



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto  
**STUDIJŲ PROGRAMOS "BANKININKYSTĖ"**  
(*valstybinis kodas –6211JX012 (621L10002)*)  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF "BANKING"**  
(*state code – 6211JX012 (621L10002)*)  
**STUDY PROGRAMME**  
at Vilnius University

**Review' team:**

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3. **Prof. dr. Rohit Sonika,** *academic,*
4. **Mrs Vilija Jankauskienė,** *representative of social partners'*
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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<b><i>Bankininkystė</i></b>
Valstybinis kodas	6211JX012 (621L10002)
Studijų krypčių grupė	Socialiniai mokslai
Studijų kryptis	Ekonomika (J01)
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė, 1,5 metai Nuolatinė, 2 metai
Studijų programos apimtis kreditais	90 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinių mokslų magistras
Studijų programos įregistravimo data	No. 1-73, 31-08-2009

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<b><i>Banking</i></b>
State code	6211JX012 (621L10002)
Group of study field	Social sciences
Study field	Economics (J01)
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time, 1,5 years
Volume of the study programme in credits	90 ECTS
Degree and (or) professional qualifications awarded	Master in Economics (since 2017 admission, Master of Social Sciences)
Date of registration of the study programme	No. 1-73, 31 <sup>st</sup> August, 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. General***

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1	Protocols of administrative meetings regarding study programmes and their changes.
2	List of thesis topics.

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

Vilnius University (hereinafter: VU), founded in 1579, is the oldest and largest institution of higher education in Lithuania. The University comprises 19 core academic units: 11 faculties, six institutes (with two of them of the faculty status), three research and study centres, and eight core non-academic units. The University implements study programmes of three study cycles in the

areas of the humanities, social, physical, biomedical, and technological sciences; the total number of undergraduate (bachelor's) study programmes is 76, and the number of graduate (master's) and integrated study programmes is 106.

The Faculty of Economics (EF) was set up in 1940. The EF operates in compliance with the Statute of Vilnius University and is administered by the Council and the Dean. Currently, the EF has 9 Departments: those of Accounting and Auditing, Economic Informatics, Economic Policy, Finance, Qualitative Methods and Modelling, Marketing, Theoretical Economics, and Management, as well as the Centre of Economic Expertise and the Lab of Economic Information which carries out research and implements studies in respective fields.

The EF implements three first-cycle study programmes, as well as 17 second-cycle study programmes. The EF also implements doctoral studies in two fields: Economics (04S) and Management and Administration (03S).

Current programme has been established on 31st August, 2009. This programme underwent one evaluation in 2010. It had received an evaluation of 6 years without any conditions. 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.

#### ***1.4. 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 3<sup>rd</sup> of October.

- 1. Prof. Tiiu Paas (team leader)**, *professor, Faculty of Economics and Business Administration, University of Tartu, Estonia.*
- 2. Prof. Jose Maria Gil Roig**, *professor, Technical University of Catalonia, Spain and director, Centre for Research in Agro-food and Development Economics UPC-IRTA (CREDA).*
- 3. Prof. dr. Rohit Sonika**, *visiting professor, Aalto University, Finland.*
- 4. Dr. Vilija Jankauskienė**, *Lead of business development at UAB "Palink", Lithuania.*
- 5. Mr Martynas Rekštys**, *student of ISM University Management And Economics, Economics and politics bachelor study programme.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The *Banking* programme was set up to prepare highly qualified banking specialists; ideal candidates with good understanding of economic monetary policy theory and the role of central and commercial banking, trained to deal with modern day financial and economic problem while also regularly updating their knowledge and be socially responsible.

The *Banking* programme, set up in 1995, was last amended in 2007 and accredited in 2010 for a 6-year period, in accordance with the requirements of the Ministry of Science and Education, the Descriptor of General Requirements for Master's Study Programmes approved by the Order of the Minister, and senate of Vilnius University (2006).

The aims of the *Banking* programme are heavily linked to the critical understanding and assessment of issues and finding solutions local to Lithuania. The stated aims of the programme are relevant, in line with the demands of the national labour market, while also being relevant in a global setting.

Programme relevant information is available directly through VU and Faculty websites, and in print form through brochures. The programme also makes effort to present its offering in study fairs in Lithuania and other external events. No events outside of Lithuania were attended.

The stated learning outcomes cater broadly to established national and notable international qualification frameworks. Primary learning outcomes are based on analysis, systematising and critically evaluating economic and monetary policy issue of today, in the context of central and commercial banking. This is done through the understanding of relevant research, critically evaluate the research and present them to demonstrate critical and creative mindset.

