



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto  
**VERSLO EKONOMIKOS PROGRAMOS (621L10006)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *BUSINESS ECONOMICS* (621L10006)**  
**STUDY PROGRAMME**

At Vilnius University

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo ekonomika</i>
Valstybinis kodas	621L10006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Ekonomika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ekonomikos magistras
Studijų programos įregistravimo data	2005 m.

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Economics</i>
State code	621L10006
Study area	Social Sciences
Study field	Economics
Kind of the study programme	University
Cycle of studies	Master
Study mode (length in years)	Full time 2 yrs.
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in economics
Date of registration of the study	2005

Studijų kokybės vertinimo centras

The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

Vilnius University is the oldest and biggest university in Lithuania. It educates over 22 thousand students and employees as near as makes no difference 3800 employees. The university offers 60 undergraduate and 100 master degree programmes. Ph.D. students may study 30 different disciplines of science.

The *Business Economics* programme is offered by the Faculty of Economics (FE) which houses 9 departments. The FE employs 159 employees including 21 professors and 74 associated professors. It is home to 4200 students able to choose from among three bachelor degree and fifteen master degree programmes. Previous accreditation of the *Business Economics* programme took place in 2008.

The self-evaluation report (hereinafter referred to as SER) was prepared by purpose-appointed by dean team of experts and discussed with various internal and external stakeholders. The authors' team has struck good balance between description of facts and their self-assessment. Particularly useful are summaries of each criterion presenting strengths, weaknesses and planned actions of improvement.

The external evaluations was conducted according SKVC quality standards by the international experts panel chaired by prof. Mieczyslaw Socha (Poland). Sitting on the panel were: Michael Emery Ph.D. (UK), prof. Maija Senefelde (Latvia), prof. Vytautas Juscius (Lithuania) and Andrius Zalitis (Lithuania). The SER had become first-line source on which preliminary opinions were built about quality of education provided by this programme. During the site visit held on 4 December the panel had a set of meetings with strategic stakeholders, including Faculty administration, SER authors and members of Study Programme Committee, students, teaching staff, alumni and employers. The panel had an occasion to exchange opinions during informal meeting as well. The important part of the site visit was the inspection of the didactic infrastructure and learning resources.

The panel would like to express its gratitude to Faculty authorities for competent organisation of site visit and to all interviewed staff and stakeholders who share their experiences and insights with us.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The main aim is somewhat lengthy and complex; a reduction or a split into sub-aims might add clarity. Briefly, the main aim as stated in the SER is 'to train highly qualified specialists able to compete in the global business environment...'. This quite general aim covers both of the two pathways of this *Business Economics* programme, '*International Business Economics*' and '*Business Finance*'. Uniquely, it provides a one-year bridging course for graduates from other fields with little knowledge of the market economy now prevalent in Lithuania, who are apparently, according to the SER, in the 35 - 45 years age group. The extensive aim is expanded upon in a long series of 'Programme objectives' subdivided into general, skill-building, and personal objectives. These could all be considered sub-aims and they all correlate to the programme's main aim, as is required. The personal objectives, as is the norm, are generic and could be applied to most master level programmes. It would be helpful to the student, the staff,

and any reader if brevity and clarity are considered when the aims are next revised. This could also be applied, but to a lesser extent, to the intended LOs, though these are not so extensive.

The overarching programme aim set out by this programme is to train specialists able to compete within global marketplace, who would hold multidisciplinary and integrated competences in managing economic processes which could be deployed at modelling enterprise organisation and finance, and designing strategy to develop and implement those models. This programme's distinguishing feature is supposed to be conceptual skills education and opposed to teaching special skills. In this vein defined were 20 objectives and over a dozen intended learning outcomes. They are optimised for educating an analyst rather than a manager, who would be able to interpret signals coming from business sector and find solutions adequate to given business organisation. Intended learning outcomes are not a direct reference to two specialisations on offer. The graduate is supposed to integrate and blend knowledge on economics and management to consequently deploy it at any step of business organisation. Definitions of learning outcomes are relatively precise and clear for students. Learning outcomes are monitored and reviewed on a regular basis. Taking part in this process is also a representative of central bank's board of directors.

Objectives and learning outcomes of the programme are published on various websites and leaflets. Faculty representatives are intensively popularising knowledge about the programme at various meetings.

Although the SER refutes this, the demands of the labour markets have been surveyed for master graduates in economics and it is the opinion, for example, of the Lithuanian Labour Exchange that there is on-going demand for such graduates. Additionally, the programme satisfies the professional requirements for an economist. It is relevant that many subjects are centred on finance economics or international economics so relevant to the current labour markets of the Baltic States and Europe generally. Even with the demise in the banking sector, master graduates in finance economics, as these graduates can be, are still sought. There is public demand and employer need for such programmes and this is evidenced by the number of students enrolled. In 2011, 99 were admitted in total from 242 applications; however, in 2010 total admittance was 122 from 319 applications. This programme is popular but with the recent drop in enrolments and the downward demographic trends the Faculty needs to monitor its recruitment policies and the student enrolments and take effective action when there are failings. This includes the drop-out rates that, for various understandable reasons, are high at 35-25% in recent cohorts. There is competition for this programme from other institutions in Vilnius and in Lithuania in both state and private sectors of higher education. Some are listed in the SER; these competitors and others may not offer exactly the same programme but there are strong similarities. Additionally, in several cases some or all of the teaching is in English, as essential as the main aim focuses on 'the global business environment'.

