



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto
EKONOMIKOS IR VERSLO PAGRINDŲ STUDIJŲ
PROGRAMOS (612L10007)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF FUNDAMENTALS OF ECONOMICS AND BUSINESS
(612L10007)
STUDY PROGRAMME

at Lithuanian University of Educational Sciences

Grupės vadovas:
Team leader:

Prof. Dr. Tiiu Paas

Grupės nariai:
Team members:

Prof. Dr. Zoltán Sipos

Dr. Heinz-Ulrich Schmidt

Giedrius Romeika

Aldona Savičienė

Dalia Miklaševičiūtė

Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ekonomikos ir verslo pagrindai</i>
Valstybinis kodas	612L10007
Studijų sritis	socialiniai mokslai
Studijų kryptis	Ekonomika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), Iššęstinė (5.5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ekonomikos bakalauras, mokytojas
Studijų programos įregistravimo data	1997-06-19 Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Fundamentals of Economics and Business
State code	612L10007
Study area	Social Sciences
Study field	Economics
Kind of the study programme	University Studies
Study Cycle	First
Study mode (length in years)	Full-time (4); Part-time (5.5)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Economics, Teacher
Date of registration of the study programme	1997-06-19 Nr. 565

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design	5
3. Staff	7
4. Facilities and learning resources	9
5. Study process and student assessment.....	9
6. Programme management	12
III. RECOMMENDATIONS	12
IV. SUMMARY	13
V. GENERAL ASSESSMENT	15

I. INTRODUCTION

According to the Self-Evaluation Report, the Faculty of Social Sciences, where the Bachelor study programme “Fundamentals of Economics and Business” is implemented, consists of the Departments of Economics, Sociology and Political Science, Philosophy as well as the Centre for Scientific Research and Projects. Currently, the Faculty of Social Sciences is implementing 5 Bachelor study programmes and 3 Master study programmes. The Faculty has 1100 students and employs 50 professors, associate professors and other members of academic staff.

The programme “Fundamentals of Economics and Business” is delivered in two modes: full-time (4 years) and part-time (5.5 years). The full-time Bachelor study programme has 116 students; there are 339 students in the part-time study programme and 16 students in full-time (evening) study programme. The number of students enrolled in all the modes of the study programme totals 471 students.

Graduates, who successfully complete the whole study programme, acquire Bachelor’s degree in Economics and teacher’s professional qualification. During the period of assessment (2010-2012) 711 students graduated from this programme. In anyone’s terms, this is an essential and remarkable profile element of the Lithuanian University of Educational Sciences (prior to 20 October 2011 named Vilnius Pedagogical University).

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1 Rationale for the need of the programme

The importance of economics and entrepreneurship education is emphasised in European as well as in national strategic documents. They are explained in the SER: In 2013 the Entrepreneurship 2020 Action Plan of the European Commission referred to the development of entrepreneurship education and training as a key to economic growth and improvement of employment situation. The Programme for School Improvement Plus (2007) of the Ministry of Education and Science of the Republic of Lithuania targets at improvement of entrepreneurship education aids to enable them to meet needs of labour market and knowledge society. The implementation of the National Progress Programme for 2014-2020 indicates an increase in the demand for specialists working in the sphere of economics and entrepreneurship education. Although the number of respective schools partly went down in recent years, there is still a considerable demand for these specialists. Furthermore, only about 80% of those specialists, who are currently (as of 1 October 2012) teaching subjects of economics in schools of general education, have obtained teachers qualifications. A worse situation is observed in schools of vocational education.

The experts confirm that due to the combination of competences and abilities of economics and entrepreneurship and pedagogy and psychology the demand for graduates, who teach economics in general education schools and vocational education institutions, with subject related and teaching qualification, has not been satisfied yet, as in particular a number of graduates get employed in business companies and organisations. This is maybe due to the reason that there is no fulltime position for this kind of teachers’ profile available at schools. Thus, generally there is not such a perspective demand as LEU tries to say.

1.2 Fitness of purpose

The purpose of the study programme is

- to train Bachelor’s in Economics, who are able to work in public institutions and private companies, in non-governmental organisations,

- to prepare graduates, who are able to work as teachers (as economics is an obligatory course in 9th-10th forms, economics and entrepreneurship is an optional study subject in the 11th-12th forms), consultants of economics and basics of business in schools of general and vocational education or in business consulting and training centres, institutions of additional education.

The sources of evidence mentioned and explained in the SER, signify that there is a need of the labour market of graduates of this programme in particular, as it is granting Bachelor's degree in economics as well as ensuring training of teachers.

The programme is well positioned on the educational market. LEU is the only university in Lithuania training Bachelors in Economics applying a parallel model of teacher training. The programme is also well positioning its graduates on the labour market, based on respective analyses and statistic sources. Due to its profile, the graduates from this study programmes are in demand amongst employers, both in education and in other areas. Fitness of purpose is plausibly described in SER and convincingly demonstrated during on site visit.

