



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
EKONOMIKOS PROGRAMOS (612L10003)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *ECONOMICS* (612L10003)
STUDY PROGRAMME**
At Kaunas University of Technology

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ekonomika</i>
Valstybinis kodas	612L10003
Studijų sritis	socialiniai mokslai
Studijų kryptis	ekonomika
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4), iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ekonomikos bakalauras
Studijų programos įregistravimo data	2000-06-16, No. 831, perregistruota: 2003-05-29, No. ISAK-763

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Economics</i>
State code	612L10003
Study area	Social Science
Study field	Economics
Kind of the study programme	University studies
Cycle of studies	First
Study mode (length in years)	F (4); P (6)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Economics
Date of registration of the study programme	2000-06-16, No. 831, reregistration: 2003-05-29, No. ISAK-763

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I. INTRODUCTION

Kaunas University of Technology is one of the biggest universities in Lithuania. The University has 13 faculties that contain 73 departments. There are 960 lecturers and 146 scientific staff members and 2,800 employees. Over 13,000 students study at the University, this includes 400 doctoral students and over 200 foreign students.

The *Economics* bachelor programme is offered by the Faculty of Economics and Management (FEM) which houses 7 departments. There are more than 2,000 students (and 40 doctor students) in eight undergraduate study programmes and ten graduate study programmes. 120 teachers work at the Faculty.

Following the order of Rector the Self-evaluation group was formed. It considered all relevant data from the last five years and prepared the Self-Evaluation report (SER). The work of the group was coordinated by prof. Assoc.prof. Jurgita Stravinskienė who was supported by four staff, one student and one social partner's representative.

The external evaluation team consisted of international experts, who visited the University on 6 December 2012. The team leader was prof. Mieczyslaw Socha (Poland) and other team members were Michael Emery Ph.D. (UK), prof. Maija Šenfelde (Latvia), prof. Vytautas Juščius (Lithuania) and Andrius Zalitis (Lithuania).

The team would like to thank the Faculty for well organised site visit and information supplied during it.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

Programme aims are ambitious, however rather too universal. By and large, they could describe education at various universities. This, perhaps, comes from KTU strive to educate competent economists with analytical and critical skills, understanding rules and processes governing business, present in the markets, commerce and economic policy. Graduates should be able to solve economic problems both in domestic and global context bearing in mind economic and social coherence. Four objectives were defined in a similar manner for this major aim. Some of them, however, seemingly too ambitious for first-cycle studies, probably due to interpretation of KTU's Mission statement which emphasises establishing „*an open creative environment that inspires leaders and talented individuals*“. Some doubts could be cast over undergraduate student's ability to creatively combine „*fundamental economic and other scientific knowledge*“. It is also assumed that graduates will be able to work at any business organisation and institution, both national and global. Consequently, the programme does not communicate programme features which would make it exceptional from other programmes.

There are five groups specified by description of learning outcomes (LO): knowledge and its application, research skills, subject-specific skills, social skills and personal skills. They were designed using experiences in building Dublin descriptors, recommendations of British quality assurance agency QAA, requirements of Lithuanian National Qualifications Framework, European Qualifications Framework for lifelong learning and Framework for Qualifications of the European Higher Education Area.

Additionally, the graduates are expected to be able to solve economic problems in the context of national and international environments. These extensive and broad aspects are further expanded upon in a series of listed objectives outlining the areas of analysis, interpretation of qualitative and quantitative data, integration of economic and other scientific knowledge, and develop skills of team and individual working. It is not clear if these 'objectives' are meant to be additional aims and linked to LOs and study courses, as it is described in the SER. If so, then the terminology should be clarified.

Similarly to aims and objectives, some outcomes were also imprecisely defined. For instance, a graduate is expected to demonstrate knowledge of classic and modern economic and other theories despite the fact, only some theories are presented during undergraduate education. On the other hand, business management, planning, accounting and control system skills are characteristic for major in management as opposed to economics. Somewhat universally designed learning outcomes could hinder building a transparent system of assessing them.

Relationship matrix of learning outcomes and courses (subjects), provided in the SER, is useful. Programmes aims and intended outcomes are published both on faculty and university websites. Students and teachers are familiarised with LO.

