



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
EKONOMIKOS PROGRAMOS (621L10008)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *ECONOMICS (621L10008)*
STUDY PROGRAMME**
At Kaunas University of Technology

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ekonomika</i>
Valstybinis kodas	621L10008
Studijų sritis	socialiniai mokslai
Studijų kryptis	ekonomika
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2), iššęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ekonomikos magistras
Studijų programos įregistravimo data	2007-02-19 No. ISAK-225

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Economics</i>
State code	621L10008
Study area	Social Science
Study field	Economics
Kind of the study programme	University studies
Cycle of studies	second
Study mode (length in years)	Full time (2), part time (3)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Economics
Date of registration of the study programme	2007-02-19 No. ISAK-225

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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* Master programme is offered by the Faculty of Economics and Management (FEM) which houses 7 departments. There are more than 2,000 students (and 40 doctoral 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

The SER states that „the aim of the study programme of Economics is to prepare highly qualified specialists in economics who possess knowledge of classical and modern economic theories and up-to-date economic models; are able to recognise theoretical, practical and interdisciplinary economic problems at the concept level and solve them independently; provide methodological arguments and perform applied research in economics and communicate their results efficiently“.

The master programme intends to cover general economic knowledge and deep competences. Consequently, the main aim of the programme reflects this intention to prepare exceptional economic specialists in such broad areas as accounting, finance, and marketing with the abilities to solve economic problems, both practical and interdisciplinary, and to undertake applied research. These aspects are further expanded in a series of listed objectives outlining the areas of deep economic knowledge, applied and interdisciplinary research, problem solving, and communication. The aims are clearly tabulated and correlated to the intended learning outcomes and the corresponding courses.

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.

However, there is a change in wording at least because the four 'objectives' become four key 'aims' in the SER. This mix of terminology needs review and clarification. Additionally, further clarification on how the dichotomy between 'general' and 'deep' can be achieved is needed. It is insufficient to just refer to T-form and I-form learning models.

It is clear that the demand for economists has been analyzed by the FEM and, additionally, cognoscente has been taken of KTU's mission to provide international level studies based on current research activity. For these reasons the broad areas of accounting, finance, and marketing were selected as specialisations.

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.

It is important that this programme is regularly reviewed and a more international approach is being implemented. Although it is stated in the SER that there is an awareness of the European Higher Education Area (EHEA) guidelines, the aims, apart from the term 'global environment' used, should reflect internationalisation more positively and dynamically. Consideration should therefore be given to including internationalism/internationalisation as one of the broad areas of the aims.

The Economics master programme is not unique. There are similar programmes in the Baltic States and in Western Europe. In comparison with other programmes, the intended learning outcomes indicate a similar level of master studies. They are clearly defined (knowledge; instrumental skills); special skills; social skills; and personal skills) and tabulated in the SER and correlated to the appropriate courses. For example, under 'knowledge' there is a reference applying economic theories to international and global situations. The study subjects which relate to this learning outcome include Features of European Markets, Global Finance, and International Trade Economics. It shows that internationalization aspects are insufficient and an international culture is required.

The level of studies is appropriate for master level as evident by both the learning outcomes and the study courses themselves. However, the correlation between aims, outcomes and courses could be more visible; 'global environment' is mentioned in a programme name, but more international courses should be offered in the curriculum. Overall, the intended learning outcomes are related to the capabilities and competences that the students are expected to demonstrate. Students are satisfied with the programme and the number of applicants has even grown.

The expert team sees it as a positive feature that the LOs are reviewed regularly by a number of relevant bodies including the Programme Committee and a representative of social partners. Positive fact is that stakeholders 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.

In general the programme aims and learning outcomes are consistent with the type and level of studies. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other as well. The aims and learning outcomes correspond to KTU and faculty mission, are publicly available, presented in Academic Learning System. Learning outcomes however do not fully cover the profile programme. More

international emphasis in respect of the range of international courses offered in the curriculum is needed.

