good special introduction to the study process in VK.

The system of assessing student achievements is clear, public, but not very appropriate to prove the achievement or the learning outcomes. Evaluation system of any particular study subject is clearly described in that study subject's description. Usually assessment is cumulative score. It remains unclear whether students have constant access to descriptions. It could be also noticed that assessment strategy for part-time students usually differs from full-time students, as in having almost the same excises as full-time students, but not as many of them. Yet there is no difference in indicating study subject result evaluation methods in study subject descriptions. It remains unclear whether full-time and part-time students are actually evaluated on the same level. Exception to this

is evaluation of practices, final thesis and language courses. During the examination of students' evaluation material, it was learned that the assessment of the study subjects is oriented to the content of the particular study subject and not to the learning outcomes. Exams are mostly tests or open questions, which require repetition of the content of the study subject. Expert team recommends to review assessment methods used in study subjects and to base them on measuring achievement of the learning outcomes.

During the review of the final thesis expert team found that variety of topics is rather limited. It was also found that there are a lot of works, which actually do the same analysis, only with different enterprises. Social partners confirmed that there should be more diverse list of topics on which students do their final thesis. Some of the final theses are not only very similar in their topics, but in the organization of the content as well. Expert team raises the concern of whether or not all of these works are actually in line with the academic ethics (i.e. plagiarism) and to what extent students are actually able to show their achievement of the learning outcomes.

Professional activities of the majority of programme graduates correspond more or less to the expectations of programme operators and employers. Most of the graduates quickly find their place in the labour market. During the visit expert team learned that graduates of this study programme are mostly middle chain workers and have rather high employment rate. However, it is stated in SER (p. 25, statement 137) average salary of the graduate is around 480 EUR, whereas the average salary in Lithuania is around 800 EUR before taxes. Therefore, VK should put some effort into finding out reasons for this difference and take appropriate actions.

The programme corresponds more or less to the state economic, social and cultural and future development needs, but more detailed evaluation should be provided. Each year VK surveys several Vilnius County enterprises for relevant competences in the field necessary for graduates. According to the survey done by VK there is a need of economists and graduates of the programme are doing well in labour market. However, there is a lack of more detailed analysis on how this study programme corresponds with state economic, social and cultural and future development needs, as already mentioned in Section 2.1.

Fair learning environment is mostly ensured. VK has its own Code of Ethics and students have to sign a Declaration of Academic Integrity at the beginning of their studies. There seems to be adequate number of measures to ensure fair learning. It is commendable that Students' Council take active part in prevention of academic dishonesty, yet it is also unclear what actions are taken in cases of academic dishonesty. VK uses electronic plagiarism detection service ESAS for study works and projects.

Finally, all procedures in regarding study process, its organization and making appeals are clearly defined in regulation of VK which are publicly available.

## ***2.6. Programme management***

The Programme is delivered by the Economics Department. Programme management is systematic and meets the standards. The Study Programme Committee (SPC) is responsible for the programme. The Head of Programme is also the Head of Economics Department (SER, p. 25).

Data is collected regularly. There are conducted on regular basis surveys in order to analyse the students', social partners' and graduates' attitude and opinion (SER, p. 26). Students are the most important source of information, but also academic staff plays important role in enhancement of the programme. Students are generally satisfied with their impact on the courses taught in the programme. According to interviews, if the problems occur, students report the problem to the teacher and, if the issue is not resolved, then to the Head of Economics Department. However, during the visit, there were discovered non-solved problems, although the teachers and the Head of Department were informed.

Evaluation is performed in different levels: teacher, department, Faculty and VK. Metrics are based on measures, development objectives, goals and results placed in the VK Integrated Development Strategy for 2020 Implementation (Action) Plan (SER, page 29). The plan is public accessible in English.

The academic staff is responsible for their teaching content and material, study methods, and evaluation of study results (SER, p. 26). The improvement of programmes has bottom-up approach – according to interviews, teachers continuously improve their classes, but the improvements are based on their experience and the improvements are not described with learning outcomes. According the teachers, they see no benefits in using learning outcomes, which might arise from the top-bottom system mentioned in section 2.1.