The demand to develop the programme is dictated by needs of Lithuanian economy drawn in the National Progress Strategy "Lithuania 2030", monitoring changes in private and public sector, regional development needs, students' needs and priorities set out by European Higher Education Area communicated in Leuven in 2009. The process of designing programme aims and learning outcomes involved external stakeholders, such as Association of Industrialists and Employers of Kaunas Region. When designing the programme, experiences of educating economists from over a dozen European countries were analysed.

The LOs are attained over the four years for full-time studies and six years for part-time studies for a total of 240 credits. The length of study is extensive; other similar and competitive programmes, both domestically and internationally, are shorter, from three to four years. The Faculty needs to give consideration to this matter. Shorter programme could be a mean of attracting new students.

Programme aims and learning outcomes are adequate to first-cycle studies. The report relates them to Level 6 of the Framework for Qualifications of the European Higher Education Area and also, most likely by mistake to Level 4 instead of Level 6 of National Qualifications Framework.

The programme satisfies public needs and labour market both private and public needs. It is important for the regional firms.

During site visit stakeholders confirmed that they were involved in designing new programme aims and learning outcomes. Achieved learning outcomes are exceptionally well assessed by main stakeholders i.e. students, graduates and employers in their surveys. Successes of graduates on the labour market are indicative of good education profile and quality of its outcomes.

Name of the programme adequately reflects learning outcomes, programme content and offered qualification.

The aims and learning outcomes that are defined in KTU documents and are publicly available on KTU website, in the AIKOS, an official register. They are consistent with University's mission statement, demands of labour market, regions and academic requirements towards the discipline of economics. Programme name, its intended outcomes, contents and delivered

qualifications are mutually consistent and adhere to formal requirements stipulated by legislation. Stakeholders were involved in designing new programme aims and learning outcomes. At the same time it seems that some programme aims are too ambitious for bachelor studies. Consequently, learning outcomes should be defined more precisely.

2. Curriculum design

For full-time students programme lasts 4 years and for part-time students 6 years. In accordance with legal requirements, students have to achieve 240 credits. During last semester, students enrol in professional practice and write their theses. Awarding 15 credits for general university subjects for professional practice and thesis is consistent with legal provisions. All course units were grouped into three parts: general, core studies and optional specialisation module. Students can choose between three specialisations: International Economics and Trade; Tourism Economics and Business Economics. ECTS allocation is consistent; each academic term is represented by 30 credits. The number of subjects does not exceed 7. The sequence of course units is by and large correct. Classes in labour economics could have been preceded by statistics classes.

A doubtful practice is to offer minors in management science such as *Accounting, Marketing, Human Resources Management* or *Finance*. This strategy limits possibilities for advanced education in terms of analytical skills required in diversified economic environment, what runs contrary to programme aims. They put emphasis on economic policy, yet the programme does not feature classes in fiscal, monetary, as well as social policy. Even though a graduate is expected to solve economic problems within particular social context. Minors at bachelor programme should be more focused on analytical skills related with economics as a discipline.

Studies end with presenting and defending bachelor thesis to members of Board. Also, methodical guidelines for thesis writers were developed. Thesis defence is public and members of Board of Defence feature business experts. Syllabi in a particularly comprehensive manner provide information about necessary aspects of teaching and learning process. Their review shows they reflect contents adequate to profile and level of studies. In general, both contents and suggested teaching and grading methods are adequate to achieve intended learning outcomes. Correct balance is struck between classes delivered at basic and intermediate levels.

Analysis of subjects and recommended reading allows concluding students are being acquainted with latest achievements in science of economics. Papers published in scientific journals are scarcely recommended, even for senior students. Textbooks are the dominant type of literature. It would also be advised to put stronger emphasis on higher contextualisation of classes with regards to current economic issues e.g. the global economic crisis, Lithuanian migration.

From syllabi, provided in the SERit is clear that majority of professors apply modern and innovative teaching achievement methods. From the discussions with employers and alumni become clear that more case studies related to the practical issues should be applied. Employers suggested to teach more analysis related to the particular business sectors (lack of knowledge in this area was pointed out as the main weakness of the graduate), perhaps by practitioners, as the knowledge changes very quickly. The expert team shares alumni opinion that cases-based teaching strategy should be intensively developed; case studies may be used not only during classes but also during exams.

