



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos  
***FINANSŲ STUDIJŲ PROGRAMOS (653N30003)***  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *FINANCE* (653N30003) STUDY PROGRAMME**  
at Vilnius College

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Išvados parengtos anglų kalba  
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2013

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<b><i>Finansai</i></b>
Valstybiniai kodai	653N30003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Finansai
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), Iššestinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Finansininkas, vadybos ir verslo administravimo profesinis bakalauras, finansų profesinis bakalauras
Studijų programos įregistravimo data	2000-09-01, Nr. ĮSAK-1091

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<b><i>Finance</i></b>
State code	653N30003
Study area	Social Sciences
Study field	Finance
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (3), Part time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Financier, Professional Bachelor of Management and Business Administration, Professional Bachelor in Finance
Date of registration of the study programme	1 September 2000, No. ĮSAK-1091

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## I. INTRODUCTION

The objective of this report is to evaluate the Finance study programme that is taught in the Vilnius College (Lithuania). The College was established (and the programme started) in 2000 and is the largest Lithuanian College.

The programme is undergraduate with full-time (nominal duration of studies 3 years) and with the part-time (nominal duration of studies 4 years) modes of studies. The graduates are to be awarded the degree Professional Bachelor of Finance. The programme's recent revisions have been carried out in 2006, 2008, 2010, and 2011 mainly because of changing regulations and/or based on the stakeholders' feedback.

The latest earlier evaluation took place at 2005. The programme was fully accredited then. Two main indications of the weaknesses that are under the control of the College were: too much attention paid to lectures and little attention on modern active teaching methods; the number of highly qualified lectures not sufficient.

The Self Evaluation Report (SER) has been produced in October 2012 by self-assessment group comprising 7 members of the teaching and administrative staff and of student representative. The group was headed by the Vice-Dean Nijolė Kašėtienė. Web-pages of the College, <http://www.viko.lt/en>, <http://www.viko.lt/lt>, SER's annexes and the information from the site visit and meetings with the staff members of the College were also used to prepare the evaluation report. The site visit took place on 15 March 2013. Following the visit, the group met to consider the findings and this report reflects their views.

## II. PROGRAMME ANALYSIS

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

The programme aims and learning outcomes are defined, clear and publicly accessible but should be elaborated further to describe better the specifics of the programme. The programme's aims and learning outcomes are available at the College website (<http://ekf.viko.lt/index.php/lt/page/finansai> in Lithuanian and <http://ekf.viko.lt/uploads/Angliskai/Finance.pdf> in English), but the web address given in SER [http://www.viko.lt/uploads/files/StPr-T/ekf/FINANSAL\\_LT.pdf](http://www.viko.lt/uploads/files/StPr-T/ekf/FINANSAL_LT.pdf) is not active.

The programme's aim defined in SER is "to train a financier who will acquire the basics of finance, economy and law, capable of organizing financial processes, to make an assessment of the economic entity's financial state and performance efficiency and make appropriate decisions. The stated aim could better reflect the main aim of the programme to prepare finance managers for public sector and its secondary aim to prepare financial managers for the public-sector oriented private firms. Also, the team notes somewhat unusual use of the term 'financier'. For example, the Concise Oxford Dictionary defines the word as meaning 'a person engaged in large scale finance'. Here it is used for the specialists in SME-s and public sector who's main job is connected with accounting.

The intended learning outcomes were given only in the Annex to the SER (they should be available and attached to the programme's analysis in SER) and describe the specific skills needed in finance profession.

The programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market.

The programme aims and learning outcomes are based on the requirements of Standard of Financier Professional training. Some members of SER preparation team participated in the creation of this document. Also, the changes in the market and market surveys show that finance managers must be ready to work both in public and private sectors. The College spoke also with stakeholders („Vilniaus degtine”, „Achema group”, Vilnius Gediminas Technical University, Vilnius University) and the results of students' and graduates' surveys were used.

In 2007 the programme was renewed according to the Standard and private sector was included as one of target groups. Before that the programme was focused only on public sector. 60% of study subjects are still focused on public sector.

