



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
STUDIJŲ PROGRAMOS "EKONOMIKA"
(valstybinis kodas – 6121JX015 (612L10002))
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "ECONOMICS"
(state code – 6121JX015 (612L10002))
STUDY PROGRAMME
at Vilnius University

Review' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ekonomika</i>
Valstybinis kodas	6121JX015 (612L10002)
Studijų krypčių grupė	Socialiniai mokslai
Studijų kryptis	Ekonomika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė, 4 metai
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinių mokslų bakalauras
Studijų programos įregistravimo data	No. 1-01-89, 31-08-2009

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Economics</i>
State code	6121JX015 (612L10002)
Group of study field	Social sciences
Study field	Economics
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time, 4 years
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor in Social Sciences
Date of registration of the study programme	No. 1-01-89, 31 st 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	Information on vision and mission statement of Vilnius University (VU) and Faculty of Economic provided in the University and Faculty webs.

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. Doctoral students may study in almost 30 areas of science, and residents in more than 50 study programmes.

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).

The first-cycle Study Programme in Economics has been executed since 1992. The previous external evaluation of the Programme was conducted by SKVC (the Centre for Quality Assessment in Higher Education) in 2011. The Programme received a positive evaluation and was accredited for six years. During the programme implementation process, the recommendations of the previous evaluation has been taken into account, e.g. study courses have been revised upon the necessity, the involvement of social partners and foreign lecturers in study process has been step by step increased etc. 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 2nd 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

Programme aim, objectives and learning outcomes are elaborated relying on the mission and vision of Vilnius University and its Faculty of Economics, as well as on basic requirements for setting programmes' aims and outcomes. The study programme in economics strives to educate good specialists, who are competitive in European and Lithuanian labour markets and can address economic development challenges relevant for Lithuania and internationally. More specifically the study programme in Economics aims to prepare specialists with a broad university education in the field of economics who are able to administer finance, execute monetary and fiscal policies while working in national and regional institutions, ministries, banks, municipal organisations and business enterprises (SER, p.7). Thus, the programme aims are very comprehensive and their fulfilment requires preparation of specialists who have broad view on economic processes and also specific knowledge and skills for working in institutions and organisations and managing different activities.

Programme objectives and learning outcomes in general correspond to the type and cycle of studies as well the level of qualifications. Following the defined objectives and learning outcome of the programme in Economics, students have possibilities to acquire professional abilities necessary for dealing with the problems in the fields of international economics, public economy, business,

finance and banking and to develop abilities for critical thinking, communication and research. The information on programme objectives and expected learning outcomes are publicly announced through the electronic systems of the Faculty, as well University. Additional information on programme objectives and expected learning outcomes is provided in several promotional events, in which social partners also take part. Thus, it is possible to summarize, that the program aim, its objectives and defined learning outcome create general framework for the development and implementation of the BA programme in Economics.

According to the information the experts got during the site visit, students sometimes miss detailed information on the expected learning outcomes of some study courses and this leads them to the conclusion that study courses and their outcomes are somewhat duplicative. Thus, the expected learning outcomes should be explained very clearly and discussed with students in the beginning of all study courses, in order to avoid such situations of misunderstanding. That would also eliminate the situation where students are not fully aware of their obligations and expected study outcomes. In addition, internalisation targets of the study programme should be reflected clearer in the defined learning outcomes. It is also recommendable to systematically discuss the aim, objectives and expected learning outcomes and their consistency with the study cycle level and expected qualifications during the whole study process, involving all stakeholders in these discussions and considering quick changes in Lithuania's and international socio-economic environment. It is also important to take possible impact of demographic trends on the educational markets into consideration, as it is seen that number of enrolling students is decreasing.