The programme is designed appropriately, complies with legislation and enables achieving intended learning outcomes. Its structure, however, exposes distinct inclination towards

management-related course units and deficiency of classes offering deeper analytical competences and expanding better knowledge on social and economic environment the student will have face with. Subjects content is consistent with the type and level of studies, but minors at bachelor programme could be more focused on analytical skills related with economics as a discipline. Teaching and assessment methods are adequate for first-cycle studies. Wider using of virtual learning environment is recommended. Case-based teaching strategy should be intensively developing. The programme should to a larger extent focus on current issues troubling national, European and global economies.

3. Teaching staff

The educational process involves 60 university teachers, including 12 professors and 23 associate professors, which is 20% and 40% of all teachers. Minimum formal requirements stipulating at least half of teachers delivering classes should hold research degree are met. Associate professors are the heavily involved in class delivery. 58 of teachers on the payroll are employed full time. Number of teachers guarantees adequately achieved intended learning outcomes, since classes are delivered by personnel with scientific achievements in disciplines related to the degree courses. Some of the teachers have practical experiences acquired outside higher education institution. In terms of age, it presents a favorable factor, since its structure is balanced between experienced employees and new joining young teachers. Majority of teachers knows at least two foreign languages. The site visit however brought the expert team to conclusion that knowledge of English language of some lecturers is not deep enough to deliver lectures in English and it makes some difficulties for further international cooperation and internationalization of studies.

The new academic staff have mostly come from the Kaunas University of Technology, after gaining master of Doctoral degree. Such practice has some advantages, but it creates some obstacles for teachers' recruitment from outside.

The Panel sees as a very positive feature that teaching staff is keen to develop their didactic qualifications going abroad to foreign universities (as part of the ERASMUS programme or participating in various other international programmes). KTU also invites foreign university lecturers to give lectures at the University. A substantial part of teachers attend international scientific conferences and give lectures at foreign universities in the frame of ERASMUS programme. The lecturers also publish their educational aids i.e. handbooks, scripts, tutorials, manuals etc., which enrich the educational infrastructure. However, as mentioned in the SER, low number of visiting lecturers from foreign universities gives lectures at KTU, and this limits internationalization level of the programme.

Teachers, particularly those delivering theoretical subjects are making contributions to science through their publications. several dozens of papers were listed on global scholarly literature databases such as ISI Web of Science of Thompson Reuters between 2007 and 2012. Closer scrutiny of teachers' scientific achievements shows, however, that they fail to publish in renowned international scientific journals, and papers listed on ISI Web of Science were often part of the Engineering Economics journal published by the faculty. The expert team encourages faculty administration to consider a system of incentives for teachers to publish in international journals.

During the meeting with students and graduates they expressed high satisfaction of staff and see teachers as "a big asset of this programme". Excellent from the quality of education standpoint is the student/teacher ratio, which does not exceed 7-8.

Information gathered suggests that the Economics programme has sufficient coverage with human resources. The number of staff and its structure, formally documented qualifications and practical experiences meets formal criteria pertaining to the bachelor degree education and is adequate to achieve intended learning outcomes. The system of competitions and middle-term contracts used by employment policy imposes on employees the need to constantly substantiate their didactic, scientific and organizational achievements. Core Staff originates from Kaunas Technological University and is stable. Academic staff show deep interest in acquiring new didactic skills and conducting scientific research. More frequent publications in esteemed international journals and participation of foreign teachers is needed. Foreign language abilities of some teachers could be improved.

4. Facilities and learning resources

The Faculty of Economics and Management has 19 lecture rooms at its disposal, they have a total capacity of 1000 seats. When needed, the faculty uses 4 bigger rooms for 760 students, which are owned by other faculties. All didactic rooms are equipped with computers and video projectors. 7 computer and teaching labs with total capacity of 125 seats are used in the teaching process. Each year, substantial financial resources are allocated to improve and modernise material resources as well as computer hardware and software. Just between 2008 and 2011 2.5 million litas were spent for that purpose. In conclusion, the capacity of rooms used for didactic purposes and their quality is sufficient for demands of the faculty and programme in economics.

About 11% of classes are computer-based. According to SER, utilisation of computer and other teaching labs reaches 70%. Apart from standard, off-the-shelf software like Microsoft Office, computers were installed with statistical and econometrics software i.e. Eviews7 and SPSS version 19. Both suites are useful in economics studies and conducting research. Students can also have professional practice at the centre of a simulated enterprise which only recently was installed with IT system for practical teaching at a simulated enterprise. The virtual learning environment is available for teaching purposes (MOODLE system), but students would like to see more possibilities to develop their skills by using virtual learning environment. Adequate resources were also created for problem-based teaching, however, the problem according to SER is insufficient number of interactive teaching rooms. In conjunction with Google, a project is going to be implemented. Students will be asked to solve real business problems in given timeframe. Students are provided with internet access also outside class hours.