The stakeholders are directly involved in SPC (SER, pp. 25 and 27). The SPC includes 3 stakeholders' representatives, 4 academic staff and 1 students' representative. The Cooperation with stakeholders is in general good, but, as already mentioned above, it needs to be improved to reach more direct involvement of stakeholders to the programme (SER, p. 27). Employability of students is very high, so it might be a proof that the programme meets in general the market expectations, although, as already suggested in previous sections, this issue would require a deeper analysis. According to interviews, there are regular meetings with stakeholders. During the meeting with stakeholders, it has been stated that the form that stakeholders are supposed to use for the evaluation of students after internships is also used for feedbacks to VK. However, they do not get the

information from the College about the usage and value of their feedback to the programme. The College does not use the full potential of information, gathered from the graduates. According to interviews, they would like to be closer connected with College, e.g. by delivering some host lectures/workshops, but the College does not offer them this possibility.

The information about the study programme is public – it can be accessed through website of the university. It is easily accessible and available in English. However, it is very general – e.g. it does not contain the content of courses, information about teachers, and the structure of the study and other details. The expert team suggests updating contents of the page in English, and, as already mentioned, it would require a revision process to keep it updated.

### **2.7. Examples of excellence \***

The experts' team considers the introduction of a version of the programme delivered in English, which is also open for Lithuanian students, as an example of excellence.

### **III. RECOMMENDATIONS\***

1. The Programme should provide a more clear focus and definition of its aims, which should be preceded by a comparison between this study programme and other programmes issued by VK in the same or similar study fields.
2. The public announced information on the programme's aims and learning outcomes should be homogenised and updated.
3. The analysis of the relationship between the aims and the LO of the Programme, on the one hand, and the situation and prospects of the labour market, on the other, should be completed and carried out more systematically. Evaluation methods should be revised and oriented to the learning outcomes of the study subjects, and, in addition, more diverse topics of the final thesis have to be introduced.
4. The Programme should develop an effective cooperation with representatives from the business world, by devoting more attention to external partnership and the involvement of employers to the Programme, and by establishing specific strategies to address these shortcomings. The College should also provide information to stakeholders about the usage of their feedback. Based on data collected by programme management (e.g. feedback of students), the changes should be introduced by College.
5. VK should revisit the curriculum in order to sharpen the profile of the programme among other programmes in the same study field and reconsider the titles and sequence of subjects and introduce more lectures in English for Lithuanian students. VK should also take measures in order to introduce both full-time and part-time students to more of the subjects in English.
6. The process of improvement of the programme should deeper involve teachers so they could better recognize their role in the programme. The changes done by teachers should be included in syllabuses and should be described with learning outcomes.
7. Teaching staff needs more attention and improvement: innovative teaching and learning methods should be used more intensively, teaching staff should definitely improve their English language capabilities. Teaching staff should put more effort into improving teaching methods; and more practical work has to be introduced in the study process. This would allow teaching staff to perform more applied research, as workload would be allocated differently.
8. Teaching staff should be encouraged to perform more applied research.
9. Teaching staff could introduce a broader range of possible subjects for BA thesis.

10. VK has to make necessary improvement to the facilities in order to provide access to the students with disabilities and make necessary adjustments that facilities would provide more favourable environment for the study process.
11. VK should consider creating more flexible access to the physical learning resources.

#### **IV. SUMMARY**

The aims and the intended learning outcomes of the Programme are overall satisfactory. They meet, in general, legal and formal requirements. The programme objectives and intended learning outcomes mostly correspond to the type and cycle of studies, as well as the level of qualifications. Also, they are in general linked on academic and professional requirements, and more or less linked to the state, societal and labour market needs. Nevertheless, the part of the Programme devoted to aims and learning outcomes would require certain improvements since the Programme lacks of a clear definition of its aims, it requires an improved management of its LO, more efficiency in the process of disseminating information, and last, but not least, it is still not very successful in engaging employers. Additionally, the Programme would require a more forceful analysis on the relationship between aims and LO and the situation and prospects of the labour market

The curriculum design meets legal requirements. The experts welcome the introduction of an English version of the programme, which is open to Lithuanian students too. The overall structure and sequence of the programme is rational. However, some course titles and their contents could be reconsidered, especially for general study field courses and electives. The majority of study courses are spread evenly, but there is some overlapping in the contents of subjects. The content of the majority of subjects is consistent with the type and level of studies, but the content of the subjects could be evaluated as sufficient for the achievement of the intended learning outcomes and in order to sharpen the profile of the programme among other programmes. Although the basic literature on the reference lists for the majority of subjects in the curriculum contains also textbooks in English, the meetings with graduates and students indicate that reading books even in Lithuanian language are not recommended. The scope of the programme is sufficient to achieve the learning outcomes, but the amount of lectures in English outside the English version of the programme is rather low. The set of teaching methods in the programme is sufficient. But there is an impression, that the majority of courses use rather traditional methods, more intense use of teaching methods and materials interlinking more deeply theory and practice are recommendable.