The very elaborate described intended learning outcomes with regard to knowledge and its applications, cognitive and practical skills are well defined on programme level and on course level as well; they are clear and publicly accessible. Maybe, they can be condensed, so that at the end not more than 5 to 6 intended learning outcomes on course level are assigned to each study subject. This will facilitate the assessment of learning outcomes (s. Below 5.6). The learning outcomes are in line and consistent with the National Qualifications Framework (NQF) and with international (Dublin descriptors; European Qualifications Framework (EQF)) quality requirements of academic level and of respective national professional level. The name of the programme, its learning outcomes, contents and the qualifications offered are compatible with each other.

2. Curriculum design

2.1 Structure

The calculation of credits of the Bachelor study programme has been changed from previous 160 national credits (1 credit = 40 hours; 160 credits = 6400 hours) to currently 240 ETCS credits (=6400 hours). 1 Credit is now equivalent 26,67 hours. Full-time studies (day as well as evening) last still 8 semesters, part-time studies (same content and volume) last still 11 semesters. Both the organisational modes integrate intended learning outcomes in economics and entrepreneurship as well as in pedagogy and psychology. 165 ETCS credits are allotted to study subjects in the study field, 60 ETCS credits are dedicated to the subjects of pedagogical studies (including 10 credits for training practice and 30 credits for 3 teaching practices). 15 ETCS credits are allocated to the part of general university study subjects. (12 credits are allotted to the final thesis.) Study subjects are limited to 7 per semester. The curriculum design meets legal requirements.

The experts agree that the volume of the programme corresponds to the aims. The intended learning outcomes on module level are in line with the intended learning outcomes on programme level. The content of the study subjects is consistent with the type and level of the studies. Modules are spread evenly; their themes are not redundantly repetitive. According to the information by the staff and the graduates, provided duration of study is sufficient to acquire the needed competences of Bachelor of Economics and professional competence of teacher. The conformity between the study volume and learning outcomes is reflected in the layout of the study subjects within semesters and the structure and distribution of the credits.

2.2 Manageability

For full-time studies as well as for part-time studies the subjects are spread rather evenly: 28 to 32 credits per semester for full-timers, 20 to 24 credits per semester for part-timers. The widths, due to the differences of necessary credits linked with special subjects, are in compliance with Bologna requirements and seem to be appropriate.

The curriculum consists of different groups of study subjects:

- general university study subjects,
- compulsory subjects in the study field,
- elective subjects in the study field

and of different kinds of study subjects:

- compulsory,
- freely elective (including alternatives),

The distribution of credits between general university subjects, subjects of the study field and of pedagogical studies, practices and final thesis is in line with the requirements in legislation.

In the structure of the student workload the ratio of core subjects, compulsory and optional electives and practical components is weighted in a balanced manner. The structure helps to set the objectives of the student workload and the students to acquire the competences and skills related to the learning outcomes. A manageable student workload is ensured through

- the required admission qualifications (although the cohorts are not always homogeneous, what seems to require additional efforts of teachers),
- suitable curriculum design,
- plausible workload calculation,
- appropriate number and frequency of examinations,
- corresponding provision of support as well as
- subject specific and general student support (s. below) and
- low dropout rates.

2.3 Implementation - Fitness for purpose

The links between intended learning outcomes and study subjects are presented in table 8 of the SER. The learning outcomes differ between contributing to acquisition of Bachelor's degree and contributing to obtaining teacher's qualification. Each course is linked with its intended learning outcomes. According to the SER, learning outcomes are subject to periodical review at least once in an academic year considering: 1) recommendations and conclusions of previous assessment of the Study programme; 2) to changes occurring in areas of higher education of Lithuania and European Union; 3) recommendations of participants in the Study programme; 4) recommendations of social stakeholders of the Study programme; 5) recommendations of the graduates from the study programme.

According to the SER and confirmed during the site visit, some changes were introduced in the study subjects during the period of self-assessment. The changes according to the results of evaluation procedures and recommendations in the previous evaluation report concern the introduction of an additional (second) language course, the course "Business Ethics", which has been transformed from elective to compulsory. The same is true for "Personal Finance Management", which according to the teaching materials and textbooks is rather "General Finance Management" (otherwise it would be missing). Two new programme related electives have been introduced ("Information Technologies in Business"; "Economics of Energetics"). In addition, it is now possible for students instead out of these electives to choose other ones from a list, offered by the university. Three new compulsory courses: "Educational Philosophy" (change from business to education), "Training Practice" and "Knowledge Economics" have been introduced.