The faculty has relatively rich offer to students of companies to do the professional practice. Over past year, 112 agreements were concluded with companies and institutions. 28 companies started direct recruitment of economics students for professional practices by offering the so-called "Good Practice" organisation model.

The faculty owns a library with small reading room (25 seats). Students are given access to world scholarly literature databases. In 2011 it was expanded with a range of scientific journals published by American Economic Association. SER provides information on publishing assets and additions. Some doubts are raised over the recommended foreign literature, which is available neither in KTU library nor in its bookstore, or the numbers are inconsiderable. Students mentioned that the demand for recommended textbooks and literature is not always met. Site visit allow to conclude that premises are suitable for supporting teaching and learning in general, however the University and Faculty libraries with reading rooms are dated. Library could be more flexible (longer working time during session) and supportive to students. The Faculty library is small, and

stock is ageing in places. Staff must go for mobility programs to learn more about the latest and most suitable international books for this programme.

All students are given access to world scholarly and scientific literature databases (EBSCO, EMERALD, Proquest etc.) Additionally, the expert team encourage teachers and administration to get primary data from Department of Statistics to the Government of the Republic of Lithuania (LSD), companies.

Material resources and their quality create sufficient conditions to achieve programme aims and intended learning outcomes. The faculty modernises and incurs substantial costs updating computer equipment. Selected statistical software and access to scientific journal databases are provided to deliver classes and conduct scientific research. Statistical databases and econometric packages are used for study purposes. There is limited access to primary data from companies. Faculty has well developed system of students' internships. Students have good experience with working placement. Library could be more supportive to students.

5. Study process and students' performance assessment

Like in other universities, admission is organized via centralized LAMA BPO system and is based on candidates' past performance at secondary school and taken national exam results. Candidate ranking is calculated on the basis of a University's decided priorities. For Economics programme, a weighted mean of grades awarded at secondary school are mathematics (weight 0.4), Lithuanian (weight 0.2), foreign language (weight 0.2) and history (weight 0.2). Best applicants are granted state scholarship.. The number of state funded places is limited. The government finances education of both full-time and part-time students. Available place limits do not concern fee-paying students. Nevertheless, according to university regulation, only candidates who achieved at least 30% of maximum score can be admitted. The faculty pursues a proactive recruitment and marketing policy reaching out to potential candidates, predominantly secondary school pupils. The number of candidates, however, has declined over the past few years.

The Faculty offers various study organisations, but it is the student who is expected to put in biggest effort with 82% of workload for part-time studies and 63% for full-time studies. Students are given the opportunity to individualise their learning, and the better their past performance, the more choice they are given. The dropout rate for full-time degree courses is 4%, but for recent part-time class the number was as high as 57%. SER puts this down to two factors: inability to strike correct work-study balance and negative impact of economic crisis. Panel would not undermine that assessment, but would like to encourage faculty authorities to undertake a thorough investigation into dropout rate among part-time students, especially since the programme is relatively long lasting 6 years.

Faculty supports students. Critical role is played by thesis supervisors, programme coordinator and lecturers. Students can get answers to their questions in the Faculty departments where lecturers have their contact hour timetables. Each lecturer consults students twice a week. There is a special information office in the Faculty of Economics and Management where a student can get the necessary information. Students are encouraged to develop their scientific creativity and its results are presented at annual scientific conference Economics and Management. The topics of the presentations are most often related to the Final Degree Project. Students in only rare cases participated in the Faculty's research programs. The university also gives students opportunities to pursue their cultural and sport interests.

The panel confirms that verification system of learning outcomes works well. The samples of students' exam papers and bachelor thesis show that teachers' feedback is present. Closer observation of presented exam papers and Final works showed that not all tests were well designed. The test with choice "Yes" and "No" is rather not adequate for bachelor level subject knowledge evaluation. English version summary in bachelor thesis is not enough informative. There is information on aims of the thesis and their structure, but it is very hard to learn what the main achievement of a student was. References are not always provided in a consistent manner.