The team found some contradicting evidence in SER concerning the market demand. Paragraph 40 states that the Programme's demand in the market is proved by the fact that representatives of employers invite students for professional practice in their enterprises, institutions and companies. The end of the chapter mentions a weakness – the difficulty in looking for places to perform final practice.

The College should once more consider the employment rate 83% of graduates and the number of graduated students that has decreased to the lowest point (72, 2%) in the last 6 years (Table 10 of SER). At moment there is no interpretation of this trend but the threat is that some aspects of the programme may be among the causes.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The programme belongs to the Faculty's portfolio of three programmes in finance study field together with programmes of Banking, Investment and Insurance. Special attention is given to wide range of practical activities and to developing the skills needed in professional life.

The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other but the name 'finance' needs some additional consideration. Compared to traditional finance programmes the amount of finance subjects is too low and the proportion of accounting subjects high.

### *Summary*

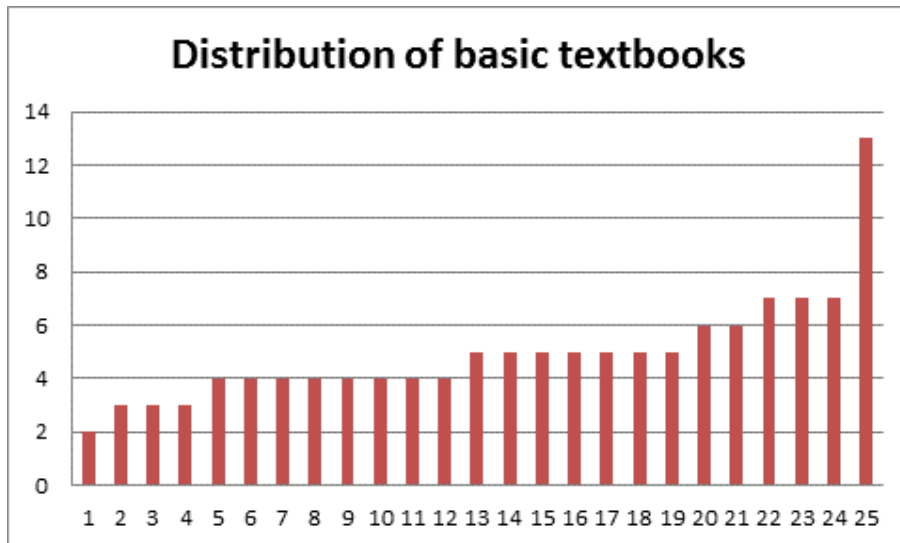
*The programme aims and learning outcomes are defined, clear and publicly accessible, based on the academic and/or professional requirements, public needs and the needs of the labour market and consistent with each other in their most important aspects. However, the College should reflect better the aims and intended learning outcomes that give the graduates possibility to work both in public sector and private firms. Also, either the name or the proportions of finance-related and accounting subjects in the programme should be considered once more.*

## **2. Curriculum design**

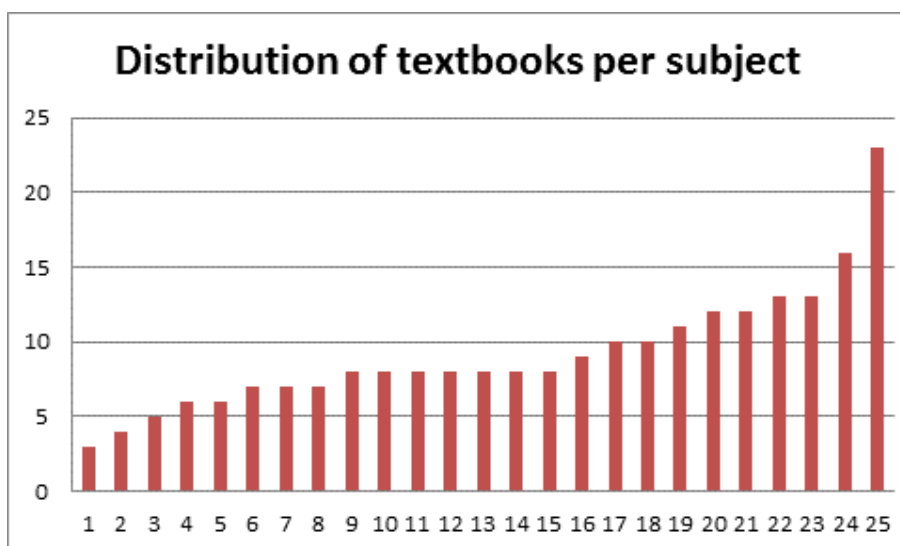
The curriculum design meets legal requirements (the distribution of contents over the parts of the Programme is described in Table 2, p. 8 of SER) and corresponds to legal requirements. As evidenced from the paragraph 32 of SER the College has detailed overview of the regulations that influence the programme.