The staff composition corresponds to the legislative requirements. Teaching staff is qualified and their qualifications seem to be adequate to ensure the learning outcomes. Teachers are somewhat engaged in research activities; however the quantity of applied research could be increased. Also, and in line with the low amount of lectures in English, there is a big need to increase the capability of teaching staff to communicate in English, especially taking into consideration the new program that is being run in English. There are enough staff members to

ensure learning outcomes. Nevertheless, workload of teaching staff could be readjusted. The teaching staff turnover is able to ensure an adequate provision of the programme. The higher education institution ensures condition for professional upgrading of staff, nevertheless the two-way communication of teaching staff and administration could be reconsidered as currently the process of qualification upgrading might be negatively impacted due to somewhat lack of top-down communication.

Facilities of the Faculty responsible for delivering the programme are sufficient. VK has necessary amount of classrooms. IT infrastructure is on rather high level. Services for students are also present: wireless internet, leisure zone, canteen, open access copying machines. However, facilities are not suited for students with disabilities in any way. As a result, students with disabilities could not be able to study in the programme. Also, facilities could be renovated, especially staircases and bathrooms. VK is making systematic improvement of acquisition of learning materials. However, access to these resources should be improved as library working hours are rather short. Generally, facilities are in need of improvement in order to provide more favourable environment for study process.

Organization of the study process and students' performance evaluation in the programme is satisfactory. Admission to the study programme is carried out in accordance to national regulations. Timetables are organized rationally and in line with student needs. Programme track in English was introduced in 2017. This is a welcome direction of the study programme. Students are also offered with possibility to choose variety of foreign languages to study. One of the strengths of the programme is its practical work; however, this aspect should be strengthened in the study process. Programme has mobility possibilities in place, but students should be more encouraged to benefit from them. College provides students with sufficient academic and social support. The experts' team found some serious issues with students' performance evaluation system in use. Student evaluation should be more oriented to the assessment of competences rather than to encouraging memorization of the subjects' material. Also, a larger variety of final thesis topics should be introduced.

Programme management is on satisfactory level. The process of improvement of the programme should have more systematic approach – the information collected from students, employers, graduates should be used for improvements and these groups should be broader informed about the usage of their feedback. Teachers should be more involved in the discussions about the programmes and the changes should lead to changes in learning outcomes in syllabuses.



## V. GENERAL ASSESSMENT

The joint study programme *Business Economics* (state code – 6531JX008 (653L17001) at Vilnius College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	2
	<b>Total:</b>	<b>13</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.

Grupės vadovas: Team leader:	Stephan Schöning
Grupės nariai: Team members:	Jakub Brdulak
	Ramon Ramon-Muñoz
	Tautvydas Marčiulaitis
	Ignas Gaižiūnas

Vertimas iš anglų kalbos

**VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *VERSLO EKONOMIKA* (VALSTYBINIS KODAS – 6531JX008) 2018-03-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-52 IŠRAŠAS**

## **V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus kolegijos studijų programa *Verslo ekonomika* (valstybinis kodas – 6531JX008) vertinama teigiamai.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>13</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)

<...>

## **IV. SANTRAUKA**

Programos tikslai ir numatomi studijų rezultatai apskritai yra tinkami. Jie tenkina oficialius teisės aktų reikalavimus. Programos tikslai ir numatomi studijų uždaviniai iš esmės atitinka studijų rūšį ir pakopą, taip pat suteikiamos kvalifikacijos lygį. Be to, jie atitinka akademinis ir profesinius reikalavimus ir daugiau ar mažiau susieti su valstybės, visuomenės ir darbo rinkos poreikiais. Vis dėlto, programos tikslų ir studijų rezultatų dalį reikėtų šiek tiek patobulinti, nes trūksta aiškaus programos tikslų apibrėžimo, reikalingas geresnis studijų rezultatų valdymas, veiksmingesnis informacijos sklaidos procesas ir ne mažiau svarbu yra tai, kad kol kas studijų programai nelabai sekasi įtraukti darbdavius. Be to, reikėtų labiau išanalizuoti sąsajas tarp tikslų ir studijų rezultatų, taip pat darbo rinkos situaciją ir perspektyvas.