The faculty enables students taking part in mobility programmes by collaborating with multiple foreign universities under international programmes such as e.g. ERASMUS and based on bilateral agreements. Students are eligible for financial support from the University. This policy seems to be effective. Over the last 5 years, 183 students of Economics programme completed a part of their studies abroad. In the same way 163 foreign students came to the faculty. Some students for professional practice go abroad. 15 students working for Greek, Norwegian, Polish, Portuguese, Swedish and Hungarian companies. From site visit we learnt that students from *Economics* study programme were among the participants of the exchange. The panel was pleased to find the faculty strives to raise international profile of studies.

But the efforts to internationalize the programme could be more intensive. Employers expressed opinion, that more internationally oriented programme creates better employment opportunities to graduates.

The grading system combines both traditional and modern methods. It includes not only written assignments, tests and examination, but also team work reports, individual presentations. Students and graduates are satisfied with existing cumulative grading system and feedback from the teachers.

Panel sees as a positive feature that grading results are available at KTU developed Academic Information System online. Dissatisfied with evaluation students can appeal to the University dispute settlement commission. The positive practice is that the University and the Faculty try to prevent and exclude unethical behaviour of teachers and students. The Faculty owns software verifying papers in terms of suspected plagiarism.

Faculty administration takes efforts to ensure strong feedback from the students regarding study performance and study programme. An important role plays "Round Tables"- meetings with students organized by administration every month. Additionally, students have a possibility to evaluate study programme filling structured questionnaire on main complains about the programme and teaching quality.

Economics programme graduates do not stumble across difficulties with finding employment, but over a dozen of them have registered as unemployed to claim their unemployment benefits. The recent student survey showed that 78% were employed into roles requiring qualifications of economist and 63% are optimistic about their employment chances. Nonetheless, tracking of graduates careers is in its infancy.

In conclusion, University uses a transparent admission system for selection of candidates. Organization of teaching process, didactic, scientific and social support is beneficial for achieving intended learning outcomes. Grading system enables correct assessment of achieved learning outcomes. The positive practice of faculty administration is the regular meetings with students and representation of students at faculty Council. The students achievements' evaluation in some cases could be improved. The decreasing part-time students number require deeper research of this problem. The quality of summary in English of bachelor final thesis should be considered. More attention on the tracking of graduates careers would be beneficial.

6. Programme management

The programme is managed both by representatives of faculty, administrative bodies and collective bodies i.e. the Faculty Council and the Study Programme Committee. Deans are overlooking and supervising the on-going organisation of education. The so-called Programme coordinator plays a special role involving reviewing objectives and learning outcomes from standpoint of domestic, regional and local labour markets, also from the viewpoint of students, EU objectives and international qualifications requirements posed for economists.

The Study Programme Committee consists of representatives of administration, students and external social partners. It generates the ideas about new programmes and changes in the ongoing ones, selects and assesses quality of major programmes and puts forward propositions how improve the quality of education. Key decisions are made by the Faculty Council and University Senate. The above-mentioned systems reflects decisional structure characteristic for Central and Eastern European universities. The decision making process in the management system seems transparent.

The education process and its outcomes are monitored and analysed at the faculty level on a continuous basis. Information is collected from students, who can assess quality of classes after each academic term and teachers via electronic surveys. Gathered information is then discussed on various forums at faculty level, which include the external stakeholders as well. The outcomes they produce are factored in by the Study Programme Committee and by assessment commission as well as faculty governing bodies appraising employees. The Panel is pleased to find that relatively detailed statistics concerning those who are assessing are published on-line on faculty's website. Also taken into account are opinions expressed by representatives of businesses and institutions where students have their professional practices. Teaching staff is systematically appraised and classes observed.

SER declares current quality assurance system consistent with European and national regulations. Currently EU-funded improvement programme is being implemented. It is aimed to streamline current quality assurance system and involves among other drawing up a quality handbook using experiences of foreign universities. SER refers to long-standing tradition in building quality assurance system and lists numerous activities testifying that information on achieved learning outcomes is collected and analysed with stakeholders. This causes some implemented changes, however, no relevant document is provided. The faculty needs a single document holistically regulating quality policy.