2.2. Curriculum design

The scope of the Study Programme Economics makes up 240 credits and lasts 4 years. The programme structure is in line with the legislative requirements, offering the maximum amount of credits that is necessary for the Bachelor degree. Thus, the scope of the programme is sufficient to achieve the defined learning outcome. The Programme in Economics is designed for 8 semesters. The scope of credits is divided equally between semesters, comprising 30 credits per semester. Thus, students have ordinarily 5-6 different study courses during the semester. The first four semesters encompass the studies of general subjects of university education and basic disciplines, necessary for studying Economics and being supportive for further specialisation (e.g. macro- and microeconomics, theory of finance, statistics, mathematics, information and communication technologies, accounting and analysis). The third and fourth years (semesters V-VIII) are directed to studying deeper specialisation in the fields of Banking, Finance, Economic Analysis, International Economics and Public Sector Economy. The study programme offers elective subjects

besides compulsory. Students have necessary flexibility for choosing subjects for deeper specialisation.

Thus, the curriculum structure in general complies with the aim and objectives of the programme, creating necessary study framework for achieving expected learning outcomes and fulfilling very extensively defined programme aims. Study courses and modules are offered in a consistent manner. At the same time, some specialisation modules and the contents of study courses presented in the syllabus generate threats for duplications. That seems to be more evident in the case of banking, finance and international economics. In addition, students recognised that the content of some of these specialisation modules and study subjects are duplicative. The review panel suggest that this is an issue that should be addressed in a prompt manner, as specialization is understood to offer different contents, yet, if the subjects are the same in all of the specializations, it contradicts the idea of having narrowed down approach. Programme Committee and other stakeholders have possibilities to regularly check and make proposals for changes, considering whether subjects or topics are duplicative and weather the content of subjects corresponds with the type and cycle of studies and to new developments in economics and technology. The review panel suggests that Programme Committee has to use these possibilities even more efficiently. It is recommendable to revise the curriculum considering possibilities for declining the number of specialisation modules, which would help avoiding threats of repeating some Bachelor level study courses during the master level studies. It has been found during the evaluation of different study programmes in the same faculty that some of the courses that are offered for Bachelor degree are also offered for Master's level. Continual improvement of the quality of final theses deserves additional attention, e.g. better overview of internationally relevant scientific literature, implementation of more advanced quantitative and qualitative research methods for conducting socio-economic analysis, good links between theoretical and methodological framework and practical outcome of the research.

Teaching methods used by the implementation of the programme are sufficiently novel, but there is still room and necessity for their development, taking into account that University and Faculty are offering good infrastructure and resources for regular training of staff. Development of teaching methods is also necessary, considering that students' number is declining and heterogeneity of students' groups in sense of their educational background is increasing. That requires implementation of new relevant teaching methods directed to improvement of learning abilities of all students. Development of teaching methods is also necessary following the needs for good integration of theory and practice and for expanding students' abilities to implement acquired knowledge and skills for solving several practical problems that often require cross-disciplinary

approaches. These developments should also be reflected in continual improvement of quality of final theses and in selecting theses' topics.

2.3. Teaching staff

The staff involved in the implementation of the programme in Economics meets legal requirements. All teaching staff members have necessary education and academic background, as well as teaching experience. Taking into account that the number of students' candidates and admitted students is declining, the ratio of academic staff per students is improving. That creates good possibilities for the implementation of new active teaching methods and development of students' learning abilities. The qualifications of teaching staff are adequate to ensure learning outcomes and develop students' knowledge, skills and research abilities, including good supervision of bachelor thesis and internships, in collaboration with social partners.

In general, the age structure of teaching staff is not dramatically biased towards old-age faculty members. Around two thirds of teaching staff are in age between 25-54 years. The most problematic issue in age composition of teaching staff is in lack of young staff members that have higher academic positions. The share of professors in age 55 and older is 78% (only two professors are younger) and associate professors 65% (only 9 associate professors are younger than 55 years among the teaching staff that includes around 75 persons). The University and Faculty offer necessary conditions for regular upgrading of teaching staff. Although teaching staff has not sufficiently well used their possibilities for the participation in several upgrading activities, particularly in using possibilities for sabbatical and internalisation activities. Development of teaching staff international exchange is continually necessary, creating thereby possibilities for improving research activities and widening participation in international projects and networks. Concrete effective stimulus for the improving of teaching staff motivation to upgrade their qualifications, develop international mobility and research quality as well as for supporting academic career development of young faculty members should be elaborated and implemented. These necessities are also recognised by the Faculty administration and the expert panel acknowledges these developments.