Study subjects and/or modules are spread evenly and their themes are not repetitive according to the Study plan given in the Annex 4 to the SER and to the Description of the Study Subjects and Modules given in Annex 1 to the SER. Each semester contains exactly 830 working hours.

However, the amount of readings depends heavily on the subject and is distributed very unevenly among the subjects. The figure below describes the distribution of basic textbooks per subject in the programme.



The content of the subjects and/or modules is consistent with the type and level of the studies. The contents of subjects in Lithuanian are publicly available in <http://ekf.viko.lt/uploads/Studiju%20programos/03%20Dalyku%20aprasai%20FI.pdf>. However, the number of textbooks per subject seems to be too high for the bachelor level programme where traditionally one textbook defining the subject is used per subject.



Distributions of the numbers of basic textbooks and the overall number of textbooks (see figures above) per subject in the programme show clearly too high variability and too big amounts in teaching materials for the bachelor programme.

The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes in most cases but the College should consider the prerequisites of some courses in connection of their sequencing in the programme.

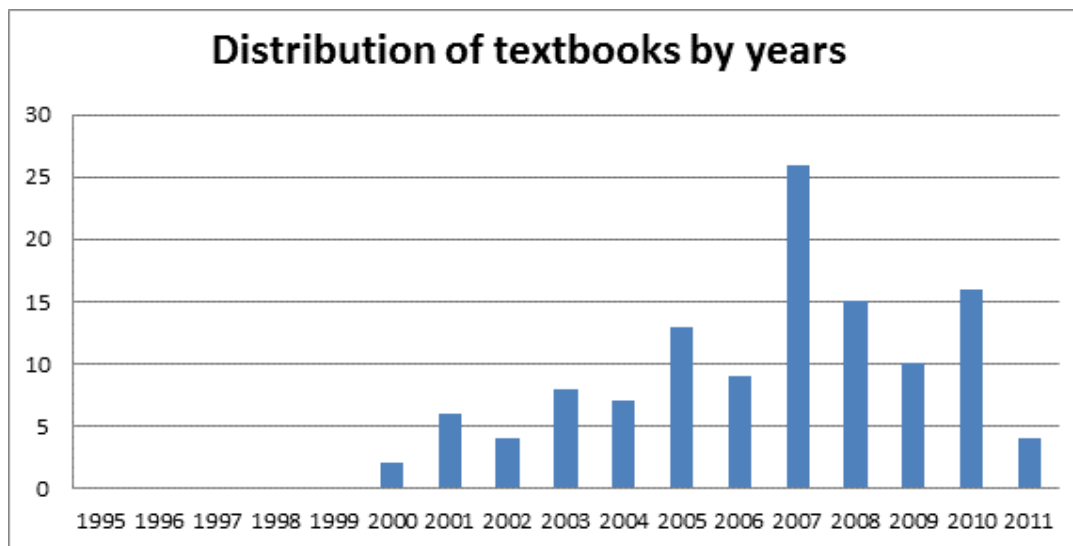
For example, in the study module 'Work environment' three subjects are taught: Psychology, Culture of Healthy Lifestyle, Labour and Civil Safety. We find 'Necessary background knowledge for studies and adjacent requirements' for each of them: Psychology (Computer information management, Document management, Business foreign language); Culture of Healthy Lifestyle (Computer information management, Document management, Business foreign language); Labour and Civil Safety (Secondary school Physical education knowledge, Psychology). All subjects of one module are taught in parallel. According to subject's necessary background requirements at the beginning of the course students must have background knowledge in some fields (for example, lecturer of Labour and Civil Safety use some terms from Psychology field and expect that students already know them). The situation cannot ensure the best study results even if the material inside of subjects is sequenced in attempt to take into account the needs of other subjects in module.