2. Curriculum design

The KTU has the unanimous methodology for construction of study programmes. The total volume of the study programme is 120 ECTS credits, and the number of credits for each target part of the Economics programme is allocated so that the students could achieve the learning outcomes successfully. The volume of study field courses comprises of 60 credits (it constitutes 50 % of the study programme). The volume of elective courses determined by the University is 30 credits, which constitutes 25 % of the Programme. Students deepen knowledge and develop skills when choosing one of six offered alternative modules in economics. Coherent structure of the study programme and proportional distribution of courses in each semester (no more than 5 courses) guarantees proper arrangement of courses over semesters.

A positive feature of programme is that thesis defence is public and members of Board of Defence includes business experts. The questions asked during the final exam concern rather thesis and rare test knowledge and skills acquired over the whole study programme.

The SER demonstrates some structure changes of analysed master programme from 2012/13 academic year. The programme has been changed while reducing the volume of some courses to 5 credits and increasing that of the major study courses to 10 credits. Until 2012/13 academic year the courses in the programme were of the same volume, i.e. 6 credits each. It should be noted that the increase in the volume of major courses from 6 to 10 credits raised the number of contact hours from 48 to 64 hours respectively. Due to the changes the amount of students' individual work grew from 112 to 203 hours. The key argument of changes is that greater volume of major courses enables to apply innovative study methods such as problem-based task solving, and increase the number of group work which develops team work skills. The arguments are reasonable. The increase of the amount of students' individual work is justified. Another change introduced in the programme design since year 2012/13 was the specialised modules of economics developing the modular framework of studies. Students support such system because it broadens his/her choice. Each specialised module of 4 deepening courses and two major courses, each equivalent to 10 credits.

The length of study is rather long (two years of full-time studies and three years of part-time studies) in comparison to similar programmes in some other countries. The expert team recommends to consider shortening the programme. It could become a competitive advantage and the new possibility to attract new students.

The programme would benefit focusing on current issues troubling Lithuania (for example migration), European and global economies. Faculty may consider offering more classes which would develop advanced analytical competences and expand knowledge on social and economic environment.

The programme is consistent with current legal requirements and enables achieving intended learning outcomes. Programme structure is balanced, term workloads comparable. The content of the subjects and modules is consistent with the type and level of studies. The panel would encourage administration to consider shortening the programmes and advertise it as a mean of attracting new students. The programme and its content could more directly reflect the current business problems.

3. Teaching staff

The programme is delivered by 33 lecturers. The list of programme teachers includes 16 professors, 14 associate professors and 4 senior and other lecturers, which is accordingly - 48.5 % of professors, 42.4 % associate professors and 9 % lecturers. The number of the teaching staff is adequate to ensure the achievement of LO. Programme teachers conduct scientific research, take part in international projects, have adequate didactic experience. 31 teachers have doctoral degree, which constitutes 94 % of all teachers in the programme. The percentage exceeds the formal requirements (80 %) laid down in the legislation. Majority speaks in 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.

16 lecturers teach study field courses, 8 of them (50 %) are professors (requirement - at least 20 %). The skills of academic staff is in compliance with requirements laid down in applicable legal acts and allows implementing aims, objectives and learning outcomes of the programme. Many lecturers have practical experience of working in the sphere of the study programme.

Staff is appointed in a rational manner with qualifications' and experience directly relevant to teaching on Economics programme. The staff commitment to the programme and its students is evident. Students and graduates expressed high satisfaction with staff calling them "the big asset to this programme".

Average age of the Programme lecturers is 46 years. The majority of teachers are younger than 40. In terms of age, it presents a favourable factor, since its structure is balanced between experienced employees and joining young teachers. Teaching staff turnover is able to ensure an adequate provision of the programme.

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 faculty creates favourable conditions for the professional development of teachers. Professional development of staff is guaranteed by both KTU and the Faculty setting out plans for individual activities each year. Teachers show great interest in acquiring new didactic skills and conducting scientific research. The programme teachers improve their qualification participating in various trainings and seminars organised in Lithuania. Many teachers have improved their qualification at foreign science and educational institutions. A substantial part of teachers attend international scientific conferences and give lectures at foreign universities in the frame of ERASMUS programme. 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.