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

Entrance requirements for the candidates of the study Programme in Economics are well-founded, consistent and transparent following the rules and procedures fixed by the Ministry of Education and Science of the Republic of Lithuania and Vilnius University and those are publicly available through the university web. Admission to each Study Programme of the University is competitive and based on the clearly settled entrance score, which calculation rules are publicly available (e.g. see <http://www.ef.vu.lt/studijos/stojantiesiems/konkursinio-balo-sandara>).

Information on entrance conditions is also regularly provided during the Study Fairs, 'Public Open Days', etc.

The organisation of the study process of the programme in Economics fits the rules and regulations settled by several institutions of the University and Faculty. All stakeholders of the programme have possibilities to be well informed on the goals and learning outcomes of the programme, as well as the implementation of the programme. Information on the study process (study calendar, timetables of lectures and examinations, optional courses and modules, the procedure of assessment and retaking the examinations), international mobility programs, tuition fees, grants, funding of studies, etc., is well available and this information is regularly updated on the Faculty website (<http://www.ef.vu.lt>). Programme Committee is responsible for the development and implementation of the programme trying to discuss regularly the programme development issues with employers, graduates and students. Students' dropouts and the reasons behind the dropouts are systematically analysed and discussed with students and other stakeholders. During the period under investigation (2011-2016), on average 16% of students do not complete their studies: about 11% in state-financed places and 26% in places not financed by the state. This amount of dropouts is not dramatically high, but still needs permanent attention and relevant measures helping students in the conditions when they need help. The rules for the solving several disputes arising during the implementation of the programme are settled. For instance, the Dispute Commission of the Faculty, which consists of teaching staff and Students' Representation members, resolves disputes between the teaching staff and students. The Students' Representation of Vilnius University deals with various problems of the students, defends their interests, takes care of their academic and social welfare, organizes events of culture, fosters University traditions of student life, helps first-year students in their integration into the University community, etc. The expert commission noticed during the meeting with students, that not all students are sufficiently well-informed on their rights and possibilities for getting several support during their study process. Thus, students' organisations should be more active in integrating students and helping them, if somebody needs support.

Teaching staff is responsible for ensuring that students adhere to the norms of honesty during examinations and while accounting for written assignments. Plagiarism detection system has been installed at VU, which makes it possible to compare students' final thesis and other written assignments with the works accumulated in the database of the system. Academic supervisor is responsible for checking whether the submitted work has not been plagiarised.

Students of the programme in Economics have good possibilities to take part in international mobility programs. The number of students participating in these programs are year by year

increasing. The Faculty has almost 80 Erasmus agreements with several foreign universities. The Faculty of Economics is also popular among the incoming students who come to study at VU. For instance, in 2016 from 600 students who arrived to study at VU 150 chose the disciplines for their studies at the Faculty of Economics. That indicates that Faculty of Economics has good potential for the development of internalisation. Students of the programme in Economics have good possibilities to take part in yearly scientific conferences as well in several leisure activities (sport, music etc). Students have possibilities to get some social and accommodation support. The main form of social support to students is financial allocations. Students may be eligible for special grants for academic excellence, social grants, single social allowances, single special social allowances etc. Another form of social support is loans provided to the students by the state (administered by the State Studies Foundation) and allowances for students with disabilities. Information on the procedure of allocating and disbursing the above allowances is accessible on the VU website.