The intended LOs are attained over the two years of full-time studies for a total of 120 credits. The length of study is quite long in comparison to similar programmes in some other countries; these are one year of full-time studies plus some three months to produce the dissertation. However, the two years gives ample study time for the student to attain all necessary LOs to graduate. In comparison with other comparable programmes, the challenging intended LOs indicate a similar level of master programme. These are tabulated in SER and correlated clearly to the programme subjects, including both compulsory and elective subjects. It is good that the LOs are reviewed regularly by a number of relevant bodies including the Programme Committee and a representative of social partners. However, it would be useful if they were reviewed by a larger employer representation in order to ensure current market relevance and develop further the specialised and general competences. It is useful that subject

descriptions include the LOs, as well as the aims. There is clear correlation between the LOs and the individual subject content. There is also compliance with the Lithuanian legal requirements for this master study programme though the Lithuanian National Qualifications Framework was not drawn upon and referenced in the SER. Based on analysis of learning outcomes for the entire programme and individual subjects, it could be concluded that by and large to correspond to VII NQF level learning outcomes and thus are appropriate for master degree studies. In future it is recommended that the aims and LOs are set by more joint collaboration between VU, the Faculty, the student bodies, and employer/alumni associations with all meetings minuted.

The title of this programme is '*Business Economics*'. The programme's content indicates that this title is appropriate as the largest section of the curriculum covers general economic areas such as 'Business evaluation', 'Business statistics' and 'Risk management'. It is appropriate that the two possible pathways include more specific subjects like 'International trade policy' and 'Taxation theory and practice'. The LOs are compatible with the programme title and are suitably indicated for each subject. The qualification obtained, 'Master in economics' is also compatible with the LOs and the programme title. The aims and LOs allow the students to progress along two years of learning and development. Overall, this master programme is reasonably successful but in view of the facts noted that student enrolments are recently somewhat tenuous, that the programme is comparatively lengthy for fee-paying students, that more regular input is required from more employers and alumni, and that there is competition from similar master programmes in Vilnius itself, nearby Kaunas and elsewhere in the Baltic states, it is recommended that this business economics programme is kept under constant review and quick action taken by the Faculty should any failings occur.

Drawing towards conclusion, the name of programme, learning outcomes and teaching contents are mutually consistent. The aims, objectives, and intended LOs are clearly defined in the SAR, comply with legal requirements and are publicly available on the VU website, in the AIKOS system, and in relevant FE documents and publications. They are adequate to second-cycle studies. Some doubts are cast over offering the two majors, one typical for international economics, second for accounting.

## ***2. Curriculum design***

Studies last two years and require 120 credits to complete. 60 credits are awarded for subjects developing specialist skills, 30 for master thesis and 30 for optional classes. Thereby formal requirements stipulated by the Ministry of Education and Science are met.

During each semester, 4 subjects are delivered, the total number of contact and non-contact hours is 680, and 30 credits are awarded. Each semester comprises of not more than 5 subjects. Teaching contents are monitored on an on-going basis. Centrepieces in that process are interim (once per semester) students' surveys and employer opinions. Subject contents are adjusted according to current needs (most recent 2011).

In general terms, teaching contents are consistent with programme profile and its difficulty level. All subjects were grouped into three modules: mandatory, specialisation and optional. An individual education path is created by choosing specialisation and optional classes. The programme is structured to encourage from the very beginning inquisitive mind-set and develop independent research skills for economics-related problems, through term papers and thesis. Methods of the subjects and modules (International business economics and Business finance) are appropriate for the achievement of the intended learning outcomes. Business economics and econometrics classes are offered in neither module. Moreover, there are not that many advanced level classes. The striking feature of the full time study programme is a very low number of the

contact hours – 15% of total number of hours. The panel was informed that in current academic year the number of contact hours was increased.

Syllabi define programme aims and intended outcomes for each given course unit. Table. (with some mistakes) found in SAR presents how they are linked with learning outcomes defined for the entire degree course. Information on teaching contents in some syllabi is laconic and too general (e.g. EU internal market and world economy) and ambitious (e.g. Globalisation). Other, on the contrary, contain substantial, disproportionate number of topics (e.g. Development Economics). Study subjects are spread evenly. It is difficult to evaluate whether the themes are not repetitive to ensure learning outcomes.