The learning outcomes are assessed and updated on a regular basis, through its internal governance systems. The last update, in 2015, took in to consideration recommendations from prior consultation, while also taking in views from other external parties. These internal governance systems have allowed the programme to be developed through introduction of new courses (M&A and Ethics). The latter is especially relevant given the focus on banking.

The learning outcomes have clearly stated professional routes that the programme caters to. These learning outcomes do a decent job in bridging the requirements of VU, local government and economy, while also being internationally relevant. There is however little friction with the *Finance* offering, something already acknowledged in the SER and a potential proposal to merge the two programmes. The learning outcomes could also use clarity in the approach to theoretical application and expectations from the programme.

## **2.2. Curriculum design**

According to the Law on Science and Studies of the Republic of Lithuania, the scope of the study programme comprises 90 credits (120 ETC). The study volume is adequate and in general consistent with the intended learning outcomes, but the focus on self-study is yielding mixed outcomes. The studies in the master programme *Banking* lasts for 1.5 years (three semesters). The expected study volume for each semester is strongly regulated to an upper limit of 5 subjects during each semester; and the study volume of semester is 30 credits. During each of the three semesters, students study 5 subjects while also preparing and defending their independent research, which form a part of their final master thesis.

The *Banking* programme aims to provide depth to career aspirants, while heterogeneity of demand enforces the department to provide courses that are more expansive. This perhaps explains why the elective credits do not go the full extent as desired of a knowledge deepening programme. Another issue, raised by experts during the site visit, was the similarities between Finance and Banking study programmes. The curriculum has only minor differences and, during the meetings with students, it has been understood that students are attending same lectures. The review panel doubts the rationale of having two study programmes virtually the same. Yet, it has been stated in SER that this programme is going to be merged with Finance study programme in the upcoming year of 2018. Due to the similarities between two aforementioned programmes, the review panel would also like to note that master theses for this programme do not bring desired practice orientation, which is understood as a result of a faulty link between curriculum and learning outcomes. With the coming merger with *Finance* programme, the *Banking* programme could do well to restructure with clearly defined pathways, either as a specialist or a generalist.

The programme structure in general is in compliance with the international and national laws and regulations and the requirements of the VU and EF, e.g. the Law on Higher Education of the Republic of Lithuania; common prerequisites of the Ministry of Education and Science of the Republic of Lithuania (2007), regulations of the study programs of VU (2006), etc.

The aim, objectives and the expected study outcome are sufficiently well reflected in the curriculum design. The curriculum of the master programme in *Banking* consists of 666 contact hours (down from 736): 78 percent of contact hours relating to mandatory modules. The declining presence and significance of elective modules is unlike that of a knowledge deepening programme. Some benchmarking to competitive university programmes might be useful.

The programme provides opportunities for the development of students' research skills and for obtaining necessary expertise to present and publish their research results. Students have



opportunities to develop their analytical skills for conducting empirical studies. The program also provides the necessary flexibility and feedback for students to find and develop their own fields of interest for applying methodological tools for analysis and the prediction of financial and economic developments. However, some clarity on the structure of final theses is needed. At present, information on how it is organised is conflicting.

Largely, the presence of the *Banking* programme is visibly justified until the second semester. Surprisingly, the elective courses seem more directly relevant and less elective-like. The programme's integration with *Finance* programme is a welcome opportunity to spell-out pathways in to a banking career. Overall the curriculum is viewed as satisfactory.

### **2.3. Teaching staff**

The staff explicates good experience and competence to teach and supervise the research work of students according to the study programme and curriculum in *Banking*. The staff are in compliance with the requirements of the necessary legal acts. The size of the EF department makes the staff rather heterogenous in their sense of research and publication.

The staff, especially those hired in the interim, are well qualified in their respective research field to ensure the achievement of the stated learning outcomes of the *Banking* programme.

The staff composition is good in sense of its experience, academic competences and new ideas: nearly 25 percent of teaching staff on the programme are Professors, while 67 percent are at assistant or associate level. Relative to planned student size in recent years, the student-staff ratio of less than 2.5 is good. A third of the faculty of *Banking* programme are over the age of 50, balanced by a large pool of young assistant professors.

The SER has acknowledged that the turnover has been rather high in recent years, with the department seeking to recruit almost every year. While this is relatively common, some years have seen an unusual number of hires.