An interesting survey concerning quality of programme was carried out in 2012 among students, lecturers, graduates and employers. It generally creates a positive picture, especially according to employers and graduates. Lecturers complain about commitment exhibited by non-paying students, whilst students negatively perceive time allocation by lecturers during classes. An equally positive picture of quality is painted by results of student assessments: about 2/3 of students ranked the programme 4.4 on five-point scale. 75 percent of graduates evaluate quality of studies as being good.

Bearing in mind the aforementioned, it is fair to conclude that both programme management and task division between the main University's and faculty's governing bodies is transparent. Surveys on students, graduates and employers satisfaction are carried out on a regular basis. Achieved learning outcomes are exceptionally well assessed by main stakeholders i.e. students, graduates and employers. Key solutions regarding quality assurance are discussed at the university

level. Programme delivery is monitored on systematic basis, it's results are analysed and give ground to implementing changes. This process involves both internal and external stakeholders. The faculty make efforts to enrich internal quality assurance system. The panel appreciates these efforts, however it is recommended to analyze the outcomes of the programme management and quality assurance system in a more rigorous way. The annual report covering the outcomes of such an analysis would be very useful.

III. RECOMMENDATIONS

3.1. Panel recommends to reconsider learning aims and outcomes and define them more precisely reflecting the bachelor level studies.

3.2. Minor courses are recommended to be concentrated on subjects directly related to economics. The reflection of current economic issues in the curriculum is needed. Implementation of more case studies related to the practical issues is advisable. Panel encourages administration to consider shortening the duration of Economics programme.

3.3. Teachers who publish the results of their scientific research in high rated international scientific journals abroad should be more supported and encouraged for this activity.

3.4. Update of library stock and better access to primary data is needed. More using virtual learning environment is recommended.

3.5. International profile of Economics programme could be strengthened including giving classes delivered by lecturers from foreign universities to the students.

3.6. Review of part time – students dropout rate and analysis of reasons is needed.

3.7. More rigorous orientation should be drawn on programme outcomes and quality assurance system. The analysis of implementation of programme outcomes in the annual report is advisable. Single quality assurance document is needed.

IV. SUMMARY

After discussions with the students, graduates/alumni, employers/social partners, teaching staff, and administration expert team found enough evidence that the expectations for this bachelor programme are met.

Good practice of bachelor of Economics study programme:

- High all stakeholders commitment to the idea of improvement. Many steps were taken in this direction providing good ground for building quality culture in the future.
- Economic study programme is important for regional development. Graduates are well absorbed by the Lithuanian labour market.
- Staff develops didactic and research qualifications in different ways. Students, graduates and employers are satisfied with staff professional skills.
- Faculty administrations provide policy of modernization and regularly invest to improvement of learning facilities, computer laboratories software and human resources.

- Good feedback from students regarding study process and content of programme. Interesting “Round Tables” practice – meetings and discussions with students and administration.

- Faculty collects and analyses information regarding study process and study content on a regular basis, and takes actions to solve arising problems. The advanced Academic Information System is very positive practice at the Faculty’s and the University’s level.

1. Programme aims and learning outcomes

The aims and learning outcomes of bachelor Economics programme are consistent with the first cycle studies. The aims and outcomes are declared publically in KTU Academic Information System. Important stakeholders took part defining learning outcomes of the programme. Well designed are relationship matrix of programme learning outcomes and subjects.

The terminology of aims, objectives and learning outcomes should be clarified. Learning outcomes should be more compatible with the profile programme.

2. Curriculum design

The curriculum meets the legal requirements. The subjects are structured within the programme to enable the students to progress logically through their years of study. This is consistent approach taken by the programme administrators. However, not all elective subject are directly related to economic profile. It is recommended to introduce more modern teaching and learning methods, especially case-based study methods and situation analysis devoted to modern business problems in the study process.

3. Teaching staff

The big asset to the programme is the teaching staff. The quality and quantity of staff is consistent to achieve indicated learning aims and outcomes. The teachers develop their scientific and didactic qualification. Teachers is satisfied with the support of administration who create conditions to improve the didactic skills. The majority of teachers graduated from KTU. It is recommended to attract more professors from other EU universities to ensure higher level of programme internationalization. The knowledge of English language of some teachers could be improved.

4. Facilities and learning resources

The facilities and learning resources are sufficient to meet the students and teachers need and to achieve the aims of programme. The existing classrooms, computer rooms, laboratories are in good condition. Administration invest in modernisation of IT and equipment. There is an access to modern data bases and software. However, the primary data from companies could to improve study process and research level. The Faculty library is very small and the supply of textbooks and economic journals could be improved.