From syllabi it is clear that majority of professors apply modern teaching methods. However traditional teaching practices still dominate in some subjects, interactive classes are rare. Furthermore, there are no computer-based classes using simulation software which would require students' cooperation etc. SER authors have full awareness of this shortcoming. The requirement to write two course papers was positively received. Studies end with presenting and defending master thesis to members of below-mentioned Board. Also developed were methodical guidelines for thesis writers. Thesis defence is public and members of Board of Defence feature business experts. The questions asked during the final exam concern rather thesis and rare test knowledge and skills acquired over the whole study programme.

Contents taught during classes not always touch on or refer to the latest research findings concerning economics and management sciences. Not all reading lists are updated (for example Globalization, International finance, Risk management, Macroeconomic Politics. Usually lecturers recommend textbooks, often in English, sometimes outdated (e.g. European Economics Integration textbook was published in 1997). The panel was surprised to find, seldom recommended are papers published in scientific journals. The global financial crisis has been churning economies worldwide for 5 years now, yet it has little coverage in programme contents (it seems no in the subject entitled Globalisation) and recommended reading.

The programme is consistent with current legal requirements. Programme contents are sufficient to achieve intended learning outcomes. Its structure is balanced, term workloads comparable, on-going monitoring is supposed to prevent repetition of teaching contents. Programme contents are consistent with profile and level of studies. The panel has also some reservations. The programme could to a larger extent focus on classes synthesising economics and management, delivered at advanced level and developing intended analytical skills. The programme and its contents could more directly concern the current financial crisis and its consequences for the business. Praiseworthy are efforts to incorporate into the programme solutions developing students' self-reliance when it comes to projects and the publicly available system for verifying learning outcomes. Didactic process is organised appropriately. Interactive teaching methods should be used to a larger extent. Teachers use mainly textbooks, but very seldom articles from scientific journals. Reliance on textbooks means the latest scientific achievements are communicated with considerable lag.

### ***3. Teaching staff***

Teaching process for Business Economics programme is delivered by 22 teachers, 19 of whom hold at least a degree of Ph.D. Groups of professors and associated professors are 10 person each. Vilnius University is the main employer for 19 of the teaching staff. Hence met are requirements for master degree studies stipulated by order of the Minister of Science and Education of the Republic of Lithuania of 3 June 2010, according to which 80% of lecturers should hold a research degree and at least 20% should have the degree of professor to their name.

University teachers conduct scientific researches, take part in international projects, have adequate didactic experience, and a considerable group has practical experiences as well. Majority knows at least two foreign languages. Hence their qualifications are sufficient to deliver classes aimed to achieve intended learning outcomes. The number of teachers is enough to meet programme aims.

19 teachers had graduated from and acquired academic degrees at the Vilnius University. This homogeneity of staff is disadvantageous from viewpoint of providing various approaches to research, teaching methods and practical experiences. Almost half of the subjects is delivered by professors and associated professors, whilst only 4% by practitioners. More than half teachers is older than 55. Only one person is younger than 35, 4 are younger than 55. The student/teacher ratio is an excellent - about 4. One thesis supervisor handles three master theses. A considerably greater number of teachers acts as advisors and give consultations. Teaching staff turnover given in absolute numbers is inconsiderable. Over the last three years 3 persons were employed and 2 left.

The Faculty facilitates improving research and didactic qualifications through organising scientific seminars and practical training e.g. on handling of equipment, computer software and new didactic methods. A substantial group of teachers attends international scientific conferences and 8 staff gave lectures at foreign universities under ERASMUS programme. Regrettably, SER does not provide information on staff policy, including recruitment, rules governing appraisal of didactic and organisational results as well as other opportunities offered by the university under the initiative to develop both scientific and didactic skills. According to dean's testimony, however, there is a policy in place for selecting best lecturers. Those receiving worst appraisals from students are being made redundant, whilst best ones are awarded cash bonuses.

Teaching staff is proactively conducting research and showed impressive list of publications. Between 2007 and 2011 they published about 500 papers (including didactic aids), 73 of which were published in journals and foreign publications. Majority of teachers took part in 1-2 research projects. The most active took that number to as high as 3 up to 7. From among over 20 research projects listed on p. 23 SER, 8-10 could be classified as research related to the discipline of economics or management. Remaining projects delved into the process and methodology of teaching, graduate competences etc. Employees, however, do not participate in research projects implemented by international research teams, neither in grants funded by the EU Commission.

The Business economics programme is delivered by teaching staff adequate in number, with qualifications consistent with intended learning outcomes and substantial didactic experience. It consists mainly of professors and associated professors. Hence legal requirements concerning second-cycle education are fulfilled. Core Staff originates from Vilnius University and is stable. Practitioners have little input into student education. There are no foreign lecturers. Faculty governing bodies facilitate conditions for staff development, beyond all in respect of methodical assistance with deploying new teaching methods and technical with new information technologies. Frequent travels abroad prove that the faculty supports this form of developing scientific and pedagogic competences. There is no full information which would allow comprehensive assessment of staff policy pursued for analysed programme. Teaching staff is keen to conduct scientific research including disciplines relevant to Business Economics' profile. Teachers, however, do not take part in research project organised by international research consortia.