Thus, Vilnius University and Faculty of Economics have created necessary framework for the implementation of the study programme in Economics. During the meeting with the expert team, some students expressed their willingness and readiness to be more widely involved in the programme development process. Thus, it is recommendable to involve students continually in the development and implementation of the study program stimulating them to be more active in internalization processes and using English language in their study and research activities. Following several discussions with students and other stakeholders and also relying on similar BA level programmes in other European universities, the review team encourages Faculty to consider possibilities to limit study program with the 3-years-lasting studies. 3-years-lasting study programme may also encourage students to spend, if possible, additional year in Erasmus or other international exchange programmes.

2.6. Programme management

Vilnius University has settled clear rules and guidance for quality assurance system of all the programmes of the University and the Faculty of Economics considers these rules correctly. Information of outcomes of internal and external evaluations of the programmes are public, relevant and easily assessable and this information has been as a rule also taken into account by the implementation and development of the programmes. This approach is also relevant for the programme in Economics.

The most remarkable burden and responsibility in the development and implementation of the programme in Economics belongs to the Programme Committee who is working in the collaboration with the Faculty departments and is accountable to the Faculty Council reporting to

the Council at least once a year. The representatives of academic staff, students and social partners compose the Committee. The Committee systematically collects and analyses feedback from several units of the Faculty, students, graduates, academic staff and social partners. The system for monitoring programme's implementation and decision-making processes are clearly settled in the Faculty of Economics. This information is also available through internal information systems. The results of feedback analysis are considered by the improving study process, developing syllabuses and bringing out the reasons of students' dropouts and declining competitions for studying in the programme. Thus, in that sense the quality assurance system is effective and efficient. The commission noticed and that was mentioned in the SER, that there is still "*some lack of equilibrium between those who bear formal responsibility for the quality of studies and those who use those important levers ensuring the quality of studies in practice*" (SER, p. 41). Main responsibility for the quality of studies in the Programme lies with the Study Programme Committee. At the same time, the departments – being responsible for the selection of the teaching staff and for the quality of the implementation of separate course units – have important levers that influence students' assessment of the study quality. Thus, it is recommendable to consider these issues further by the Faculty Council and/or other relevant institutions of the Faculty in order to make the allocation of responsibilities and practical activities between the programme committees and departments more clear. During the visit, the expert team also noticed that there is still room for the development of more effective cooperation with social partners and for the implementing stimulus that can increase social partners interests to actively participate in Economics programme development and implementation processes. These necessities are also recognised by the Faculty administration and the expert commission acknowledges good cooperation with the Bank of Lithuania in developing new Bachelor programme in Quantitative Economics, which will be conducted in English language. Similar activities are also highly recommendable in the development of the first level Economics programme in Lithuanian language.

III. RECOMMENDATIONS*

1. To revise the curriculum considering possibilities for declining the number of specialisation branches and avoiding threats for duplication of the content of some courses.
2. To consider possibilities for limiting the implementation of Bachelor study programme in Economics for 3 years (6 semesters).
3. To more widely implement new teaching methods allowing better integration of theory and practice and expanding students' abilities to implement acquired knowledge and skills for solving several practical problems that often require cross-disciplinary approaches.
4. To clearly explain and discuss expected teaching outcome in the beginning of all study courses, in order to avoid the situations that students are not fully aware of the expected outcome and links between the subjects.
5. To develop possibilities for improving final theses quality, e.g. better overview of internationally relevant scientific literature, clear defining of the research gap, implementation of more advanced quantitative and qualitative research methods for empirical analysis, good links between theoretical and methodological framework and practical outcome of the research.
6. To elaborate concrete plan and effective stimulus for its implementation improving teaching staff motivation for upgrading their qualifications, development of international mobility and research quality and supporting academic career development of young faculty members.
7. To elaborate and implement effective stimulus that can increase social partner interests to participate actively in this programme development and implementation processes.