5. Study process and students’ performance assessment

Support system is operating well at the Faculty. It includes transparent admission organization of teaching process, scientific activity. The system guarantee achievement of the defined learning outcomes. The educational profile of graduates on the labour market satisfies employers.

The expert team is concerned that the number of of part - time students dropout –rate is very high. The Faculty should find the way react upon the issue. It is recommended to rise the international orientation of studies.

6. Programme management

The Faculty has a clear strategy to improve quality assurance of studies. All stakeholders are engaged in this process. The issues of quality assurance are discussed at all levels of the faculty. Faculty collects and analyses detailed statistics related to the quality of the programme. Teaching staff is regularly appraised. But there is no single document regulating quality assurance. Annual report analysing and reflecting quality assurance problems is not being produced.

V. GENERAL ASSESSMENT

The second level study programme *Economics* (state code 621L 10003) of Kaunas University of Technology 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.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas:

Team leader:

Prof. dr. Mieczyslaw Socha

Grupės nariai:

Team members:

Dr. Michael Emery

Assoc. prof. dr. Maija Šenfelde

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**KAUNO TECHNOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *EKONOMIKA* (VALSTYBINIS KODAS – 612L10003) 2013-02-06
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-40 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Ekonomika* (valstybinis kodas – 612L10003) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Po diskusijų su studentais, absolventais, darbdaviais/ alumni, darbdaviais/ socialiniais partneriais, akademinio personalu ir administracija ekspertų grupė mato esant pakankamai įrodymų, jog su šia bakalauro programa susiję lūkesčiai yra pasiekiami.

Ekonomikos bakalauro studijų programos geroji patirtis:

1. Visi socialiniai dalininkai visiškai pritaria tobulinimo idėjai. Imtasi nemažai priemonių, kurios sudaro gerą pagrindą, ateityje kuriant gerą kokybės kultūrą.

2. Ekonomikos studijų programa yra svarbi regiono vystymui. Absolventai yra paklausūs Lietuvos darbo rinkoje.

3. Personalas įvairiais būdais tobulina pedagoginę ir mokslinę kvalifikaciją. Studentai, absolventai ir darbdaviai yra patenkinti personalo profesine kvalifikacija.

4. Fakulteto administracija vykdo modernizavimo politiką ir nuolat investuoja į mokymo priemones, kompiuterių laboratorijų programinę įrangą bei žmogiškuosius išteklius.

5. Studentai sklandžiai teikia grįžtamąjį ryšį apie studijų eiga ir studijų programos turinį. Įgyvendinama įdomi „apvalaus stalo“, t. y. susitikimų ir pokalbių su studentais bei administracija, praktika.

6. Fakultete reguliariai renkama ir nagrinėjama informacija apie studijų eigą ir studijų turinį, imamasi veiksmų kylančioms problemoms šalinti. Labai teigiama patirtis yra pažangi akademinio informavimo sistema, taikoma fakulteto ir universiteto lygmenimis.

1. Programos tikslai ir numatomi studijų rezultatai

Pirmosios pakopos Ekonomikos programos tikslai ir numatomi studijų rezultatai atitinka bakalauro studijas. Tikslai ir rezultatai viešai skelbiami KTU akademinėje informacijos sistemoje. Apibrėžiant programos rezultatus dalyvavo svarbūs socialiniai dalininkai. Programos numatomi studijų rezultatai ir dalykai gerai suderinti.

Reikėtų paaiškinti su tikslais, uždaviniais ir numatomais studijų rezultatais susijusią terminologiją. Numatomi studijų rezultatai turėtų būti labiau suderinti su programos profiliu.

2. Programos sandara

Programos sandara atitinka teisės aktuose nustatytus reikalavimus. Programos dalykai sudaryti logiškai, kad studentai galėtų kasmet padaryti pažangą. Tai yra nuoseklus programos administratorių taikomas metodas. Tačiau ne visi pasirenkamieji dalykai yra tiesiogiai susiję su ekonomika. Rekomenduojama diegti modernesnius mokymo ir mokymosi metodus, ypač atvejo analize pagrįstus studijų metodus ir situacijos analizę, skirtus šiuolaikinio verslo problemoms studijų eigoje spręsti.