#### ***4. Facilities and learning resources***

For the past year, four rooms were used with 70 up to 120 seats, and computer laboratories. Material resources have been recently modernised. All didactic rooms were equipped with computers and video projectors. Hence, the conclusion is the number of rooms and their quality is adequate to needs determined by intended LOs and curriculum. Students have access to canteen, 4 cafeterias and sports centre.

The faculty owns over 420 computers, including 104 notebooks. They are new and high performance machines. Wireless Internet and EURODAM network are found at the faculty. Three internet terminals were put in place for students. Available for classes and research is statistical and business software including Amos, SPSS, Eviews, Statgraphics Centurion, Powersim studio. In 2011, just shy of 600 thousand litas were spent on computer and software purchases. Recently opened was computer laboratory with 20 workstations.

Library resources strongly support the learning process and research. The library used by three faculties has 104 seats for student and 8 for employees. All are equipped with computers and access to several scholarly literature databases (a.o. EBSCO, Proquest etc.). SER briefly touches on booking some number of textbooks for part-time students. Teachers provide additional to textbook, books e-files. Facilities and learning resources are monitored and their quality systematically evaluated. SER authors complain about tedious public procurement procedures and consequent delays in delivery of both hardware and software.

Since students of this programme are employed and have practical experience internship in workplaces is not required.

Material resources and their quality create very good conditions to achieve intended learning outcomes and programme aims. The faculty performs due modernisations and incurs substantial costs updating computer equipment. Selected statistical software and access to scientific journal databases are provided for purposes of delivering classes and conducting scientific research.

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

Admission rules are universal across all second-cycle degree courses. Business economics programme is open to all undergraduates of economics and management related programmes as well as other undergraduates provided they earned at least 20 credits in core subjects for major in economics. Admission is based on diploma grades, whereas in case of non-economic studies graduates also on final examination results of core economics-related subjects. *Business economics* enjoys wide interest from candidates. Nevertheless their number dropped considerably in 2011. SER sees this phenomenon as reflection of worsening financial standing of households. Some SER passages would suggest that despite competition deciding about admissions, the university had little success in recruiting candidates prepared adequately to second-cycle studies. Also, the dropout rate is relatively high - about 30%. Regrettably SER does not mention how that breaks down between undergraduates of economics and non-economics studies. According to SER authors, degree of differentiation of competences and language skills virtually renders impossible running foreign language classes. This observation runs contrary to common practice of recommending textbooks in English. FE introduced a principle, which intends to allow practitioners to act as advisers for student drafting research papers and supervisors for their theses. However it has not been implemented as yet.

According to SER, students do not exhibit adequate interest in research, publishing their papers or participating in conferences. University creates opportunities for its students to take part in mobility programmes, but because studies are combined with employment they do not demonstrate any interest in going abroad to foreign universities. No foreign student is enrolled in the programme. Hence the programme has a national character.

FE supports students in traditional way with achieving learning outcomes. Critical role is played by thesis supervisors, programme coordinator and lecturers. The latter have not always been successful in professionally drafting syllabi for the classes they teach. Some contains laconic and general provisions on contents and testing learning outcomes, recommended reading lists web addresses or outdated literature. The university offers information as to prospective employment for its graduates. Defined at university level are procedures pertaining to unethical behaviours such as fraud, plagiarism, bribery etc. The FE owns software verifying papers in terms of suspected plagiarism.

The principles for students' assessment were approved by Faculty Council. Accumulated grading system factoring in results of papers including term papers is in place. However, review of syllabi shows that assessment methods depends on particular lecturer. For instance some lecturers require students to attend at least half of classes, whereas others set the bar at 75%. The panel reviewed a sample of exam papers and theses. On those grounds it was concluded the studies reflect level of difficulty adequate for master degree. Teachers are advised to put more thought into justifying the marks they give. It would be advisable to ask questions during the final exam testing LO acquired over the whole study programme.

Students can evaluate study program, but it seems that rather in a superficial way. Program Committee might prepare better structured questionnaire allowing students to express their opinions on main weaknesses and reasons for dissatisfaction from the program and teaching quality.

Survey show majority graduates works accordingly to skills they obtain. Skills and knowledge they acquire over the course of studies are used as bargaining card to shift from public institutions to private sector. Employers and graduates assess positively learning outcomes demonstrated in business environment.

Arriving at conclusions, the recruitment system is clear and based on first-cycle performance. High dropout rates could be both testimony to high difficulty level as well as deficient support schemes for poor performing students, and defective candidate selection process. This matter should receive closer investigation from faculty's administration. Organisation of didactic process is correct and assures achieving intended learning outcomes. System of learning outcomes is good and known to students. Praiseworthy is verification of achieved learning outcomes through public defence of thesis. Students are provided with good studying conditions and learning support. Shortcoming of the programme is non-existent internationalisation and low student involvement in scientific research. Careers of graduates prove that outcomes achieved over the course of studies are positively perceived by the labour market.