IV. SUMMARY

The information on programme objectives and expected learning outcome are publicly well announced through the electronic systems of the Faculty as well as University. Students sometimes miss detailed information on the expected learning outcome of some study courses and that may lead them to the conclusion that study courses and their outcome are somewhat duplicative. The aims and expected learning outcome should also further be systematically and regularly discussed with all stakeholders and social partners taking into account quick changes in economic, social and demographic environment in Lithuania and internationally.

The scope of the programme is sufficient to achieve the learning outcomes. Some specialisation modules and the contents of study courses presented in the syllabuses generate threats for duplications. That is more evident in the case of banking, finance and international economics specializations. Teaching methods used by the implementation of the programme are sufficiently novel but there is still room and necessity for their development. Development of teaching methods is necessary to better integrate theory and practice and expand students' abilities to implement acquired knowledge and skills for solving several practical problems that often require cross-disciplinary approaches.

Taking into account that the number of students' candidates and admitted students is declining, the ratio of academic staff per students is improving, creating thereby better possibilities for implementation of new active teaching methods and development of students' learning abilities, particularly in the conditions where students' groups heterogeneity is increasing. Teaching staff has not fully sufficiently used the possibilities for participation in several upgrading activities, offered by the University and Faculty, particularly in using possibilities for sabbatical and internalisation activities.

The Faculty has infrastructure, equipment and study materials that are great and supportive for the implementation and development of the study Programme in Economics.

All stakeholders of the programme have good possibilities to be well informed on the goal and learning outcome of the programme. The expert team noticed during the meeting with students, that not all students are sufficiently well informed on their rights and possibilities for getting several support during their study process, including also possibilities for some disputes. Thus, students' organisations are not always sufficiently active in integrating students and helping them if somebody needs for support. Some stimulus should be implemented making students to be even more active in internalization processes and in practical using English language in their study and research activities.

Information on the Economics programme implementation process, including feedback of students and other stakeholders is correctly collected and analysed. However, there is still room for the development of cooperation with social partners and elaboration of stimulus that attract social partners for being more actively involved in the programme implementation and development process. Taking into account demographic trends and quick changes in global educational environment, the administration of the Faculty of Economics should clearly share their long-run vision with all programmes' developers.

V. GENERAL ASSESSMENT

The study programme *Economics* (state code – 6121JX015 (612L10002) 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	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	20

*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 PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
EKONOMIKA (VALSTYBINIS KODAS – 6211JX015) 2017-12-28
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-258 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Ekonomika* (valstybinis kodas – 6211JX015) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	20

* 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

Informacija apie studijų programos tikslus ir numatomus studijų rezultatus viešai skelbiama fakulteto ir universiteto elektroninėse sistemose. Studentai kartais pasigenda išsamios informacijos apie kai kurių dalykų numatomus studijų rezultatus, todėl jie gali manyti, kad studijų dalykai ir jų rezultatai šiek tiek dubliuojasi. Tikslus ir numatomus studijų rezultatus reikia ir toliau sistemingai ir reguliariai aptarti su visais dalininkais ir socialiniais partneriais, atsižvelgiant į sparčius ekonomikos, socialinės ir demografinės aplinkos pokyčius Lietuvoje ir tarptautiniu mastu.

Studijų programos apimtis pakankama studijų rezultatams pasiekti. Kai kurie specializacijos dalykai ir mokymo programose nurodytas studijų dalykų turinys kelia dubliavimosi grėsmę. Tai dar akivaizdžiau bankininkystės, finansų ir tarptautinės ekonomikos specializacijų atveju. Studijų

programai vykdyti taikomi mokymo metodai pakankamai nauji, tačiau juos dar galima ir reikėtų tobulinti. Dėstyimo metodai turėtų geriau integruoti teoriją ir praktiką bei išplėsti studentų gebėjimus taikyti įgytas žinias ir įgūdžius sprendžiant kai kurias praktines problemas, kurioms dažnai reikia tarpdalykinių metodų.