Between 2007 and 2011 Economics programme teachers published 43 articles in the publications of the main list Institute of Information Science (ISI), 58 articles in other publications cited in ISI databases (proceedings, etc.), 407 scientific articles in other scientific publications cited and referred in international databases approved by Lithuanian Scientific Board. Additionally, some articles of programme professors were published with co-authors - master students and graduates (which is an important exercise in order to pursue a student's scientific career). 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.

Information gathered suggests that the Economics second level programme is delivered by teaching staff adequate in number, qualifications and substantial didactic experience. Staff consists mainly of professors and associated professors. The legal requirements concerning second-cycle education are fulfilled. Core Staff is stable. The recruitment policy does not ensure the employment for graduates and professors from other Lithuanian and EU universities. 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

There are 19 rooms (1,053 places) in the Faculty. All of them are equipped with Multimedia and stationary computers. The number of rooms is fully sufficient for the implementation of studies in full-time and part-time study delivery forms. In the last five years, one more computerised teaching laboratory (12 places) has been installed in the faculty, where up-to-date computer hardware and software is used. Three laboratories (67 places) are equipped with Multimedia. The computerised laboratories are maintained by qualified technical staff. The faculty has 7 (125 places) computerised rooms and teaching labs in total. In addition, there is a possibility to use 2 teaching laboratories (70 places) in other faculties. Microsoft Office (Microsoft Excel), „EWIEWS“ 7 and IBM SPSS Statistics version 19 software.

Packages are used during laboratory works and tutorials in the Faculty. The virtual learning environment is available for teaching purposes (MOODLE system), but students would like to see more possibilities to develop their skills of using virtual learning environment.

The faculty has enough teaching laboratories and computerised rooms. 11% of all contact hours are planned for computer work for one student per semester. During contact hours and individual studies, students have access to wireless network connection. 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. Primary data create favorable conditions to upgrade scientific research for the staff and bring studies closer to real business.

The FEM has 19 lecture rooms which have a total capacity of 1000 seats. The faculty uses 4 bigger rooms able to seat 760 students, which owned by other faculties when needed. All didactic rooms are equipped with computers and video projectors. 7 computer and teaching labs with total capacity of 125 seats are used for the teaching process. Each year, substantial financial resources are allocated to improve the standard and modernise material resources, computer hardware and software. Just between 2008 and 2011 2.5 million litas were spent for that purpose. Adequate resources were also created for problem-based teaching, however, the problem of insufficient number of interactive teaching rooms occurred. In conjunction with Google, a project is going to be implemented. Students will be asked to solve real business problems in given timeframe.

Capacity of rooms used for didactic purposes and their quality are sufficient for demands of the FEM and programme in Economics. Site visit allowed to conclude that premises are suitable for supporting teaching and learning in general. The University and Faculty libraries with reading rooms are dated however. Student would like to see the library working longer during the session and there would be the bigger books stock in the library. The FEM library is

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

Material resources and their quality create sufficient conditions to achieve programme aims and intended learning outcomes and programme aims. 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. University and Faculty library with reading room is dated. Library could be more flexible (longer working time during session) and supportive to students.

5. Study process and students' performance assessment

Admission rules are universal across all second-cycle degree courses. Admission to the master Economics programme is based on candidates' past performance. They are selected through competition. Competitive score when entering Master's studies (*KBM*) is calculated according to the entrant's data of university first cycle study diploma supplement and the indexes of scientific activity. Evaluation of scientific activity is performed by the admission commissions of faculties. The admission requirements are well-founded. The university uses a transparent admission system for selection of candidates.

The organization of the study process of the study programmes are determined by the Senate of KTU. The timetable of courses is determined in order to guarantee the optimal timetable of students' workload. Studies at the University are organised according to general and individual plans and timetables. Faculty has well developed system of students' internships. Students recall good experience with working placement and they are satisfied with faculty's support. Employers did not complaint about the students taken to the practical training. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

FEM 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 FEM where a student can get all the necessary information. Students are encouraged to develop their scientific creativity and present its results at annual scientific conferences for Economics and Management. The topics of students' presentations are most often related to the students' Final Degree Projects. Students only in 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 master thesis show that teachers' feedback is present. Students demonstrate the sufficient research skill abilities required for the second level university degree. Closer observation of presented exam papers and Final works shoed that not all tests were well designed. The test with choice "Yes" and "No" is not adequate for master 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 positive practice is that University and Faculty try to prevent and exclude unethical behaviour of teachers and students. The faculty owns software to test papers suspected of plagiarism.