A variety of teaching methods is used to achieve intended learning outcomes. For example, in accounting discussions about legal acts, situation analysis, self-study work, problem solving questions, and of course lectures are used. Another example is financial analysis where case analysis, discussions, analysis of different companies' work („Apranga", „Pieno zvaigzdes", etc.) is included. The College has two simulation firms.

The module system was introduced recently after introducing ECTS in 2010. The College sees the system as being more efficient and helping to highlight the links between different study subjects but the meetings gave evidence that academic staff has not got used to the new system and its possibilities and threats need to be addressed by programme developers when some experience have been obtained.

The scope of the programme is sufficient to ensure learning outcomes if one does not take into account the proportion of finance-related and accounting-related subjects in the programme. For the programme that is called 'Finance' the former are underrepresented and the latter are overrepresented.

Many aspects of the programme reflect the latest achievements in science and technologies. Particularly, Vilnius College has managed to attract relatively high-level academic staff, in addition to practitioners also from universities, who are active in research in their home institutions and bring the scientific rigour with them. However the distribution of textbooks by their publication year shows that latest achievements in science cannot be part of all subjects taught in the programme and newer textbooks should be used if possible.



### Summary

*The curriculum design meets legal requirements, study subjects and/or modules are spread evenly and their themes are not repetitive and the content of the subjects is consistent with the professional bachelor level studies. The scope of the programme is sufficient to ensure learning outcomes and many aspects of the programme reflect the latest achievements in science and technologies.*

*However, the amount of readings depends heavily on the subject and is distributed very unevenly among the subjects. The College should consider the prerequisites of some courses in connection of their sequencing in the programme. Its possibilities and threats need to be addressed by programme developers when some experience has been obtained. For the programme with name 'finance' the finance related subjects are somewhat under represented and accounting related subjects over represented in the programme. The newer textbooks could be introduced by the Faculty into the subjects of the programme.*

### 3. Staff

The study programme is provided by the staff meeting legal requirements and the qualifications of the teaching staff are adequate to ensure learning outcomes. Teachers are employed through competition that is regulated by the 2010 Description of the Competition in College Organization and Certification Procedure. All teachers have at least a master or an equivalent higher education degree; five have a doctor's degree, five are associate professors and remaining teachers are lecturers.

The number of the teaching staff is adequate to ensure learning outcomes. The size of the group is approximately 32 students. In average, there are altogether 44 teachers ready to teach in the programme, including 13 visiting staff members who bring in either additional practical or scientific experience. 28 teachers have more than three years practical experience, 7 of them work either in public or private organisations (recently, four new teachers from practice joined the staff).

Teaching staff turnover is able to ensure an adequate provision of the programme. In SER it is stated that 'the number and composition of teachers is changing slightly'. Additional data that was



received during the site visit (1-3 changed teachers per year during recent years) shows that the turnover is low creating stable framework for adequate provision of the programme. The age distribution of teachers (50% of teachers are not older than 50 years) gives certainty in the long term.

The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme. The support of the College was evidenced also during the meeting with academic staff members. Teachers can attend different courses, sometimes they are coordinated by the College, sometimes by other institutions. College encourages teaching staff to attend, to go abroad for international internship and also teaching. One teacher defended PhD thesis, some lecturers were abroad for practical placements and delivered lectures. Next week after the site visit the College had international conference with participants from Poland, Belarus, Italy, etc.

The programme's teaching staff's is involved in research directly related to the study programme being reviewed (the level is remarkably high for the college-level higher education establishment) but the involvement of the College staff can be improved towards more international scientific output. A formal structure is created in the College (Applied Research Coordination Group) to develop applied research that includes also the work directly related to the programme. The teachers of College distribute their knowledge and experience also in the form of newspaper articles.