The learning outcomes of the Bachelor study programme are reviewed in the Committee of the study programme discussing and coordinating them with social stakeholders: Republican Association of Teachers of Economics, Confederation of Employers and Entrepreneurs of Vilnius City, Lithuanian Confederation of Industrialists, Lithuanian Junior Achievement Organisation. The learning outcomes of the study programme are partly interdisciplinary. There is evidence that the programme promotes interdisciplinary thinking. However, the integrative approach could be more emphasized and implemented, in particular through more intensive and efficient cooperation and coordination between the involved

faculties, for example and in particular, (but not limited to) regarding the module „Independent Pedagogical Practice“, where two special and different descriptions of study subjects are existing, one from each involved faculty, although it is the same module (number 28 in the respective annex). Thus, more integration and cooperation is obviously needed.

The descriptions of the study subject contain all necessary elements and additional useful information. However, the intended analytical skills and the entrepreneurial approach may be made more visible in the course descriptions. Their structure and content correspond in general to the requirements; however, the descriptions of the learning outcomes may be in total reduced or condensed (s. above). The scope of the programme is sufficient to ensure learning outcomes. The content of the programme reflects the state of the art.

Didactic methodology seems to be appropriate. Initiative models have been applied in the process of teaching and innovative teaching methods are applied as well by teachers, as recommended in the previous evaluation report. Case studies and problem-based teaching as active method of teaching are applied and teamwork facilitates the development of social and personal skills, as students as well as graduates confirmed during the site visit. The structure of teaching the study subject is transparently described, i.e. the volumes of contact hours, self-dependent work and form of assessment. The structure is appropriate to ensure formation of students' competences combining theoretical teaching with self-dependent studies. The content and the methods are appropriate for the achievement of the intended learning outcomes. However, the use of blended learning (Virtual Learning Environment: e.g. Moodle platform) is still missing. As this uses internationally to be the state of the art, it is recommended to introduce appropriate blended learning tools into the didactic methodology.

The experts agree that the contents of the study subjects are consistent with the quality requirements for a Bachelor's degree in economics as well as for the respective professional level of a teacher. However, it is surprising that the list of final theses 2010-2013 shows that again the themes of final papers are still mainly related to business problems rather than to problems of teaching economics. Up to now, there is no source of evidence that the forecast mentioned in the SER is realistic that at least 20 % of the final papers will focus on problems of education.

The experts confirm that the sequence of the study subjects seems to be at least plausible. However, it may be considered to re-engineer the order of some courses: “Credits and Banking”, which is currently delivered in the 7th semester, should be rather used as the foundation for the courses “Public Finance” and “State Economic Policy” as well, which are currently delivered in the 5th and 6th semester (full time studies).

The study subjects are aligned with the qualification and competence goals, which are also in line with the requirements of EQF and NQF. The specialisations included in the programme (electives) enable the students to acquire beneficial skills in accordance with their own preference, because the numbers of elective study subjects have been increased in order to take better into account individual interests of the participants.

The experts confirm that the programme ensures that graduates have methodological competence, are empowered to conduct academic work and can understand and assimilate specialist literature. They are indicated as learning objectives in the descriptions. The curriculum is aligned to the skills objectives and the qualification to be awarded on completion which has a clear profile in terms of content. Employability is recognisable as a central theme of the programme through all the stages of the study subjects. Graduates' employability in line with the programme objectives and defined learning outcomes is achieved. Fitness for purpose is given and has been convincingly demonstrated.

3. Staff

3.1 Structure and number of teaching staff in relation to curricular requirements

The SER mentions that currently 38 teachers: 7 professors (4 doctors habilitated), 17 associate professors (with research degree), 8 lecturers (2 with research degree) and 6

assistant lecturers are involved in the implementation of the study programme. Teachers with research degree make up 68.4 % of all the academic staff members. The study programme is implemented by full-time teachers (currently 12) as well as by teachers invited from other divisions of the university, other higher education institutions or research organisations. Over the last five years the number of teachers and of students as well went down, which resulted in the ratio between them from 22 to 13.6.

The experts notice that the structure and number of the teaching staff correspond with the programme requirements and the standards specified by the government. The combination of the teaching staff composed of full-time and part-time staff shows that the necessary capacity is available. The number of the teaching staff is adequate to ensure learning outcomes. The procedure of recruitment seems to be transparent and appropriate. Recruiting new teachers (also from abroad), the requirement for foreign language knowledge is applied. As mentioned in the SER, the average age of teachers in the study programme calls for immediate actions to “rejuvenate” the academic staff. The experts expressly agree.