## ***6. Programme management***

Vilnius University designed central guidelines and procedures of managing programme. Strategic decisions are made by the Faculty Council and then approved the University Senate. Appointed by the FE Council, Programme Committee manages and monitors achieved LOs on an on-going basis. It is responsible for designing learning outcomes, making changes to the programme or teaching content, staffing and quality of education. It also examines proposals

submitted by departments. Members of the Programme Committee are university teachers from different departments, representatives of students and employers, here member of board of directors of Lithuanian Central Bank. Programme Committee reports to Faculty Council. Didactic process is organised by the Dean's office employees. Allocation of decisions and responsibility for delivery of programme in above-mentioned system seems clear.

University teachers are responsible for introducing changes modernising teaching standards for classes they deliver. All proposals concerning teaching contents put forward by teachers are discussed by department and submitted to Programme Committee which having analysed them passes them on to Faculty Council for final approval. The faculty stores information gathered on programmes and its outcomes at university IT system. Some of that information can be accessed both by teachers and students. Twice each year, the Quality Management Centre surveys students on their satisfaction with the programme. Students are asked to assess teaching contents, quality of classes and to give their opinion of the entire programme. Results of that survey are compiled into report published on university website (SER provided an incorrect web address). SER provides examples of changes in process of implementation, which originally were suggested by graduates and employers.

Teachers and students have their representatives in all university representative bodies. Representatives of so-called social partners are active members among other of Programme Committee and Final Theses Assessment Boards. Discussions over assessment and proposed changes have been attended by representatives of university, Institute of Labour and Social Research and Ministry of Finance. Almost all employers surveyed in 2012 expressed willingness to co-manage the programme. Each year graduates are surveyed on satisfaction with programmes. They are asked to suggest changes to the programme. At the same time employers are asked to give their opinions on employed graduates' competences. On those grounds new course units were introduced to the programme. Their assessment of the programme, on the occasion of compiling the self-assessment report presented university teacher as well.

Description of quality assurance system provided by SER shows that aims, framework, procedures and tools available to the system are provided at university level by the Quality Management Centre. It published Strategic Action Plan for the period of 2007-2013, where in chapter entitled "Improvement of Study quality and Internationalization" proposed are changes aimed at improving university's quality assurance system.

Structuring of actions concerning quality given by faculty's Action Plan for the period of 2011 - 2013 is rather poor. The FE have not work out its own quality policy and did not appoint Quality Assurance Commission. Programme Committee acts in that capacity. Its role description suggests it does not deal with comprehensive analysis of quality assurance and improvement system. Forum for discussing quality issues is so-called Study Quality Day organised by FE which apart from quality experts is attended by SKVC, Quality Management Study and Students Union representatives. Neither the leading thread nor practical implications for BE programme were given.

In light of that information it is difficult, at this stage at least, to evaluate comprehensively effectiveness and efficiency of the quality system. Strategic stakeholders i.e. students, graduates, teachers, employers are generally content with quality of BE programme. Student satisfaction survey shows individual aspects of education are rated anywhere from 6.6 to 7.7 on 10 point scale. There are no means, however, to ascertain to what extent that quality is produced by individual efforts of teachers and students or by the toolset provided to improve teaching and learning quality. Seemingly the quality assurance system is deficient in some areas, for example

in motivating students to scientific research and some students to studying itself, more effective combination of theory with business practice.

The university has well organised programme management. The panel was pleased to find both internal and external stakeholders are involved in the process of monitoring and assessing execution of programme and teaching process. Surveys on student, graduate and employer satisfaction are carried out on a regular basis. Their assessment of the programme and final learning outcomes is positive. Their opinions are taken into account when redesigning the programme, teaching content and staffing. Key solutions regarding quality assurance are designed at the university level. The FE did not set out separate policy for that purpose. It assesses the efficiency and performance of quality tools to a limited extent. Explained through holding discussions with students and employers has to be issue of common knowledge about quality assurance system. The panel suggests to publish annual reports on strengths and weaknesses of quality assurance and improvement policy.

### III. RECOMMENDATIONS

3.1. More rigorous study of labour market's demand for BE graduates and analysis of whether intended learning outcomes are consistent with descriptors defined by Lithuanian Qualifications Framework is needed. In this context some thought would have to be given to splitting the programme into two substantially separate majors.

3.2. Beneficial for quality would be to reassess the programme in terms of bigger fraction of subjects combining economics with business delivered as advanced classes and referring to latest developments in global economy and business environment.

3.3. Implementation of more diversified and modern teaching methods and didactic skills using software to simulate business problems is advisable.

3.4. Panel sees as critical to thoroughly carry out causal analysis of high dropout rates.

3.5. We perceive as paramount for quality of education to design staff policy. One of policy elements could be incentives system encouraging publishing research results in renowned international scientific journals.