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 on bachelor level. Over last 5 years, 183 students of Economics completed part of their degree course abroad, and 22 their professional practice as well. In the same way 163 foreign students came to the faculty. But only 18 students of the master Economics programme left for fixed period of their studies abroad. During the visit Faculty administration expressed concern about it. They explained that by the fact that the majority of students in the second cycle are employed and start their career, which limits their possibilities to use the offered opportunities to go abroad. The Faculty should consider strategy for increasing the mobility rates of second cycle students.

Faculty administration takes efforts to ensure feedback from the students. 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.

The panel was particularly pleased to find the Faculty strives to raise international profile of studies. But the efforts to upgrade international level of programme should be more intensive. Employers expressed opinion, that being more internationally oriented graduates will have more opportunities to be employed.

Organization of teaching process, didactic, scientific and social support is beneficial for achieving intended learning outcomes and the grading system enables correct assessment of achieved learning outcomes. Despite the fact that majority of professors apply modern teaching and students' achievement methods students would like to see more possibilities to develop their skills of using virtual learning environment. Discussions with employers and alumni also showed that more case studies related to the practical issues should be applied. Expert team shares alumni opinion that cases-based teaching strategy should be intensively developing; case studies should be used not only during classes but also during exams. Employers suggested to teach more analysis related to the particular sector. Most students positively assess the support and those more critical said that their personality is developed. Nevertheless, study programme face a problem with part-time master students dropout rate. The Faculty should concentrate its efforts on investigating reasons for high dropout rates and implement adequate measures to improve current situation.

In summary, the procedures of admission to Economics master study programme are well documented and transparent; the competitive score enables to ensure fair competition. The study process and didactic performance are organised in the way that allows achieving defined learning outcomes. Students feel appropriate support from teachers and administration. The created feedback system allows to react upon the students' and other stakeholders' needs and the changes on the labour market. Graduates and students confirm high level of scientific and social support. Didactic process is organised appropriately, but interactive teaching methods should be used more often. Case-based teaching strategy should be intensively developing; case studies should be used not only during classes but also during exams. International exchange activity should be more active. There should be stronger emphasis on internalization of studies and scientific research for both teachers and students.

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 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. The faculty makes efforts to enrich internal quality assurance system. The panel appreciates these efforts; however it is recommended to reflect on the outcomes of the programme management and quality assurance system in a more rigorous way. The annual report covering the outcomes of such analysis would be very useful.

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 reconsidering learning outcomes defining them more linked to the profile of the programme. Emphasise on international content and an international culture in the learning outcomes should be visible.

3.2. Panel advice the Faculty to consider offering more classes, which developed advanced analytical competences and expanded knowledge on social and economic environment. Administration is encouraged to consider shortening of the programme and use it as a tool to advertise of the programme and attract new students.

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. It is recommended to ensure better access to primary statistical data and update library stock.

3.5. Wider usage of virtual learning environment is recommended. Implementation of more case studies related to the practical issues would be beneficial.

3.6. Faculty should consider the possibilities to improve mobility rates of master students.

3.6. Expert team recommends more rigorous orientation on programme outcomes and quality assurance system. The analysis of implementation of programme outcomes in the annual report is recommended.

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 master programme are met.

Good practice of master of Economics study programme:

- Programme aims and learning outcomes are consistent with the master of Economic studies. Internal and external stakeholders are engaged in the improvement of all aspects of programme.

- Due to the changes in the programme structure (implimented last year) a new modular system was introduced. It now better meets the expectations and needs of students. Modernization of programme effects on the good acceptance of the graduates in the Lithuanian labour market.

- External stakeholders actively support the programme, and are intended to continue a wide scale cooperation. Staff is highly valued as the most important value of the programme.

- Faculty administrations provide policy of modernization and regularly invest to improvement of learning facilities, computer laboratories software an human recourses.