Overall, the staff seems to be motivated in their professional development, taking part in various national and international programs and networks and conducting research work in cooperation with various research partners. There is noticeable heterogeneity in the activities of professional development of the faculty members, particularly in the direction to deepen the internalization processes, but how this can be translated to the benefit of the *Banking* programme needs reviewing by the Faculty. The teaching load is rather diverse and that can partly be explained by the variability of the research and development activities of the faculty members.

The department has a visible gap in the absence of international academics visiting the department for the entirety of the last evaluation period. Hence, staff internationalisation and

programme quality might benefit through periodic residency from international faculty in the department, to facilitate active collaboration and learning of staff.

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

The University and the faculty of Economics provide an appropriate infrastructure to aid the academic learning process and enable students to develop relevant practical skills. Classrooms and laboratories are well equipped, while hardware and software are continuously updated and upgraded. The use of the Moodle virtual learning environment by both full-time and part-time students is to be welcomed. However, it is apparent that the system needs further development, with extra study material added for the benefit of students. The somewhat limited current use of the platform suggests the necessity for a plan to encourage more teachers to become involved in the Moodle system.

The library consists of a central facility to which all students have access. It is a modern building opened 24 hours the 7 days of the week. The library is quite well equipped in textbooks with many copies of the suggested books in the reference lists of the different courses. Moreover, the library has bought all the relevant databases in the economics field (EBSCO, ECONLIT, etc). Students are well aware of such facilities and use them. Each year, a material resource assessment is carried out for the purpose of reviewing learning resources and publications. However, the library has only SPSS statistics software programme available, which is not critically viewed by the review panel.

The faculty also has some of the most relevant statistical software, mainly, R, SPSS and Eviews available for the students. However, as meetings with students and alumni showed, there is no common software to be used. The election of the software heavily depends on the teacher. There is not any homogenous decision across departments. Teachers could try to homogenize the use of a unique software, available for use in the different courses in the future. As R is available, this could be the software used as it is free and students could download it in their computers.

Access to economic data is relevant in this master. In our visit to the library and in our meeting with social partners, we have checked that there is a good access to Lithuanian data (some agreement with the Ministry of Finance and the bank of Lithuania exist for this purpose). Access to EU data is also possible.

The SER report, supported by information gathered and observations made while visiting the University, confirms that the facilities and learning resources available for the programme are great for achieving the programme goals and learning outcomes and easily accessible. As it was aforementioned, the only criticism would be to homogenize the choice of software packages.

## ***2.5. Study process and students' performance assessment***

Admission procedures are generally regulated by the Ministry of Education and Science. They are specified by the regulations of the VU and the EF. The admission requirements and procedures seem to be clear for the applicants and they can follow these correctly and timely. The proportion of state-funded places in the *Banking* programme has not changed in the last few years, and still remains a limiting factor for student retention and attraction. This might be a reason for fewer intake in 2016, but this has not been thoroughly questioned.

Information about the admission procedures and the content of all programmes of the VU and EF are available through the internet and they are also published. Additionally, there are programme open days, individual invitations for discussions, study fairs etc. that provide extra information about study programmes and admission procedures. The competition for admission to the program in *Banking* has been very healthy. Consequently, the admitted students are highly motivated, showing potential above their peers in other programs in the EF department.

Relative to the number of students admitted, the dropout rates are worrying and while it is difficult to establish the exact cause, the department should look at ways to understand this. One line of thought could stem from the elongated thesis stretching throughout the programme, which is again unlike any Master-level programmes in Europe. Alternatively, if funding is an issue, the department could look at ways to invite private sponsorships.

The VU system of teaching, learning and assessment allows the programme to meet its main aims and objectives. The EF faculty and its support structure evaluate students' academic performance, giving them sufficient information and advice for their studies and if necessary also to provide some flexibility in designing their individual study plans and research activities. Research work is an integral part of master studies in *Banking*; it starts during the first semester, when the main research topic will be selected and preliminary working plan will be drawn. The process of preparation of the master theses gives possibilities for deeper specialization by the students within the master programme in *Banking*.

All information on study process, study abroad, administration, etc. are clearly advertised by EF, Vice Dean and also regularly updated on the VU website. Timetables are made available with sufficient notice for students to plan their studies.

The EF also participates in international exchanges and mobility of staff and students. On the students' front, there are specific demographic issues that make it difficult to market the mobility opportunities. There is however sufficient potential here to mould the offerings of the programme to better cater to the specific demography.