3.6. International profile of the programme should be raised urgently, also through introducing classes delivered by lecturers from foreign universities.

3.7. Development of the vision and comprehensive quality policy as well as quality enhancement system is recommended. Student and employer satisfaction surveys need updating and enriching.

### IV. SUMMARY

**Aims and learning outcomes.** The education concept and intended learning outcomes are well designed and articulated. Evident are also certain difficulties in providing coherent description of programme concept based on two substantively different specialisations.

Very well is organised public access to intended learning outcomes. Demand for programme graduates was estimated in an intuitive manner, thus closer collaboration with representatives of employers is necessary. The LO assessment system is good, however, teachers

signalled the quality of theses has to be improved. Their testimonies also showed that questions asked during final examination mainly concerned the thesis itself. In panel's opinion, final examination should go to great lengths to test knowledge and competences acquired whilst studying all the classes.

**Curriculum.** The program was thoroughly planned and complies with both formal and substantive requirements towards master degree studies. It was optimised for teaching students self-reliance in conducting research. Feedback from students was positive, but they were critical about the bridging course. Presentation of LO and teaching contents in some syllabi call for improvement. Duplications indicated by students also have to be eliminated. Teaching methodology and organisation of studies appear appropriate. More attention would have to be put on interactive teaching methods using modern software simulating business processes. The program would become more appealing, should more classes be delivered by practitioners.

**Staff.** A stable team of lecturers proactive and experienced in scientific research delivers the program. Many of them develop their didactic and scientific competences by participating in exchange programmes with foreign universities. Age structure is unfavourable and whilst a stability of teaching staff is a positive, it does not benefit hiring young teachers contributing fresh ideas and teaching techniques. Rules governing staff exchange, visits from foreign lecturers, incentives for participation in international research projects and publishing in renowned international papers should be codified under staff policy. The panel was a little surprised by teacher opinions indicating no interest in taking sabbaticals.

**Facilities.** Information in SAR and on-site inspection of scientific and didactic infrastructure have provided all evidence necessary to conclude it is the second best element of didactic process after staff. In that respect, the University supplies conditions fully sufficient to achieve intended LO. Furthermore the measures in place are set to improve quality of didactic and learning resources. Both the students and graduates give highest marks to didactic infrastructure. Students are granted access to international databases of journals and e-books. The number and quality of computer hardware and specialised software are sufficient to deploy modern teaching techniques. The factor somewhat debilitating prospects for writing more ambitious theses and conducting scientific research is no access to databases containing raw (primary) statistical data.

**Students support system.** Broadly defined organisation as well as offered student support is praiseworthy. The student enrolment system is also transparent. Soaring drop-out numbers could be indicative of insufficient effectiveness of the student enrolment system. Teachers hold an opinion that some students are not capable of facing up the challenge of master degree studies. Therefore some doubts could be raised whether the remedy - as per comments made by faculty authorities - would be intensifying promotional efforts to advertise the program. Both the students and graduates informed the panel some professors would be dismissive of discussions concerning the latest economic problems and they concentrate on theoretical knowledge. They also expect greater substantive support with respect to research methodology, projects writing etc. Panel would like to see higher level of internationalisation of this programme. However, the system of learning outcomes verification works rather well.

**Quality assurance.** Both the program management and quality assurance system are robust. In panel's opinion they could be considerably improved and made more transparent. Formally in place is LO monitoring system, being implemented are changes in the structure and contents of the program. Students proactively participate in key academic bodies and appraise teachers. Opinions about the program and its outcomes are gathered from stakeholders. More reflection is needed on vision and quality assurance policy at FE level and on the outcomes of

the current system of QA measures. The panel suggest to publish annual reports on strengths and weaknesses of quality assurance and improvement policy.

The assessed programme, in general, is relatively consistent in terms of all scrutinised areas. Three of them received top marks. First and foremost, it delivers on expectations of major stakeholders. According to meetings held by the panel *all* strategic stakeholders i.e. students, graduates, teachers, social partners are generally content with quality of BE programme. Representatives of employers express an opinion that program graduates stand out in a positive sense on the labour market. They have a competitive edge over graduates from other Lithuanian universities. They easily find jobs. Those facts are indicative of LOs being achieved to a high standard during studies. Also, the programme satisfied all relevant legal requirements for second-cycle studies. Secondly, this success comes on the back of well-performing, highly qualified teaching staff. Thirdly, high standard of LO has been possible thanks to FE authorities putting every effort into maintaining and expanding modern didactic resources.