#### *Summary*

*The study programme is provided by the staff meeting legal requirements; the qualifications of the teaching staff are adequate to ensure learning outcomes and the teaching staff turnover is able to ensure an adequate provision of the programme currently and in longer term perspective.*

*The programme's teaching staff's is involved in research but the involvement of the College staff can be improved towards more international scientific output.*

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

The premises for studies are adequate both in their size and quality in broad terms. Faculty of Economics at Vilnius College is located almost in the centre of Vilnius which makes the premises easily accessible by public transport, but the parking of cars is a more complicated problem, out of the reach of College influence. The Faculty has 27 auditoriums with 862 workplaces and a dining room with approximately 100 seats. The future plans do not foresee expanding but renovating and modernizing existing facilities. And indeed, the premises need modernisation.

The Faculty has a small library (that is a part of College's library) with the area 120 m<sup>2</sup> and with 26 working places (10 computers). The students have access to six full-text databases but the working hours of library are not very convenient as they are from 7.30 to 18 on Mondays-Thursdays, from 7.30 to 16 at Fridays. To increase students work in the library, the hours should be extended.

The teaching and learning equipment (laboratory and computer equipment, consumables) are close to adequate both in size and quality. The Faculty has seven auditoriums with 117 computers for

studies (16-17 computers classes) which is updated every second year (20-25%). In SER there is a plan to install wireless during 2012. The Wi-Fi is still in plans very soon (two weeks were mentioned) in 85-90% territory of College to have Wi-Fi access. In the departments the teachers can use approximately 25 computers and Moodle environment is in the process of being fully mastered and being included into the teaching process. 35% of available computer hardware does not meet the latest software technical requirements. Only almost half of the auditoriums are equipped with multimedia, which is low for current students' needs and technological teaching possibilities.

Only Lithuanian programs for finance management and accounting are available at the Vilnius College. However, international and local medium and large size companies often use international accounting programs, therefore students of finance programs should be at least introduced to them.

The higher education institution has adequate arrangements for students' practice. Mainly the arrangements are realised through the cooperation with private firms or public organisations. During third course students have 10 week long final practice – half in private/ half in public sector.

Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. The number of texts per subject in the programme is too high for (professional) bachelor degree. Regarding the literature related to finance, some items in English were found published during the last 5 years, but also all of them having just one copy available. The number of books in Lithuanian is quite big and sufficient.

### *Summary*

*The premises for studies are adequate both in their size and quality in broad terms, the teaching and learning equipment (laboratory and computer equipment, consumables) are close to adequate both in size and quality. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.*

*The premises need some modernisation and the library's working hours should be extended. The Wi-Fi is still in the process of being installed, the plan is to cover at least 85% of the territory; at moment approximately 35% of the available computer hardware does not meet the latest software technical requirements. Regarding the literature related to finance, some items in English were found published during the last 5 years, but also all of them having just one copy available.*

### **5. Study process and student assessment**

The admission requirements of the programme are well-founded. The College maintains equal admission requirements for all students. From the SER it can be concluded that admission requirements are clear and equal to all potential students. In addition to regular intake rules the College has also clear regulations for the admission the students coming from other higher education institutions for the second and higher semesters.

The admission is becoming more demanding because of decreasing number of students due to the birth rates: 2-3 years drop is estimated to be up to 20%. However, the College has managed during last five years to keep quite constant number of full time state funded studies with quite constant average competition score.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. The study calendar is approved by the rector of the College, the schedules by the dean of the Faculty. All major study types, including individual teacher consultations, are reflected in the schedule. The number of groups (one or two) depends on how many students are enrolled.

Students are encouraged to participate in research, artistic and applied research activities. An important part of it is the Financiers' Club with the aim to bring together graduates and students, to develop open minded personalities and to participate actively in research activities. The students participate in the conference "Economics. Business. Management" and quite actively in various other events and contests.

Students have opportunities to participate in student mobility programmes. The student mobility has been low but growing recently (12, 1% of programmes students in 2011/2012). Students' participation in mobility activities is satisfactory. The Faculty has 18 partners, this year 12 applications has been presented. Students go to Malta, Cyprus, Poland, Norway. The biggest problem for students is that all documentation in the majority of receiving schools is in native language. For example, to Poland go those who know that language. Students were specifically satisfied with the language situation in Malta.