3.2 Academic and pedagogical qualifications

The average duration of experience in research activities is about 20 years among teachers of various study subjects, whereas the average experience in pedagogical work totals 19 years and the average practical experience in teaching the study subject is 8 years. The research and pedagogical activity experience of some professors and associate professors exceeds 30 years. A certain number of young and average-aged teachers has accumulated pedagogical and research experience from 6 to 20 years. The study subjects of fundamentals of studies and study subjects of general university education as well as study subjects of pedagogical studies are taught by teachers, who have accumulated long-term experience in research, pedagogical and practical work in universities. In accordance with the submitted CVs and based on an additionally requested list, received during the site visit, areas of teachers' scientific interests are sufficiently linked with the study subjects they teach and themes of their scientific research. The teachers write monographs, scientific articles and methodological aids, take part in national and international conferences and training seminars.

According to the SER, all the teachers of the study programme upgraded their professional qualification during the assessed period. The LEU creates conditions for the professional development of the teaching staff necessary for the provision of the programme. However, the experts would appreciate more practical skills and experience, when recruiting new teachers, and every support of respective development of the already available staff in order to integrate more entrepreneurial approach in pedagogical courses as well.

Some teachers and students are actively involved in the international Baltic Sea Academy, which unites 15 universities. Since the last evaluation, more contacts with foreign educational institutions have been established. However, more programme related cooperation and partnerships are recommended in order to strengthen internationalisation.

The experts confirm that the teaching staff's academic as well as pedagogical/teaching qualifications are in line with their tasks and the requirements and objectives of the programme, adequate to ensure learning outcomes. Staff meeting the legal requirements provides the study programme.

3.3 Teaching load

In academic year 2010/11 the average load for one teacher was about 427 hrs, whereas in the academic year of 2012/13 the average load for one teacher equalled 345 hrs. The teaching load went down gradually due to decreasing number of students. The experts agree that the teaching load on average is acceptable, but the distribution among the teachers may more transparently take into account those people, who are committed and involved in other scientific activities.

3.4 Number of students in the classes

The general university subjects are jointly taught to all students of the faculty on the condition that the number of students does not exceed 150. The size of the group attending a seminar varies depending on the number of students per course (from 12 to 40 students). When studying individual subjects (e.g. professional language usage, foreign language, etc.) bigger groups are split into subgroups. The ratio between the number of teachers and the number of students in the classes attributed to different study modes depends on the number of students per respective course and the nature of the subject taught. The experts agree that the ratio between the number of teachers and students is appropriate and sufficient to ensure proper quality of studies.

4. Facilities and learning resources

4.1 Facilities for theoretical and practical components of the study programme

Theoretical lectures are delivered in 7 technically equipped amphitheatre rooms (90 – 150 seats) with multimedia and other necessary teaching equipment. Practical classes are held in 14 rooms (24 – 45 seats). All the 7 amphitheatre classrooms are equipped with computers, multimedia and Internet access. The classrooms, where practical classes are held, computers and multimedia are also available. Specialised (computer) classrooms (with 26 workplaces) as well as the Library of Humanities with access to the Internet are used for students' self-dependent work. The conditions for using legal and updated software are available. Wireless Internet access is available for teachers and students in the premises of the University and in the dormitories.

The experts agree that the premises for studies are adequate both in their size and quality. Quantity, quality and media and IT facilities of the teaching rooms (teaching and learning equipment) are in line (both in size and quality) with the needs described for the programme and support the students in their studies.

The Department together with the tutor of practical training selects facilities for the practical components. They use to select institutions with sufficient facilities that have experienced mentors able to lead the process of practical training and capable of integrating of theoretical and practical studies. According to the experience of students as well as of respective stakeholders, the LEU has adequate arrangements for students' practice. According to the experience of representatives of the respective schools (from site visit), students are well prepared for the practical phases.

4.2 Learning resources

The students have access to the LEU library resources, including the Lithuanian integral library system LIBIS. Teaching materials (textbooks, books, periodical publications and databases) are available and accessible. Most of the programme related publications are written in Lithuanian. Access to the literature and journals as well as digital media (e.g. electronic media, databases) is in line with the programme contents and up to date. Due to the recommendation in the previous report to use more textbooks in foreign languages, in 2011-2013 a certain number of latest publications in English have been purchased. However, there is still a remarkable shortage. Unfortunately, there is no development plan for the library, which ensures that the library stocks obviously reflect the needs of the programme

The experts appreciate that the library is open both during and outside of semester time for sufficient periods. The opening hours and staffing are aligned with the students' needs. There are sufficient library workstations available to students with sufficient technical equipment and rooms for group work. Access is provided to the Internet free of charge as well as to online-databases and inter-library loan services.

5. Study process and student assessment

5.1 Admission

Over the last three years, the number of applicants has remarkably decreased (full-time: from 558 to 237, part-time: from 338 to 85). The number of admitted students decreased respectively: from 36 to 16 full-timers, from 57 to 26 part-timers.