- Good feedback from students regarding study process and content of programme 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

Programme aims and learning outcomes are well defined and correspond to the the second level studies requirements. Stakeholders took part in the designing of the intended LO. Information about the study programme, its intended LO is documented and available at KU website. Learning outcomes should better reflect the profile of Economics programme, more clearly reflecting the international direction and international aspects.

2. Curriculum design

Programme structure, its content allows to achieve defined learning outcomes. The changes introduced in Economic programme during last academic year are reasonable, the new structure and workload is balanced. The programme should more widely cover contemporary economic problems. Case-based strategy should be considered. The team recommends considering the shortening of the studies, which could become competitive advantage.

3. Teaching staff

The teaching staff are professional and skilled. Social partners, students and graduates are very satisfied with didactic experience of the professors. Teachers are engaged in research, related to to their taught subjects. The staff recruitment policy could be improved by inviting more professors from outside the university. The knowledge of English language of some teachers could be improved.

4. Facilities and learning resources

Material resources and their quality create favourable conditions for the achievement of learning outcomes. Faculty administration invested substantial resources to update computer laboratories, software and other learning facilities. Students have comfortable access to modern information databases. There is a need to insure access to primary information sources and newest business data. The Faculty library stock should be updated.

5. Study process and students’ performance assessment

Students support is one of the priorities of administration and academic staff. Admission procedures are clear and transparent, available online. The process of master students assessment is well functioning. Existing Academic Information System is modern and student oriented.

The students participation in scientific activity and research project should be more active. The master students’ international exchange rate is not sufficient and should be improved.

6. Programme management

The administration and the staff understand that quality assurance plays decisive role in modern university education. University has a general quality assurance system which involves main stakeholders. Programme Quality monitoring on regular basis is one of the key stone of programme management. The efforts of Faculty to this direction can be more intensive. The annual report on quality is desirable.

V. GENERAL ASSESSMENT

The second level study programme *Economics* (state code 621L 10008) 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:

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Grupės nariai:
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Dr. Michael Emery

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**KAUNO TECHNOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *EKONOMIKA* (VALSTYBINIS KODAS – 621L10008) 2013-02-06
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-41 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Ekonomika* (valstybinis kodas – 621L10008) 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 / buvusiais studentais, darbdaviais / socialiniais partneriais, akademinio personalu ir administracija ekspertų grupė nustatė, kad yra pakankamai įrodymų, jog su šia magistrantūros programa susiję lūkesčiai pasiekiami.

Ekonomikos magistrantūros studijų programos geroji patirtis:

1. Programos tikslai ir numatomi studijų rezultatai atitinka ekonomikos magistrantūros studijas. Vidaus ir išorės socialiniai dalininkai dalyvauja tobulinant visus programos aspektus.

2. Atlikus programos sandaros pakeitimus (kurie įvykdyti praėjusiais metais), įdiegta nauja modulių sistema. Ši sistema labiau atitinka studentų lūkesčius ir poreikius. Programos modernizavimas daro teigiamą poveikį sėkmingam absolventų įsiliejimui į Lietuvos darbo rinką.

3. Išorės socialiniai dalininkai aktyviai remia programą ir ketina toliau plačiai bendradarbiauti. Personalas yra labai vertinamas kaip svarbiausia šios programos stiprybė.

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 spręsti. Labai teigiama patirtis yra pažangi akademinio informavimo sistema, taikoma fakulteto ir universiteto lygmenimis.

1. Programos tikslai ir numatomi studijų rezultatai

Programos tikslai ir numatomi studijų rezultatai aiškiai apibrėžti ir atitinka antrosios pakopos studijų reikalavimus. Socialiniai dalininkai dalyvavo apibrėžiant numatomus studijų rezultatus. Informacija apie studijų programą, jos numatomus studijų rezultatus įtvirtinta dokumentuose ir pateikta KTU interneto svetainėje. Numatomuose studijų rezultatuose turėtų aiškiau atsispindėti ekonomikos programos profilis, tarptautinė kryptis ir tarptautiniai aspektai.