Students are provided generous support during medical needs to ensure education continuity. VU also has an active student union which is also very supportive towards integration and redress. EF staff and support have office hours but students are also encouraged to contact them to seek redress to their issues. The relationship between students and faculty members seems to be good and students have the necessary academic support during their studies.

Students in the *Banking* programme are also supported through financial disbursements, which are mainly of academic nature. Other social, disability and Socrates/Erasmus scholarships are also available for students. The EF's collaboration with Bank of Lithuania is particularly noted and should be emphasised.

Procedures for examination, complaints and redress to issues are also clearly stated in the VU Study Regulation and EF Appeals Commission. Further information on VU Dispute Resolution Commission is provided clearly.

The assessment of students' achievements is actively monitored. Implementation of teaching methods and knowledge assessment problems are regularly discussed during the departmental meetings. Assessment forms vary and are implemented regularly during the semesters. At the end of the semester examinations' results are discussed at the department meeting. Remarkable attention is paid to students' individual research work, which is undertaken during the whole study period. Students receive regular feedback to their research results, as is appropriate.

While assessments methods are diverse, the EF might benefit from evaluating which methods serve its students better, given that most of them are in full-time/part-time jobs and are inundated by workload, leading to dropouts. For a programme that is determined to be very practice oriented, written exam does not seem very relevant.

The master theses are prepared according to the VU and EF regulations and reflect programme aims and the intended learning outcomes. The work with master theses stretches through all semesters of the programme, which is part good planning for faculty, but also additional workload for students (in addition to 5 courses per semester). The requirements for preparation and defence of the theses are clearly outlined and ensure good quality of the final theses.

The *Banking* programme illustrates good cases of graduated students taking important positions in society, including positions of importance, recognition and culture. These are examples of national validity that the programme ought to market.

While the programme and associated staff are internationally inclined, the students and their circumstances do not make them so, by default. This is an area where the programme could focus on making itself nationally relevant at an international stage.

## **2.6. Programme management**

Activities of the EF are coordinated by the Board and the Dean. The Study Programme Committee of *Banking* coordinates all activities pertaining to the programme. The main aim of the committee is to improve integrity of its programme offerings. It also seeks feedback to improve its programme output, while also acting as a coordinator for daily implementation of activities relating to the programme. The preparation of course descriptions are delegated to academic staff, who then send it to the department/ committee for approval.

The quality of *Banking* programme is controlled by the Study Programme Committee. Assessment fields include learning outcomes, subjects' content, teaching and learning methods, the conformity of the expected study outcomes with the labour market needs, etc. The study results and quality of the study programs are assessed in the end of each semester in the departments and by the committee.

The programme committee actively seeks involvement from students, university and external parties through surveys and feedback to improve its programme offerings. From students and alumni related to the programme, feedback is sought on matters specific to the course as well as in general concerning the overall programme. Response rate is typically good.

The EF management put serious attention on the assessment and development of all study programmes of the Faculty. The system of regular surveys of the graduates of bachelor and master studies are well elaborated. The feedbacks from the graduates are regularly discussed by the faculty members and the improvements in teaching methodology, teaching materials, curriculum design etc. are regularly suggested. That validates that this programme is under continuous evaluation, which lays the framework for further improvement in quality of the programme. The VUSIS system is the main resource of the faculty which is used to edit and revise all curricula as well as administer student records.

In addition, staff makes use of Moodle for engaging with students on all matters relating to their course. This VLE provides staff with sufficient latitude to enable and enforce self-learning.

Even though the programme is managed sufficiently and the mechanism for management exists and operates within the university, it is noted that the programme has strong similarities with Finance study programme. It has been noted also at the last evaluation (carried out in 2010), and one of the recommendations/suggestions was to merge Finance and Banking study programmes. It has been more than 6 years at the point of this evaluation and this suggestion has been considered only now and no timely measures were taken, which, in the view of review panel, is a sign of weak programme management to bring about desired changes.

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

1. The review panel sees an urgent need to merge the *Finance* and *Banking* programmes, and make efficient improvements to the combined programme, so that there is a sense of relevance and value addition over other postgraduate and undergraduate programmes. This also provides the opportunity to clarify explicitly, in terms of the learning outcomes and career pathways, how the merged programme would cater to generalists or specialists.
2. Staff is adequate and motivated, but research productivity could be improved.
3. Study process seems good, with some room for improvement in clarity of information.
4. International exchange needs to be either be stressed upon or re-evaluated for relevance to the programme.
5. Programme management needs an overhaul to ensure the merged *Finance* and *Banking* programmes is well integrated with other offerings of the EF faculty to avoid future duplications of programmes.
6. Concerning programme management, the pace of development and change needs to be improved.