It seems to the experts that there is a certain inconsistency between the attractiveness of the graduates for employers and for the labour market and the attractiveness for those, who are qualified to apply for admission. The admission requirements are defined, well founded and transparent and ensure that sufficiently qualified students are admitted. However, as the level of the enrolled new students according to their scores is obviously not always homogeneous, additional offers of mentoring and tutoring may be required. Additional efforts of the teachers are recommended.

5.2 Dropout rate

According to the SER, during the studies in full-time and part-time study programmes about 10 % of students fail to graduate due to financial problems, going abroad for studies or work, failure to pass examinations. Another 10 % of students are re-admitted: students, who return after termination of studies, admitted from other higher education institutions and especially after university or college studies (such students are admitted to higher years of studies after bridging courses).

A 10 % dropout rate is not really disappointing. According to the experts' experience it is rather low. Due to the fact that the SER mentions mainly private, not institutional related reasons for students' dropout, the experts like to encourage the department to carefully look after system related reasons e.g. like workload, schedule or consultancy weaknesses.

5.3 Numbers of students involved in mobility programmes

Students have opportunities to participate in student mobility programmes. The students are eligible to participate in six agreements concluded by the University under the Erasmus programmes: in Poland, Turkey, Hungary, Bulgaria, Slovakia and Belgium. The students go to several countries and the majority of them go for one semester (cf. SER, table 17). Although, according to the recommendation in the previous report, the students got more information on possibilities for studying specific study subjects abroad, the number of outgoing students did not increase. The experts like to encourage the department to facilitate as much as possible the study abroad and to encourage students to further improve their foreign language knowledge.

5.4 The possibility for the students to select the subjects

The students have the right to choose alternatively optional study subjects in Semesters 2 and 8 (full-time studies) and in Semesters 3 and 10 (part-time studies). Students are offered to choose such subjects from the list offered by the department or the subjects offered by other faculties of the university.

The experts agree that the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes according to individual preferences.

5.5 Student support

Forms and ways of providing students with academic support are officially regulated. The teachers assume responsibility for the taught subject, studies material, and provide students with methodological assistance, oral information, through e-mail or any other available means of communication. Teachers consult students during their consultation hours or at any other time agreed in advance. Students are consulted about studies-related issues employing a wide range of forms. The goal of consultations is to develop students' knowledge and abilities during studies, providing them with all the possible information related to the taught subjects. More intensive research activities of students have started in the academic year 2012-2013. In

November 2012 the Scientific Society of Students was established. Students participate in scientific conferences.

According to a change of regulations and following a recommendation in the previous report, now all students write final papers. The experts agree that students are encouraged to participate in research activities. However, the scientific work of students should be encouraged even more in order to promote their academic competences.

According to the SER, the Student Representation provides all the information relevant to students: on issues related to the production of the certificate of a Lithuanian student or the extension of its validity, cultural activities, implementation of educational civil projects, international student exchange programmes and social or psychological issues. All the students, who apply for accommodation, are provided with a place in students' dormitory.

Central units of the university, administration of departments of the faculty and Students Representative also provide students with career related information (dissemination of information, consultations, possibilities for participation in joint projects with potential employers, etc.) Students also have access to individual and group consultations about career designing issues in the Career Centre of the university.

The experts agree that counselling and welfare services are an integral part of the faculty's services and are offered on a regular basis. Careers advice is offered to promote employability.

5.6 Principles for the assessment

The knowledge of the students is assessed by summative (cumulative) marks. The mark is made up of 50-40 % of the assessment for the performance during seminars, colloquiums, written and other independent tasks in the course of a semester, and the remaining 50-60 % of the mark is assigned for the knowledge demonstrated at the examination. Evaluation is considered to be positive if a student acquired more than 50 % of knowledge and abilities defined in the description of the study subject. In the beginning of semester, each teacher provides students with comprehensive information regarding the study subject, which also includes forms, procedure of knowledge and skills assessment as well as criteria and requirements for assessment. After assessment students are provided with a possibility to express their opinion regarding methods, forms and procedure of teaching and assessment. However, it became clear during the site visit that there is still need for further clarification, how to really measure the achieved learning outcomes. The experts recommend to clearly elaborating the system of achievement of learning outcome during the examination in order to make the necessary link between intended learning outcomes and employability more visible.

The experts appreciate that the faculty ensures an adequate level of academic and social support. The study process is organised considering needs of participants in the studies, they are provided with efficient academic and social support. The assessment system of students' performance is clear and publicly available. To a certain extent it is adequate as well, but the focus on measuring the achieved learning outcomes is not obvious.