## V. GENERAL ASSESSMENT

The study programme *Business Economics* (state code –621L10006) of Vilnius University 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	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>20</b>

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

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

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

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

Grupės vadovas:  
Team leader:

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**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS  
VERSLO EKONOMIKA (VALSTYBINIS KODAS – 621L10007) 2013-02-06  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-37 IŠRAŠAS**

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus universiteto studijų programa *Verslo ekonomika* (valstybinis kodas – 621L10007) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>20</b>

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

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**IV. SANTRAUKA**

**1. Programos tikslai ir numatomi studijų rezultatai** Mokymo koncepcija ir numatomi studijų rezultatai tinkamai parengti ir suformuluoti. Tačiau matyti, kad kyla tam tikrų sunkumų pateikiant aiškų programos koncepcijos aprašą, pagrįstą dviem iš esmės skirtingomis specializacijomis.



Labai gerai organizuota vieša galimybė susipažinti su numatomais studijų rezultatais. Programos absolventų poreikis įvertintas intuityviai, todėl būtinas glaudesnis bendradarbiavimas su darbdavių atstovais. Studijų rezultatų vertinimo sistema yra gera, tačiau dėstytojai atkreipė dėmesį, kad būtina gerinti baigiamųjų darbų kokybę. Jie taip pat patvirtino, kad per baigiamąjį egzaminą užduodami klausimai daugiausia būna susiję su pačiu baigiamuoju darbu. Ekspertų grupės nuomone, baigiamasis egzaminas turėtų būti labai išsamus, skirtas patikrinti žinias ir įgūdžius, įgytus studijuojant visus dalykus.

**2. Programos sandara.** Programa kruopščiai suplanuota ir atitinka formos bei turinio reikalavimus, keliamus magistro lygmens studijoms. Ji buvo optimizuota taip, kad studentai išmokytų savarankiškai atlikti mokslinius tyrimus. Studentų atsiliepimai buvo teigiami, tačiau studentai kritiškai atsiliepė apie papildomas studijas. Numatomų studijų rezultatų ir mokymo turinio pateikimas pagal kai kuriuos studijų programos dalykus turėtų būti patobulintas. Taip pat turi būti pašalinti studentų nurodyti dubliavimosi atvejai. Mokymo metodika ir studijų organizavimas atrodo tinkami. Turėtų būti skiriama saugiau dėmesio interaktyviems mokymo metodams, pagal kuriuos būtų naudojama moderni verslo procesų modeliavimo programinė įranga. Programa taptų patrauklesnė, jeigu daugiau paskaitų skaitytų praktine veikla užsiimantys asmenys.

**3. Personalas.** Programą įgyvendina pastovi dėstytojų grupė, aktyviai dalyvaujanti atliekant mokslinius tyrimus ir turinti atitinkamos patirties. Daugelis darbuotojų ugdo savo metodinius ir mokslinius gebėjimus dalyvaudami mainų programose, organizuojamose su užsienio universitetais. Amžiaus struktūra tobulintina; tam tikras akademinio personalo pastovumas yra teigiamas dalykas, tačiau tokiu atveju nesamdoma naujų dėstytojų, kurie pasiūlytų naujų idėjų ir mokymo metodų. Rengiant personalo politiką turėtų būti nustatytos personalo kaitos, užsienio dėstytojų lankymosi, skatinimo dalyvauti tarptautiniuose mokslinių tyrimų projektuose ir skelbtis garsiuose tarptautiniuose leidiniuose taisyklės. Ekspertų grupę šiek tiek nustebino dėstytojų nuomonės, rodančios, kad dėstytojai nėra suinteresuoti imti metines atostogas, kurių metu būtų atleidžiama nuo pedagoginio darbo ir galima skirti laiko mokslinei veiklai.

**4. Materialieji ištekliai.** Savianalizės suvestinėje pateikta informacija ir vizito metu atlikta mokslinių ir metodinių išteklių apžiūra visais atžvilgiais parodė, kad galima daryti išvadą, jog tai antras pagal kokybę mokymo proceso elementas po personalo. Šiuo požiūriu universitetas sudaro sąlygas, kurių visiškai pakanka, kad būtų pasiekti numatomi studijų rezultatai. Be to, įdiegtos priemonės, skirtos kelti metodinių ir materialinių išteklių kokybę. Studentai ir absolventai metodinius išteklius vertina aukščiausiais balais. Studentams sudaryta galimybė naudotis tarptautinėmis leidinių ir elektroninių knygų duomenų bazėmis. Kompiuterinės technikos ir specialios programinės įrangos kiekis ir kokybė yra pakankami, kad būtų galima taikyti modernius mokymo metodus. Ambicingesnių baigiamųjų darbų rašymo ir mokslinių tyrimų atlikimo galimybes šiek tiek silpnina tai, kad nėra galimybės naudotis duomenų bazėmis, kuriose būtų saugomi neapdoroti (pirminiai) statistiniai duomenys.