The higher education institution ensures an adequate level of academic and social support. Career Centre consults and informs students concerning practice and job search, career planning and about situation in the labour market. Students from the College can also get academic support, which consists of consultations provided by teachers or administrative staff and/or social support in the form of result based scholarships. Some social scholarships are also available.

The assessment system of students' performance is clear, adequate and publicly available. The assessment procedures and principles are described in Assessment Procedure Description. Ten points system is used for assessment. In the beginning of each subject the teacher introduces among other subject's characteristics assessment criteria and procedures. The procedures to prevent academic dishonesty are explained to the students and the students have feedback from the teachers about the assessment.

The students' works and their assessment correspond to the level of study. The expert team found that the theses written by the graduates of the programme were generally good but the amount of the references used was limited in some works. Expert team suggests also that the referencing system needs to be improved.

Professional activities of the majority of graduates meet the programme providers' expectations. According to SER, College makes surveys about their graduates and their further movements. Almost 82% of the programme's graduates are employed. The remaining 18% suggest that not depending on the economic situation in Lithuania that recently has not been very favourable, the students and the College should pay more attention to students practice and their future employability.

### *Summary*

*The admission requirements of the programme are well-founded. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes and the institution ensures an adequate level of academic and social support. The*

*assessment system of students' performance is clear, adequate and publicly available and it corresponds to the level of studies in most cases.*

*The expert team found that the theses written by the graduates of the programme were generally good but the amount of the references used was limited in some works.*

## **6. Programme management**

The College's management and governance structure is described in SER (pp. 4-5) and in Annex 7. The College is composed of 8 faculties. The Faculty of Economics has 6 departments assigned to it which are the main organizers of studies. Programme management is covered in the SER's subunit 2.6 Programme management and needs 3, 5 pages to be explained.

According to the SER paragraph 150 the Dean forms the strategy of the Faculty activity and approves study programmes for the internal assessment. The Vice-Dean coordinates preparation of study programmes which will be implemented in the future and current activities of the programmes in process (paragraph 151). The responsibility of implementation and quality assurance is on the committee of Economics Study Programme. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated but overall structure of decision-making connected to the programme seems to be too complicated.

Information and data on the implementation of the programme are collected and analysed but the actors of the process seem to have different opinions about the roles they play. SER gives details of how the analysis is carried out but it is silent about how students' feedback is actually obtained (frequency, subjects covered, methods, focus groups, who is responsible). Major problem is that programme managers know that every teacher asks the students their opinion after each subjects and that questioners are also prepared by the department– 10 scale system -every teacher's work was (!) evaluated. The students present in the meeting stated that students association gives them questioners in order to assess the quality of teachers' work and that teachers individually don't give anything. As an exception teacher of taxes was given as an example who asks orally what students liked and what they didn't like. Students are represented in Council and feel that they are heard.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme according to the SER but the sources of data are not very clear in SER. An example of students influence was given in the meeting whereby the students expressed request that financial accounting and financial analysis should not be taught at the same time. The College made changes – first will be taught financial accounting and only later financial analysis.

The evaluation and improvement processes of the programme involve stakeholders. It is mentioned in the paragraph 77 of SER that “students' reviews for Programme on education quality and employability of graduates, information technology application in the process of study, also graduates opinion about quality of higher education research are conducted”. This is just statements without facts and information about their results and actions which were taken. The graduates and social partners did not bring any examples of their opinion taken into account in programme development. Mainly, informal contacts are used to forward information.

Contacts with employers from public sector come with some teachers from public sector who deliver lectures in the programme. Employers participate in finance study programme committee.

The meetings were held with Social Security and Labour Ministry, Ministry of Health Care and Social Services Supervision Department's as stakeholders, the contacts with other stakeholders need to be formalised in the future.

The internal quality assurance measures exist but there is lack of clarity how, when, how often information and data on the implementation of the programme is collected, analysed. Some general data about the programme management improvement process is available in SER, but no facts of any real improvements and changes which were made. The Faculty has recognised the problems; SER mentions about weaknesses that there is no lasting and effective education system quality assurance mechanism, and most probably the future developments will cover also these problems.