5.7 Graduates' placement

Following the data of the survey of the graduates (data of 1 June 2013), over 90 % of the graduates had jobs (26.9 of them in education sphere, 55.2 % in the sphere of economics and business). The majority of the graduates are employed according to their speciality, in business entities and organisations, general secondary schools, adult educational institutions, training centres, vocational training. As many as 80 % of the graduates of the study programme in the survey agreed with the statement that theoretical knowledge and project activities developed during their studies are successfully applied in their direct professional activities. A number of the graduates choose to pursue Master's degree in Master study programmes at LEU and other universities. This information has been confirmed during the site visit.

The experts notice with satisfaction that the graduates of the study programme have no difficulties finding a job. The professional activities of the majority of graduates meet obviously the programme providers' expectations, although graduates still fewer estimate the educational sphere. The employment rate and integration of the graduates of the study programme in to the labour market is, nevertheless, remarkably high.

6. Programme management

6.1 Process organisation

The Dean's Office of the Faculty of Social Sciences administers the study programme. The Dean is directly responsible for administration of the study process, whereas the Vice-Dean for Studies is in charge of organisation and coordination of it. The study programme Committee coordinates the implementation: carries out its quality monitoring, self-assessment and suggests recommendations for the renewal and improvement of the study programme.

The experts note that responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated and that the programme use to run smoothly. However, the remarkable number of hierarchical levels of decision-making results in long decision-making procedures.

6.2 Methods (measures) to ensure quality performance

Internal quality assurance process of the programme is both continuous and permanent. The process involves stages of planning, performance (organisation), evaluation (self-evaluation), and review. The internal quality assurance takes place on an individual study subject and study programme level; it is closely related to the department level and external evaluation of the programme and the institution. Quality assurance is based on accumulation, organisation and analysis of reliable data. Quality assurance process involves additionally methods such as individual talks (e.g. with teachers coordinating practices of students), meetings of the Department, control over the performance of operating plans, document analysis, and formulation of relevant topics for final papers of students.

The experts note with satisfaction that there is a clear and well-understandable programme quality assurance management. The PDCA cycle seems to be applied and to really function:

- Information and data on the implementation of the programme are regularly collected and analysed,
- outcomes of internal and external evaluations of the programme are used for the improvement of the programme,
- evaluation and improvement processes involve to an acceptable extent stakeholders,
- internal quality assurance measures are effective and efficient. Feedback has a positive influence on the study process and students' achievements, which, nevertheless, could be described more precisely. It is recommended to make the efficiency and effectiveness of measures taken in QA more visible and transparent.

III. RECOMMENDATIONS

1. The very elaborate described intended learning outcomes could be condensed, so that at the end there are no more than 5 – 6 LO assigned to each study subject. On the other hand, the analytical skills and the entrepreneurial approach may be made more visible in the course descriptions.
2. The integrative approach could be more emphasized and implemented, in particular through more intensive and efficient cooperation and coordination between the involved faculties and departments. It is desirable that the responsible bodies pay close attention on coordination in order to ensure that the programme runs as a joint activity on an equal footing. This is true, in particular, (but not limited to) regarding the module „Independent Pedagogical Practice“. In addition, it is recommended to

- consider preparing a matrix of study subjects and intended learning outcomes, allowing monitoring the interdisciplinary nature of the curriculum.
3. The regularly review of methodological resources including a virtual learning environment and active use of possibilities provided by distant study tools is encouraged. It is recommended to introduce appropriate blended learning tools into the didactic methodology.
 4. More practical skills and experience, when recruiting new teachers (also from abroad), and every support of respective development of the already available staff in order to integrate more entrepreneurial approach in pedagogical courses as well, is recommended.
 5. There should be a development plan for the library, which ensures that the library stocks reflect the needs of the programme, e.g. more textbooks (and copies) in foreign language.
 6. Cooperation and partnerships may be further developed. The already available conditions for international cooperation, in particular with regard to students, may be still activated. It is recommended in particular, to prepare more incentives for students and teachers to take part in mobility programmes. Study subject taught in English may also attract incoming Erasmus programme students.
 7. Regarding dropouts, the department is encouraged to carefully look after system/institution related reasons e.g. like calculation and distribution of workload, schedule or consultancy weaknesses.
 8. The scientific work of students should be encouraged even more in order to promote their academic competences.
 9. The plan of increasing number of Bachelor thesis written in topics about education entrepreneurship should be implemented. However, LEU should take care about the limited professional employments for teachers with such a profile, since there is no fulltime position for them available at any school.
 10. In order to make the connection of intended learning outcomes, achieved learning outcomes and employability more transparent and obvious, the achieved learning outcomes (not only knowledge and its application, but also research skills, social skills and personal development) may be measured in an appropriate, transparent manner and through appropriate types of examination. It is recommended to clearly elaborating the system of achievement of learning outcome during the examination in order to make the necessary link between intended learning outcomes and employability more visible.
 11. It is recommended to make the efficiency and effectiveness of measures taken in QA more visible and transparent.
 12. As the entrance level of students is obviously not always homogeneous, additional offers of mentoring and tutoring may be required. Additional efforts of the teachers are recommended.