2. Programos sandara

Programos sandara ir turinys suteikia galimybę pasiekti numatomus studijų rezultatus. Ekonominės programos pakeitimai, atlikti paskutiniaisiais mokslo metais, yra pagrįsti, naujoji sandara ir darbo krūvis subalansuoti. Tačiau ši programa turėtų apimti daugiau šiuolaikinių ekonominių problemų. Reikėtų apsvarstyti atvejais pagrįstą strategiją. Grupė rekomenduoja apsvarstyti, ar nereikėtų trumpinti studijų trukmės – tai būtų konkurencinis pranašumas.

3. Akademinis personalas

Akademinis personalas yra profesionalus ir kvalifikuotas. Socialiniai partneriai, studentai ir absolventai labai patenkinti pedagogine dėstytojų patirtimi. Dėstytojai dalyvauja su jų dėstomais dalykais susijusiuose moksliniuose tyrimuose. Personalo įdarbinimo politiką būtų galima patobulinti pasikviečiant daugiau dėstytojų iš išorės. Kai kurie dėstytojai galėtų pagilinti savo anglų kalbos žinias.

4. Materialieji ištekliai

Materialieji ištekliai ir jų kokybė sudaro palankias sąlygas numatomiems studijų rezultatams pasiekti. Fakulteto administracija investavo daug išteklių, kad atnaujintų kompiuterių laboratorijas, programinę įrangą ir kitas mokymo priemones. Studentai turi geras galimybes naudotis naujausiomis informacinėmis duomenų bazėmis. Būtina užtikrinti galimybę naudotis pirminiais informacijos šaltiniais ir naujausiais verslo duomenimis. Reikėtų atnaujinti bibliotekos išteklius.

5. Studijų eiga ir jos vertinimas

Parama studentams yra vienas iš administracijos ir akademinio personalo prioritetų. Priėmimo tvarka aiški ir skaidri, ji nurodyta interneto svetainėje. Magistrantūros studentų vertinimo procedūra veikia gerai. Dabartinė Akademinio informavimo sistema šiuolaikiška ir orientuota į studentą.

Studentai turėtų aktyviai dalyvauti mokslinėje veikloje ir mokslinių tyrimų projektuose. Magistrantūros studentai nepakankamai gausiai dalyvauja tarptautiniuose mainuose; dalyvavimo rodiklius reikėtų pagerinti.

6. Programos vadyba

Administracija ir personalas supranta, kad kokybės užtikrinimas yra lemiamas teikiant šiuolaikinį universitetinį išsilavinimą. Universitetas taiko bendrą kokybės užtikrinimo sistemą, kurioje dalyvauja pagrindiniai socialiniai dalininkai. Kertinis vadybos programos akmuo yra reguliari programos kokybės stebėseną. Fakultetas galėtų dėti daugiau pastangų šioje srityje. Pageidautina, kad būtų kasmet rengiama kokybės ataskaita.

III. REKOMENDACIJOS

1. Grupė rekomenduoja persvarstyti numatomus studijų rezultatus ir apibrėžti juos labiau susiejant su programos profiliu. Numatomuose studijų rezultatuose turėtų būti išryškintas tarptautinis turinys ir tarptautiniai programos aspektai.

2. Ekspertų grupė rekomenduoja fakultetui apvarstyti, ar nereikėtų daugiau paskaitų, kurios padėtų lavinti aukšto lygio analitines kompetencijas ir suteiktų gilesnių žinių apie socialinę bei ekonominę aplinką. Administracija raginama apvarstyti, ar nereikėtų sutrumpinti programos ir naudoti to kaip priemonės programai viešinti bei naujiems studentams patraukti.

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

4. Rekomenduojama užtikrinti geresnes galimybes naudotis pirminiais statistikos duomenimis ir atnaujinti bibliotekos išteklius.

5. Rekomenduojama daugiau naudotis virtualia mokymosi aplinka. Būtų naudinga atlikti daugiau su praktiniais klausimais susijusių atvejų analizės metodų.

6. Fakultete reikėtų apvarstyti magistrantūros studentų judumo didinimo galimybes.

6. Ekspertų grupė rekomenduoja didesnę dėmesį skirti numatomiems programos rezultatams ir kokybės užtikrinimo sistemai. Patartina metinėje ataskaitoje analizuoti numatomų programos rezultatų įgyvendinimą.

<...>

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