#### **IV. SUMMARY**

The learning outcomes have clearly stated professional routes that the programme caters to, are publicly accessible and visible. These learning outcomes do a decent job in bridging the requirements of VU, local government and economy, while also being internationally relevant. The learning outcomes could also use clarity in the approach to theoretical application and expectations from the programme.

The Banking programme aims to provide depth to career aspirants, while heterogeneity of demand enforces the department to provide courses that are more expansive. Another issue, raised by experts during the site visit, was the similarities between Finance and Banking study programmes. Yet, it has been stated in SER that this programme is going to be merged with Finance study programme in the upcoming year of 2018. With the coming merger with Finance programme, the Banking programme could do well to restructure with clearly defined pathways, either as a specialist or a generalist.

Overall, the staff seems to be motivated in their professional development, taking part in various national and international programs and networks and conducting research work in cooperation with various research partners. There is noticeable heterogeneity in the activities of professional development of the faculty members, particularly in the direction to deepen the internalization processes. Staff internationalisation and programme quality might benefit through periodic residency from international faculty in the department, to facilitate active collaboration and learning of staff.

The University and the Faculty of Economics provide an appropriate infrastructure to support academic learning process and enable students to develop relevant practical skills. The faculty also makes available to students some of the most relevant statistical software, mainly, SPSS, Eviews and R. There is not any homogenous decision across departments in application of proper software, and it solely depends on the lecturer's choice. The library is well equipped in textbooks with many copies of the suggested books in the reference lists of the different courses. Moreover, the library has bought all the relevant databases in the economics field (EBSCO, ECONLIT, etc). The use of the Moodle virtual learning environment by both full-time and part-time students is to be even more welcomed.

The Banking programme illustrates good cases of graduated students taking important positions in society, including positions of importance, recognition and culture. These are examples of national validity that the programme ought to market. While the programme and associated staff are internationally inclined, the students and their circumstances do not make them so, by default.

This is an area where the programme could focus on making itself nationally relevant at an international stage.

Even though the programme is managed sufficiently and the mechanism for management exists and operates within the university, it is noted that the programme has strong similarities with Finance study programme. It has been noted also at the last evaluation (carried out in 2010), and one of the recommendations/suggestions was to merge Finance and Banking study programmes. It has been more than 6 years at the point of this evaluation and this suggestion has been considered only now and no timely measures were taken, which, in the view of review panel, is a sign of weak programme management to bring about desired changes.



## V. GENERAL ASSESSMENT

The study programme *Banking* (state code – 6211JX012 (621L10002) at Vilnius University 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	3
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	2
	<b>Total:</b>	<b>17</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:	Tiiu Paas
Grupės nariai: Team members:	Jose Maria Gil Roig
	Rohit Sonika
	Vilija Jankauskienė
	Martynas Rekštys

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS  
BANKININKYSTĖ (VALSTYBINIS KODAS – 6211JX012) 2017-12-28  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-256 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus universiteto studijų programa *Bankininkystė* (valstybinis kodas – 6211JX012) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>17</b>

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų rezultatai aiškiai nurodo profesines kryptis, kurioms skirta ši studijų programa, jie viešai prieinami ir matomi. Studijų rezultatai tinkamai suderinti ir susieti su Vilniaus universiteto (toliau – VU), vietos savivaldos ir ekonomikos reikalavimais, taip pat aktualūs tarptautiniu mastu. Studijų rezultatai galėtų padėti aiškiau suprasti, kaip taikyti įgytas teorines žinias ir kokie šios studijų programos lūkesčiai.

Studijų programa *Bankininkystė* siekiama suteikti galias žinias ir įgūdžius karjeros siekiantiems asmenims, tačiau poreikio nevienodumas verčia katedrą siūlyti plačios apimties dalykus. Kitas per vizitą ekspertų iškeltas klausimas – studijų programų *Finansai* ir *Bankininkystė* panašumas. Tuo labiau, kad savianalizės suvestinėje nurodyta, kad per ateinančius 2018 m. ši studijų programa bus sujungta su studijų programa *Finansai*. Po to, kai ateityje bus sujungta su studijų programa *Finansai*,

programa Bankininkystė galėtų būti tinkamai pertvarkyta su aiškiai apibrėžtais karjeros keliais: ar ji bus bendrojo pobūdžio, ar specializuota studijų programa.