IV. SUMMARY

Programme aims and intended learning outcomes on programme level and on course level as well are clearly defined and obviously related to each other. They correspond to the demand of the labour market and are appropriate to found the employability of the graduates. Fitness of purpose has been demonstrated. Since the learning outcomes are really elaborate described, this raises superfluous complexity with regard to measure the achievements and, thus, less would be more, - and better.

The curriculum design meets legal requirements. In general structure, content and didactic methods are appropriate. There is room for improvement with regard to e-learning. Generic and subject-specific skills as well as skills for employment are sufficiently provided. In order to strengthen foreign language skills courses taught in English are recommended.

Teaching staff is adequate both in number and structure related to the curricular requirements. Qualifications have been improved during the last years, although soon rejuvenating is necessary. More practical business experience could improve the intended entrepreneurial approach in pedagogical courses as well.

Facilities and learning resources in general are adequate. The quality, quantity, media and IT facilities as well as access to relevant literature are in line with the needs except that English textbooks and respective number of copies are less. Cooperation and partnerships may be further developed.

Study process is running smoothly. Counselling and welfare services are an integral part of the LEU' services and are offered on a regular basis. In order to equalize the different entrance levels of students, additional efforts of the teachers may be necessary. The student assessment is well regulated. Elaborating the system of achievement of learning outcome during the examination would be useful for both teachers and students in order to make the necessary link between intended learning outcomes and employability more visible. Employability is ensured, because almost 100% of graduates have already been employed.

Programme management is clearly regulated and is working, although there may be too many levels involved in decision making. A quality assurance and development procedure exists, which is used systematically to control and monitor the quality of the programme content and processes. With regard to the outcomes more visibility is recommended.

V. GENERAL ASSESSMENT

The study programme *Fundamentals of Economics and Business* (state code 612L10007) at Lithuanian university of educational sciences is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

*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:

Prof. Dr. Tiiu Paas

Grupės nariai:

Team members:

Prof. Dr. Zoltán Sipos

Dr. Heinz-Ulrich Schmidt

Giedrius Romeika

Aldona Savičienė

Dalia Miklaševičiūtė

Santraukos vertimas iš anglų kalbos

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Ekonomikos ir verslo pagrindai* (valstybinis kodas – 612L10007) 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	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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 bei numatomi studijų rezultatai ir programos, ir kursų lygyje yra aiškiai apibrėžti ir akivaizdžiai vieni su kitais susiję. Jie atitinka darbo rinkos poreikius ir tinkamai pagrindžia absolventų įsidarbinamumą. Pademonstruotas tikslų tinkamumas. Kadangi studijų rezultatai aprašyti tikrai labai smulkiai, tai sukuria perdėtą sudėtingumą matuojant pasiekimus, todėl šiuo atveju glausčiau reikėtų aiškiau ir geriau.

Programos sandara atitinka teisės aktų reikalavimus. Apskritai, sandara, turinys ir didaktiniai metodai yra tinkami. Galima tobulinti e-mokymąsi. Bendrieji ir dalykiniai gebėjimai, o taip pat įsidarbinimui reikalingi gebėjimai pateikti pakankamai. Siekiant pagerinti užsienio kalbos gebėjimus rekomenduojami kursai, dėstomi anglų kalba.

Akademinio personalo skaičius ir sandara atitinka programos reikalavimus ir yra tinkami. Dėstytojų kvalifikacija per pastaruosius metus pakilo, tačiau netrukus reikės atjauninti personalą. Daugiau praktinės verslo patirties taip pat galėtų pagerinti numatomą verslumo požiūrį pedagoginiuose kursuose.

Patalpos ir mokymosi ištekliai, apskritai, yra tinkami. Jų kokybė ir kiekis, komunikacijų ir informacinės technologijos, o taip pat reikalingos literatūros fondai atitinka poreikius, išskyrus tai, kad mažoka vadovėlių ir jų egzempliorių anglų kalba. Galėtų būti toliau plėtojami bendradarbiavimas ir partnerystės.

Studijų procesas vyksta tolygiai. Konsultavimo ir socialinės paramos paslaugos yra sudėtinė LEU teikiamų paslaugų dalis ir jos yra pastoviai prieinamos. Siekiant suvienodinti skirtingą įstojusių studentų lygį gali prireikti papildomų dėstytojų pastangų. Studentų vertinimas yra gerai reglamentuotas. Studijų rezultatų pasiekimo egzaminavimo sistemos sukūrimas būtų naudingas ir dėstytojams, ir studentams siekiant padaryti būtiną ryšį tarp numatomų studijų rezultatų ir įsidarbinamumo labiau matomu. Įsidarbinamumas yra užtikrintas, nes beveik 100% absolventų jau yra įsidarbinę.