Atsižvelgiant į tai, kad kandidatuojančių ir priimtų studentų skaičius mažėja, gerėja dėstytojų santykis vienam studentui, todėl sudaromos geresnės galimybės taikyti naujus aktyvius mokymo metodus ir gerinti studentų gebėjimų ugdymą, ypač tais atvejais, kai studentų grupių nevienodumas didėja. Dėstytojai nepakankamai išnaudoja universiteto ir fakulteto siūlomas galimybes dalyvauti tobulinimosi veikloje, ypač pasinaudoti mokslininko atostogomis ir tarptautine veikla.

Fakulteto turima infrastruktūra, įranga ir studijų medžiaga puiki ir padeda įgyvendinti ir tobulinti studijų programą Ekonomika.

Visi studijų programos dalininkai turi puikių galimybių gauti informaciją apie studijų programos tikslus ir studijų rezultatus. Per susitikimą su studentais ekspertų grupė pastebėjo, kad ne visi studentai pakankamai gerai žino savo teises ir galimybes gauti kuo daugiau paramos vykstant studijų procesui, tarp jų apie apeliacijų galimybę. Studentų organizacijos ne visuomet pakankamai aktyviai įtraukia studentus ir padeda jiems, jei reikia pagalbos. Reikia numatyti priemones ir skatinti studentus dar aktyviau dalyvauti tarptautiškumo veikloje ir praktiškai vartoti anglų kalbą per studijas ir mokslinių tyrimų veikloje.

Informacija apie studijų programos Ekonomika vykdymo eigą, įskaitant studentų ir kitų dalininkų grįžtamąjį ryšį, tinkamai renkama ir nagrinėjama. Tačiau vis dar galima gerinti bendradarbiavimą su socialiniais partneriais ir kurti paskatas, kurios pritrauktų socialinius partnerius aktyviau dalyvauti studijų programos vykdymo ir plėtros procese. Atsižvelgiant į demografines tendencijas ir greitus pokyčius pasaulio švietimo aplinkoje, Ekonomikos fakulteto administracija turėtų aiškiai dalytis savo ilgalaike vizija su visais studijų programos kūrėjais.

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III. REKOMENDACIJOS

1. Iš naujo apsvarstyti studijų turinį, atsižvelgiant į galimybes sumažinti specializacijos šakų skaičių ir išvengti tam tikrų dalykų turinio dubliavimosi grėsmės.
2. Aptarti galimybę bakalauro studijų programą Ekonomika vykdyti 3 metus (6 semestrus).

3. Plačiau taikyti naujus mokymo metodus, leidžiančius geriau integruoti teoriją ir praktiką, plėsti studentų gebėjimus taikyti įgytas žinias ir įgūdžius, siekiant išspręsti praktines problemas, kurios dažnai reikalauja tarpdalykinių metodų.
4. Visų studijų dalykų pradžioje aiškiai išdėstyti ir aptarti numatomus studijų rezultatus, kad būtų išvengta situacijų, kai studentai nepilnai žino numatomus studijų rezultatus ir ryšius tarp dalykų.
5. Sukurti galimybes gerinti baigiamųjų darbų kokybę, pvz., geresnė tarptautiniu mastu aktualios mokslinės literatūros apžvalga, aiškiai nustatytas mokslinio tyrimo trūkumas, pažangesnių kiekybinių ir kokybinių tyrimų metodų taikymas empirinei analizei atlikti, geras teorinės ir metodinės bazės ryšys su praktiniais tiriamojo darbo rezultatais.
6. Parengti konkretų planą ir efektyvią jo įgyvendinimą skatinančią priemonę, kuri pagerintų dėstytojų motyvaciją kelti kvalifikaciją, plėtoti tarptautinį judumą ir mokslinių tyrimų kokybę bei remti jaunųjų dėstytojų akademinę karjeros plėtrą.
7. Sukurti ir įgyvendinti efektyvias paskatas, galinčias padidinti socialinių partnerių suinteresuotumą aktyviai dalyvauti šios studijų programos kūrimo ir vykdymo procesuose.

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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)