Dėstytojai motyvuoti ir siekia tobulėti profesinėje srityje, dalyvauja įvairiose nacionalinėse ir tarptautinėse programose bei tinkluose, vykdo mokslinius tyrimus bendradarbiaudami su įvairiais mokslo partneriais. Fakulteto dėstytojų profesinio tobulėjimo veikla nevienoda, ypač gilinant internalizacijos procesus. Dėstytojų tarptautiškumą ir programos kokybę galėtų pagerinti periodiškai katedroje dirbantys tarptautiniai dėstytojai, palengvėtų aktyvus bendradarbiavimas ir personalo mokymasis.

Universitetas ir Ekonomikos fakultetas suteikia tinkamą infrastruktūrą, kurios reikia akademiniam mokymosi procesui, ir sudaro sąlygas studentams ugdyti reikiamus praktinius įgūdžius. Fakultetas taip pat suteikia studentams svarbiausią statistinę programinę įrangą, daugiausia SPSS, Eviews ir R. Katedrose nesutariama, kuri programinė įranga tinkamiausia, todėl jos pasirinkimas visiškai priklauso tik nuo dėstytojo. Biblioteka gerai aprūpinta vadovėliais, yra daug skirtingų dalykų rekomenduojamoje literatūroje nurodytų knygų egzempliorių. Be to, biblioteka įsigijusi visas reikiamas ekonomikos srities duomenų bazes (EBSCO, ECONLIT ir kt.). Tiek nuolatinų, tiek išėstinių studijų studentai turėtų dar aktyviau naudotis virtualia mokymosi aplinka Moodle.

Studijų programoje Bankininkystė matomi puikūs studijas baigusiųjų studentų pavyzdžiai, kurie užima svarbias pareigas visuomenėje, yra pripažinti, pasiekę kultūros srityje. Tokie šaliai aktualūs pavyzdžiai rodo, kad ši studijų programa turėtų būti teikiama rinkai. Nors studijų programa ir ją vykdančios dėstytojai linkę į tarptautiškumą, tačiau to negalima pasakyti apie studentus ir jiems sudarytas aplinkybes. Tai yra sritis, kuriai reikėtų skirti daugiausia dėmesio, kad studijų programa būtų aktuali šalies viduje ir tarptautiniu mastu.

Studijų programos vadyba pakankama, vadybos mechanizmas sukurtas ir veikia universitete, tačiau pastebima, kad ji labai panaši į studijų programos Finansai. Į tai atkreiptas dėmesys per praeitą vertinimą, kuris atliktas 2010 m., ir viena iš rekomendacijų bei pasiūlymų buvo sujungti studijų programas Finansai ir Bankininkystė. Po vertinimo praėjo daugiau nei 6 metai, o šis pasiūlymas buvo svarstomas tik dabar ir nebuvo laiku imtasi tinkamų priemonių, o tai, ekspertų grupės nuomone, rodo silpną studijų programos vadybą, kad būtų pasiekti pageidaujami pokyčiai.

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### III. REKOMENDACIJOS

1. Ekspertų grupė mano, kad reikia kuo greičiau sujungti studijų programas Finansai ir Bankininkystė ir žymiai patobulinti jungtinę studijų programą, kad būtų akivaizdu, jog ji aktuali ir suteikia pridėtinę vertę, palyginti su kitomis magistro ir bakalauro studijų programomis. Kalbant apie studijų rezultatus ir karjeros kelius, tai būtų galimybė aiškiai išdėstyti, kaip jungtinė studijų programa galėtų tikti bendrųjų ar specialiųjų įgūdžių specialistams. Vertinimo grupė rekomenduoja ir toliau plėsti studentams prieinamus katedros išteklius, atitinkančius studentų kūrybinės veiklos ir savarankiško mokymosi poreikius.
2. Personalas tinkamas ir motyvuotas, tačiau reikia gerinti mokslinių tyrimų produktyvumą.
3. Studijų procesas tinkamas, tačiau reikėtų aiškiau viešinti informaciją.
4. Tarptautinius mainus reikia arba stiprinti, arba pakartotinai įvertinti atsižvelgiant į studijų programos aktualumą.
5. Iš naujo nuodugniai apsvarstyti studijų programos vadybą ir užtikrinti, kad sujungtos studijų programos Finansai ir Bankininkystė būtų tinkamai integruotos į kitas EF siūlomas programas, siekiant išvengti studijų programų dubliavimosi ateityje.
6. Kalbant apie programos vadybą, reiktų gerinti studijų programos tobulinimo ir pokyčių tempus.

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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)