Programos sandara atitinka teisės aktų reikalavimus. Ekspertų grupė geria studijų programos versijos anglų kalba, kuri taip pat siūloma ir Lietuvos studentams, pasirodymą. Bendra programos struktūra ir eiliškumas yra racionalūs. Vis dėlto, reikėtų peržiūrėti kai kurių dalykų, ypač studijų krypties bendrųjų ir pasirenkamųjų, pavadinimus ir turinį. Didžioji dalis dalykų yra tolygiai

išdėstyti, tačiau kai kur dalykų turinys kartojasi. Daugumos dalykų turinys atitinka studijų rūšį ir lygmenį, tačiau reikėtų įvertinti, ar toks turinys pakankamas numatomiems studijų rezultatams pasiekti ir studijų programos profiliui išskirti tarp kitų studijų programų. Nors daugumos dalykų rekomenduojamos pagrindinės literatūros sąrašuose yra nurodyti ir vadovėliai anglų kalba, pokalbių su absolventais ir studentais metu paaiškėjo, kad jiems nėra rekomenduojama skaityti net knygų lietuvių kalba. Studijų programos apimtis yra pakankama studijų rezultatams pasiekti, tačiau paskaitų anglų kalba ne angliškoje studijų programos versijoje skaičius yra nedidelis. Studijų programoje naudojamų dėstytojų metodų pakanka. Tačiau susidaro įspūdis, kad dėstant daugumą dalykų naudojami gana tradiciniai metodai, todėl rekomenduojama intensyviau naudoti dėstytojų metodus ir medžiagą, labiau siejant teoriją su praktika.

Personalo sudėtis atitinka teisės aktų reikalavimus. Dėstytojai yra kvalifikuoti ir jų kvalifikacija tinkama studijų rezultatams užtikrinti. Dėstytojai tam tikra apimtimi dalyvauja tiriamojame veikloje, tačiau taikomųjų tyrimų kiekį reikia didinti. Be to, kalbant apie nedidelį paskaitų anglų kalba skaičių, minėtinas poreikis tobulinti dėstytojų komunikacijos anglų kalba gebėjimus, ypač atsižvelgiant į naują studijų programos versiją anglų kalba. Yra pakankamai dėstytojų, kad būtų užtikrinti studijų rezultatai. Tačiau reikėtų perskirstyti dėstytojų darbo krūvį. Dėstytojų kaita leidžia užtikrinti tinkamą programos vykdymą. Aukštoji mokykla užtikrina personalo profesinio tobulinimosi sąlygas, tačiau reikėtų persvarstyti dvišalį dėstytojų ir administracijos bendravimą, nes šiuo metu kvalifikacijos kėlimo procesui gali būti daroma neigiama įtaka dėl nuo viršaus į apačią orientuotos komunikacijos stokos.

Studijų programą vykdančio fakulteto materialioji bazė yra tinkama. Vilniaus kolegijoje yra reikiamas auditorijų skaičius. IT infrastruktūros lygis gana aukštas. Studentams prieinamos šios paslaugos: belaidis interneto ryšys, laisvalaikio zona, valgykla, atviros prieigos kopijavimo aparatai. Tačiau materialioji bazė niekaip nepritaikyta studentams su negalia, todėl jie negali studijuoti šios studijų programos. Be to, materialioji bazė galėtų būti renovuota, ypač laiptinės ir tualetai. Vilniaus kolegija sistemingai gerina metodinių išteklių įsigijimo aspektą. Tačiau galimybė naudotis šiais ištekliais turėtų būti pagerinta, nes bibliotekos darbo laikas gana trumpas. Apskritai materialiąją bazę reikia gerinti, kad aplinka taptų palankesnė studijoms.

Studijų eigos organizavimas ir studentų pasiekimų vertinimas yra tinkami. Priėmimas į studijų programą vykdomas pagal nacionalinius teisės aktus. Tvarkaraštis sudaromas racionaliai, atsižvelgiant į studentų poreikius. 2017 m. pristatyta studijų programos versija anglų kalba. Tai yra teigiamas studijų programos pokytis. Studentams taip pat siūloma galimybė studijuoti įvairias užsienio kalbas. Viena iš studijų programos stiprybių yra praktinis darbas, tačiau šį aspektą reikėtų sustiprinti. Studijų programoje yra judumo galimybės, tačiau studentai turėtų būti labiau skatinami

jomis naudotis. Kolegija teikia studentams pakankamą akademinę ir socialinę paramą. Ekspertų grupė nustatė keletą rimtų studentų vertinimo sistemos trūkumų. Studentų vertinimas turėtų būti labiau orientuotas į kompetencijų vertinimą, o ne dalykų medžiagos mokymosi mintinai skatinimą. Be to, reikėtų įtraukti įvairesnių baigiamųjų darbų temų.