**5. Studijų eiga ir jos vertinimas.** Pagirtina aiški organizacija ir studentams siūloma parama. Studentų priėmimo sistema taip pat skaidri. Didėjantis nubyrančių studentų skaičius galbūt rodo nepakankamą studentų priėmimo sistemos veiksmingumą. Dėstytojai laikosi nuomonės, kad kai kurie studentai nėra pajėgūs įveikti magistro lygmens studijų. Todėl, atsižvelgiant į fakulteto administracijos atstovų pateiktas pastabas, gali kilti abejonių, ar geresnis programos reklamavimas būtų tinkama priemonė. Studentai ir absolventai ekspertų grupei nurodė, kad kai kurie profesoriai naujausių ekonominių problemų aptarimą laiko nesvarbiu dalyku ir daugiausia dėmesio skiria teorinėms žinioms. Be to, studentai tikisi didesnės dalykinės

paramos, susijusios su mokslinių tyrimų metodika, projektų aprašymu ir pan. Ekspertų grupė pageidautų, kad programa būtų labiau tarptautinio pobūdžio. Tačiau studijų rezultatų patikros sistema veikia gana gerai.

**6. Programos vadyba.** Programos vadyba ir kokybės užtikrinimo sistema vertinama teigiamai. Ekspertų grupės nuomone, šiuos dalykus būtų galima gerokai patobulinti ir padaryti skaidresnius. Įdiegta oficiali studijų rezultatų stebėjimo sistema, įgyvendinami programos sandaros ir turinio pakeitimai. Studentai aktyviai dalyvauja pagrindinių akademinių padalinių institucijų veikloje ir vertina dėstytojus. Iš suinteresuotųjų subjektų surenkamos nuomonės apie programą ir jos rezultatus. Fakulteto lygmeniu reikėtų geriau apmąstyti viziją, kokybės užtikrinimo politiką ir dabartinės kokybės užtikrinimo sistemos priemonių rezultatus. Ekspertų grupė siūlo skelbti metines ataskaitas, kuriose būtų nurodomos kokybės užtikrinimo sistemos stiprybės ir silpnybės ir tobulinimo politika.

Vertintoji programa iš esmės yra gana nuosekli visų nagrinėtų sričių požiūriu. Trims iš jų skirti aukščiausi įvertinimai. Visų pirma, programa pateisina pagrindinių suinteresuotųjų subjektų lūkesčius. Remiantis ekspertų grupės surengtais posėdžiais, visi strateginiai suinteresuotieji asmenys, t. y. studentai, absolventai, dėstytojai, socialiniai partneriai, yra patenkinti VE programos kokybe. Darbdavių atstovų nuomone, programą baigę studentai gerąją prasme išsiskiria darbo rinkoje. Jie turi konkurencinį pranašumą prieš kitų Lietuvos universitetų absolventus. Jie lengvai randa darbą. Tai rodo, kad studijuojant numatomi studijų rezultatai pasiekiami aukštu lygiu. Be to, programa atitinka visus susijusius teisinius reikalavimus, keliamus antrosios pakopos universitetinėms studijoms. Antra, tokią sėkmę lemia gerai dirbantis aukštos kvalifikacijos akademinis personalas. Trečia, aukštas numatomų studijų rezultatų lygis užtikrinamas EF administracijos dėka, kuri deda visas pastangas, kad išlaikytų ir padidintų modernius metodinius išteklius.

### III. REKOMENDACIJOS

1. Reikėtų nuodugniau ištirti, kokia yra *Verslo ekonomikos* (toliau – VE) programos absolventų paklausa darbo rinkoje, ir išanalizuoti, ar numatomi studijų rezultatai atitinka Lietuvos kvalifikacijų sistemą. Atsižvelgiant į tai, reikėtų apsvarstyti programos padalijimo į dvi iš esmės atskiras specializacijas galimybę.

2. Vardan kokybės būtų naudinga pakartotinai įvertinti programą tuo požiūriu, ar didesnė dalykų, kuriuose ekonomika būtų derinama su verslu, dalis turėtų būti dėstoma išsamiau, ir atsižvelgiant į naujausius pasaulinės ekonomikos bei verslo aplinkos pokyčius.

3. Rekomenduotina diegti labiau diversifikuotus ir pažangesnius dėstymo metodus ir lavinti metodinius įgūdžius, naudojant programinę įrangą, skirtą modeliuoti verslo problemas.

4. Ekspertų grupės nuomone, labai svarbu atlikti nuodugnią didelių studentų nubyrijimo rodiklių priežastinę analizę.

5. Manome, kad norint kelti mokymo kokybę, pirmiausia būtina parengti personalo politiką. Vienas iš politikos elementų galėtų būti paskatų sistema, skatinanti skelbti mokslinių tyrimų rezultatus garsiuose tarptautiniuose moksliniuose leidiniuose.

6. Turėtų būti skubiai sustiprintas tarptautinis programos pobūdis, be kitų būdų, suteikiant galimybę klausytis paskaitų, kurias dėstytojų užsienio universitetų dėstytojai.

7. Rekomenduojame parengti viziją ir išsamią kokybės politiką, taip pat kokybės kėlimo sistemą. Būtina atnaujinti ir patobulinti studentų ir darbdavių pasitenkinimo tyrimus.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,  
parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341