3. Akademinis personalas

Didžiulę programos vertę sudaro akademinis personalas. Personalo skaičius ir kvalifikacija yra pakankami nurodytiems studijų tikslams bei rezultatams pasiekti. Dėstytojai tobulina savo mokslinę ir pedagoginę kvalifikaciją. Dėstytojus tenkina administracijos, kuri sukuria kvalifikacijos tobulinimo sąlygas, parama. Daugelis dėstytojų yra Kauno technologijos universiteto absolventai. Rekomenduojama pakviesti daugiau profesorių iš kitų Europos Sąjungos universitetų ir taip užtikrinti didesnę programos tarptautiškumo lygį. Kai kurie dėstytojai galėtų pagilinti savo anglų kalbos žinias.

4. Materialieji ištekliai

Materialieji ištekliai atitinka studentų ir dėstytojų poreikius ir yra pakankamai numatomiems programos tikslams pasiekti. Esamos auditorijos, kompiuterių klasės, laboratorijos yra geros būklės. Administracija investuoja į IT ir kitos įrangos modernizavimą. Yra galimybė naudotis naujausiomis duomenų bazėmis ir programine įranga. Tačiau studijų procesą ir mokslinių tyrimų lygį padėtų gerinti pirminiai duomenys, kurie būtų gaunami iš įmonių. Fakulteto biblioteka labai negausi, joje galėtų būti daugiau vadovėlių ir ekonomikos žurnalų.

5. Studijų eiga ir jos vertinimas

Fakulteto paramos sistema veikia gerai. Ji apima skaidrų priėmimo ir mokymo proceso organizavimą, mokslinę veiklą. Ši sistema užtikrina, kad bus pasiekti numatomi studijų rezultatai. Darbdavius tenkina absolventų išsilavinimo profilis darbo rinkoje.

Vertinimo grupei nerimą kelia labai didelis išstęstinių studijų studentų nubyrežimo skaičius. Fakultetas turėtų rasti būdų, kaip išspręsti šią problemą. Rekomenduojama sustiprinti tarptautinį studijų aspektą.

6. Programos vadyba

Fakultetas turi aiškiają studijų kokybės gerinimo strategiją. Šiame procese dalyvauja visi socialiniai dalininkai. Kokybės užtikrinimo klausimai aptariami visuose fakulteto lygmenyse. Fakultete renkama ir nagrinėjama išsami statistika, susijusi su programos kokybe. Akademinis personalas nuolat vertinamas. Bet nėra bendro kokybės užtikrinimą reglamentuojančio dokumento.

Nerengiama metinė ataskaita, kurioje atspindėtų ir būtų analizuojami kokybės užtikrinimo klausimai.

III. REKOMENDACIJOS

1. Vertinimo grupė rekomenduoja persvarstyti ir tiksliau juos apibrėžti studijų tikslus, kad jie geriau atspindėtų pirmosios pakopos studijas.

2. Rekomenduojama, kad ne studijų krypties dalykuose daugiausia dėmesio būtų skiriama tiesiogiai su ekonomika susijusiems dalykams. Studijų programos sandara turi nagrinėti aktualius ekonomikos klausimus. Patartina studijose naudoti daugiau su praktiniais klausimais susijusių atvejų analizės metodų. Grupė ragina administraciją apsvarstyti, ar nereikėtų sutrumpinti ekonomikos programos trukmės.

3. Dėstytojai, kurie savo mokslinių tyrimų rezultatus skelbia aukštai reitinguojamuose tarptautiniuose moksliniuose žurnaluose užsienyje, turėtų būti labiau remiami ir skatinami už šią veiklą.

4. Būtina atnaujinti bibliotekos išteklius ir padidinti galimybę naudotis pirminiais duomenimis. Rekomenduojama daugiau naudotis virtualia mokymosi aplinka.

5. Galėtų būti stiprinamas tarptautinis *Ekonomikos* programos profilis, įskaitant užsienio universitetų dėstytojų paskaitų skaitymą.

6. Būtina nustatyti ištęstinių studijų studentų nubyrėjimo lygį ir išnagrinėti to priežastis.

7. Daugiau dėmesio turėtų būti skiriama numatomiems programos rezultatams ir kokybės užtikrinimo sistemai. Patartina metinėje ataskaitoje analizuoti programos rezultatų įgyvendinimą. Būtina turėti bendrąjį kokybės užtikrinimo dokumentą.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341