### *Summary*

*Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The students' voice is heard.*

*Information and data on the implementation of the programme are collected and analysed but the actors of the process seem to have different opinions about the roles they play during the data collection. The internal quality assurance measures exist but there is lack of clarity how, when, how often information and data on the implementation of the programme is collected, analysed.*

*The overall structure of decision-making connected to the programme seems to be too complicated. The graduates and social partners did not bring any examples of their opinion taken into account in programme development*

### III. RECOMMENDATIONS

1. The programme's dual orientation towards public and private sector should be better reflected in programme's aims and intended learning outcomes.
2. The College should consider the correspondence of the programme's name and the proportion of finance related and accounting related subjects in the programme.
3. The College should reconsider the amount of texts attached to each subject in the programme
4. The library's working hours and selection of books in English should be extended.
5. The roles should be more clearly communicated to the participants of the programme development and data collection process.
6. The College should improve and formalise the contacts with graduates and social partners.

#### IV. SUMMARY

*The programme aims and learning outcomes are defined, clear and publicly accessible, based on the academic and professional requirements, public needs and the needs of the labour market and consistent with each other in their most important aspects.*

*The curriculum design meets legal requirements, study subjects and/or modules are spread evenly and their themes are not repetitive and the content of the subjects is consistent with the professional bachelor level studies. The scope of the programme is sufficient to ensure learning outcomes and many aspects of the programme reflect the latest achievements in science and technologies.*

*The study programme is provided by the staff meeting legal requirements; the qualifications of the teaching staff are adequate to ensure learning outcomes and the teaching staff turnover is able to ensure an adequate provision of the programme currently and in longer term perspective.*

*The premises for studies are adequate both in their size and quality in broad terms, the teaching and learning equipment (laboratory and computer equipment, consumables) are close to adequate both in size and quality. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.*

*The admission requirements of the programme are well-founded. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes and the institution ensures an adequate level of academic and social support. The assessment system of students' performance is clear, adequate and publicly available and it corresponds to the level of studies in most cases.*

*Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The students' voice is heard, at least in some cases.*

*However, the College should reflect better the aims and intended learning outcomes that give the graduates possibility to work both in public sector and private firms. Also, the proportions of finance-related and accounting subjects in the programme should be considered once more. The amount of readings depends on the subject and is distributed unevenly among the subjects. The college should consider the prerequisites of some courses in connection of their sequencing in the programme. The newer textbooks could be introduced by the Faculty into some subjects of the programme.*

*The programme's teaching staff's is involved in research but the involvement of the College staff can be improved towards more international scientific output.*

*The premises need some modernisation and extending library's working hours would give students more opportunities for individual work in the college. The Wi-Fi is still in the process of being installed, the plan is to cover at least 85% of the territory; at moment approximately 35% of the available computer hardware does not meet the latest software technical requirements. Regarding the literature related to finance, some items in English were found published during the last 5 years, mainly having just one copy available.*

*The expert team found that the theses written by the graduates of the programme were generally good but the amount of the references used was limited in some works.*

*Information and data on the implementation of the programme are collected and analysed but the actors of the process seem to have different opinions about the roles they play during the data collection and the college should reconsider the overall structure of decision-making connected to the programme that seems to be too complicated.*

## V. GENERAL ASSESSMENT

The study programme *Finance* (state codes –653N30003) at Vilnius College 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	4
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:

Mr. Brian O'Connor

Grupės nariai:

Team members:

Prof. dr. Stephan Schöning

Prof. dr. Enn Listra

Mr. Stasys Švagždys

Ms. Monika Kavaliauskė



**VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *FINANSAI*  
(VALSTYBINIS KODAS –653N30003) 2013-05-07 EKSPERTINIO VERTINIMO IŠVADŲ  
NR. SV4-130 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Finansai* (valstybinis kodas – 653N30003) vertinama **teigiama**.

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	4
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)

<...>

**IV. SANTRAUKA**

Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai skelbiami, pagrįsti akademiniais ir profesiniais reikalavimais, visuomenės ir darbo rinkos poreikiais, svarbiausi jos aspektai dera tarpusavyje.