Programos vadyba yra aiškiai reglamentuota ir veikia, nors galbūt sprendimų priėmime dalyvauja per daug lygių. Egzistuoja kokybės užtikrinimo ir gerinimo procedūra, kuri sistemingai taikoma programos turinio ir procesų kontrolei ir stebėsenai. Kalbant apie rezultatus, rekomenduojamas didesnis matomumas.

III. REKOMENDACIJOS

1. Labai smulkiai aprašyti numatomi studijų rezultatai galėtų būti pateikti glausčiau, kad galiausiai kiekvienam studijų dalykui būtų priskiriama ne daugiau 5-6 studijų rezultatų. Kita vertus, kursų aprašuose galėtų būti labiau akcentuojami analitiniai gebėjimai ir verslumo požiūris.
2. Turėtų būti akcentuojamas ir įgyvendinamas integruotas požiūris, ypač didinant programoje dalyvaujančių fakultetų ir katedrų bendradarbiavimo ir veiksmų koordinavimo intensyvumą ir efektyvumą. Pageidautina, kad atsakingi padaliniai skirtų daugiau dėmesio koordinavimui ir užtikrintų, kad programa būtų įgyvendinama kaip bendra veikla dalyvaujant vienodomis sąlygomis. Tai ypač (bet ne vien tik) liečia modulį „Savarankiška pedagoginė praktika“. Be to, rekomenduojama apsvarstyti studijų dalykų ir numatomų studijų rezultatų matricos parengimą, kas leistų kontroliuoti tarpdisciplininį programos sandaros pobūdį.
3. Rekomenduojama nuolat peržiūrėti metodinius išteklius, įskaitant virtualaus mokymosi aplinką, ir aktyviai naudoti nuotolinių studijų įrankių teikiamas galimybes. Taip pat rekomenduojama didaktinėje metodologijoje įdiegti atitinkamus mišraus (angl. *blended*) mokymosi įrankius.

4. Samdant naujus dėstytojus (taip pat ir iš užsienio), rekomenduojama reikalauti daugiau praktinių gebėjimų ir patirties, o esamų dėstytojų kvalifikacijos kėlimui skirti visokeriopą paramą siekiant integruoti labiau verslumu pagrįstą požiūrį ir į pedagoginius kursus.
5. Biblioteka turėtų turėti plėtros planą, kuris užtikrintų, kad bibliotekos fondai atitinka programos poreikius, pvz. daugiau vadovėlių (ir jų egzempliorių) užsienio kalba.
6. Toliau galėtų būti plėtojamas bendradarbiavimas ir partnerystės. Galėtų būti aktyviau išnaudojamos jau turimos tarptautinio bendradarbiavimo sąlygos, ypač studentų atžvilgiu. Ypač rekomenduojama parengti daugiau priemonių, skatinančių studentus ir dėstytojus dalyvauti mobilumo programose. Angliškai dėstomi studijų dalykai taip pat galėtų būti patrauklūs atvykstantiems Erasmus programos studentams.
7. Kalbant apie studentų nubyrežimą, katedra turėtų atidžiai stebėti su sistema/institucija susijusias priežastis, pvz., darbo krūvio apskaičiavimą ir paskirstymą, tvarkaraščio ar konsultavimo trūkumus.
8. Studentų moksliniai tyrimai turėtų būti dar labiau skatinami, siekiant suteikti jiems akademinės kompetencijas.
9. Turėtų būti įgyvendinamas planas padidinti bakalaурinių darbų švietimo verslumo temomis skaičių. LEU turėtų pasirinkti tokio profilio mokytojų įdarbinimo galimybes, nes jokioje mokykloje jiems nėra viso etato.
10. Siekiant, kad ryšys tarp numatomų studijų rezultatų, pasiektų studijų rezultatų ir įsidarbinamumo taptų skaidresnis ir aiškesnis, pasiekti studijų rezultatai (ne tik žinios ir jų taikymas, bet taip pat tyrėjo gebėjimai, socialiniai gebėjimai ir asmenybės augimas) galėtų būti matuojami tinkamai ir skaidriai taikant tinkamus egzaminavimo būdus. Rekomenduojama sukurti aiškią studijų rezultatų pasiekimo egzaminavimo sistemą siekiant, kad būtinas ryšys tarp numatomų studijų rezultatų ir įsidarbinamumo taptų labiau matomas.
11. Rekomenduojama matomiau ir skaidriau parodyti kokybės užtikrinimo priemonių efektyvumą ir veiksmingumą.
12. Kadangi įstojančių studentų lygis, akivaizdu, ne visada yra vienodas, gali prireikti papildomai siūlomų vadovavimo ir konsultavimo paslaugų. Rekomenduotinos papildomos dėstytojų pastangos.