Programos vadybos lygis yra tinkamas. Studijų programos tobulinimo procesas turėtų būti sistemingesnis – iš studentų, darbdavių ir absolventų surinkta informacija turėtų būti naudojama programai tobulinti ir šios grupės turėtų būti plačiau informuojamos apie tai, kaip buvo atsižvelgta į jų suteiktą grįžtamąjį ryšį. Dėstytojais turėtų būti labiau įtraukti į diskusijas apie studijų programas, o vykdant pokyčius reikėtų atitinkamai koreguoti dalykų studijų rezultatus.

<...>

### **III. REKOMENDACIJOS**

1. Reikėtų nustatyti aiškesnę studijų programos tikslų kryptį ir juos aiškiau apibrėžti, tačiau prieš tai reikėtų palyginti šią studijų programą su kitomis Vilniaus kolegijos vykdomomis tos pačios ar panašios studijų krypties programomis.
2. Reikėtų suvienodinti ir atnaujinti viešai skelbiamą informaciją apie programos tikslus ir studijų rezultatus.
3. Reikėtų atlikti ir toliau sistemingiau vykdyti sąsajų tarp programos tikslų ir studijų rezultatų analizę, taip pat situacijos ir perspektyvų darbo rinkoje analizę. Vertinimo metodus reikėtų peržiūrėti ir orientuoti į dalykų studijų rezultatus, taip pat reikėtų įtraukti įvairesnių baigiamųjų darbų temų.
4. Turėtų būti vystomas veiksmingas bendradarbiavimas su verslo pasaulio atstovais, daugiau dėmesio skiriant išorės partnerystei ir darbdavių įtraukimui į studijų programą, taip pat nustatant konkrečias strategijas šiems trūkumams spręsti. Kolegija taip pat turėtų informuoti socialinius dalininkus apie tai, kaip buvo atsižvelgta į jų grįžtamąjį ryšį. Remdamasi studijų programos vadovybės surinktais duomenimis (pvz., studentų suteiktu grįžtamuoju ryšiu), kolegija turėtų diegti pokyčius.
5. Vilniaus kolegija turėtų peržiūrėti studijų turinį, siekdama išskirti studijų programos profilį tarp kitų tos pačios studijų krypties studijų programų, ir apsvarstyti dalykų pavadinimus bei seką ir įtraukti daugiau paskaitų anglų kalba, dėstomų lietuviams studentams. Vilniaus kolegija taip pat turėtų imtis priemonių, kad galėtų pasiūlyti daugiau dalykų anglų kalba tiek nuolatinėms, tiek iššestiniams studijų studentams.

6. Reikėtų labiau įtraukti dėstytojus į studijų programos tobulinimo procesą, kad jie galėtų geriau atpažinti savo vaidmenį studijų programoje. Dėstytojų įgyvendinti pokyčiai turėtų būti įtraukti į atskirų dalykų turinį ir aprašyti studijų rezultatuose.
7. Dėstytojams ir jų tobulėjimui reikėtų skirti daugiau dėmesio: novatoriški mokymo ir mokymosi metodai turėtų būti naudojami intensyviau; dėstytojams iš tikrųjų reikia pagerinti savo anglų kalbos mokėjimo lygį. Dėstytojai turėtų labiau stengtis tobulinti mokymo metodus; į studijų procesą reikėtų įtraukti daugiau praktinio darbo. Tai leistų dėstytojams vykdyti daugiau taikomųjų tyrimų, nes darbo krūvis būtų kitaip paskirstytas.
8. Reikėtų skatinti dėstytojus vykdyti daugiau taikomųjų tyrimų.
9. Dėstytojai galėtų įtraukti daugiau įvairesnių galimų bakalauro darbo temų.
10. Vilniaus kolegija turėtų atlikti reikalingus materialiosios bazės pagerinimus, kad užtikrintų galimybę studijuoti negalia turintiems studentams, ir atitinkamai pakoreguoti materialiąją bazę, kad aplinka taptų palankesnė studijoms.
11. Vilniaus kolegija turėtų apsvarstyti, kaip sukurti lankstesnes galimybes naudotis materialiaisiais ištekliais.

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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)