Programos sandara atitinka teisės aktų reikalavimus, studijų dalykai ir (ar) moduliai išdėstyti nuosekliai, dalykai ar jų temos nesikartoja, o dalykų turinys atitinka profesinio bakalauro lygmens studijas. Programos apimtis yra pakankama studijų rezultatams pasiekti, daugelis programos aspektų atspindi naujausius mokslo ir technologijų pasiekimus.

Studijų programą vykdo teisės aktų reikalavimus atitinkantis personalas, dėstytojų kvalifikacija yra tinkama numatomiems studijų rezultatams pasiekti, o akademinio personalo kaita užtikrina tinkamą programos vykdymą dabar ir ilgesnėje perspektyvoje.

Studijoms skirtos patalpos yra tinkamos ir jų pakanka, naudojama įranga (laboratorinė, kompiuterinė, reikmenys) studijoms tinka ir jos beveik pakanka. Metodiniai ištekliai (vadovėliai, knygos, periodika, duomenų bazės) yra tinkami, pakankami ir prieinami.

Priėmimo į studijas reikalavimai yra pagrįsti. Studijų proceso organizavimas užtikrina tinkamą programos įgyvendinimą ir numatomų studijų rezultatų pasiekimą, institucija užtikrina pakankamą akademinės bei socialinės paramos lygį. Studentų pasiekimų vertinimo sistema yra aiški, vieša ir tinkama studijų rezultatams įvertinti, ji dažniausiai atitinka studijų lygmenį.

Aiškiai paskirstyta atsakomybė už sprendimus ir programos įgyvendinimo stebėseną. Studentų nuomonės paisoma, bent kai kuriais atvejais.

Tačiau kolegija turėtų geriau atspindėti tikslus ir numatomus studijų rezultatus, kurie suteikia absolventams galimybę dirbti ir viešajame sektoriuje, ir privačiose įmonėse. Be to, reikėtų dar kartą apvarstyti su finansais ir su apskaita susijusių programos dalykų santykį. Skaitinių kiekis priklauso nuo temos ir nevienodai paskirstytas kiekvienam dalykui. Kolegija turėtų apvarstyti kai kurių dalykų įtraukimo prielaidas, kad nustatytų jų seką programoje. Fakultetas galėtų įsigyti naujesnių vadovėlių, skirtų kai kuriems šios programos dalykams.

Šios programos akademinis personalas dalyvauja moksliniuose tyrimuose, bet kolegijos darbuotojų indėlis į tarptautinį mokslą galėtų būti didesnis.

Reikia modernizuoti kai kurias patalpas; pratęsus bibliotekos darbo laiką studentams atsirastų daugiau individualaus darbo kolegijoje galimybių. Wi-Fi prieiga vis dar rengiama, planuojama apimti maždaug 85 proc. teritorijos, šiuo metu apie 35 proc. turimos aparatinės įrangos neatitinka naujausių techninių reikalavimų programinei įrangai. Kalbant apie literatūrą finansų tematika, per pastaruosius 5 metus buvo paskelbti keli straipsniai anglų kalba, bet jų yra tik po vieną egzempliorių.

Ekspertų grupė nustatė, kad šios programos absolventų baigiamieji darbai iš esmės buvo parašyti gerai, bet kai kuriuose iš jų naudotasi negausiais literatūros šaltiniais.

Renkama ir nagrinėjama informacija apie programos įgyvendinimą ir kiti susiję duomenys, bet panašu, kad šio proceso dalyvių nuomonės apie jų funkcijas renkant duomenis skiriasi, tad kolegija turėtų persvarstyti bendrą su programa susijusių sprendimų priėmimo struktūrą, kuri, atrodo, yra pernelyg sudėtinga.

### **III. REKOMENDACIJOS**

1. Programos tiksluose ir numatomuose studijų rezultatuose turėtų geriau atsispindėti dviguba programos orientacija – į visuomeninį ir privatųjį sektorių.
2. Kolegija turėtų apvarstyti programos pavadinimo tinkamumą, o taip pat su finansais bei su apskaita susijusių dalykų santykį programoje.
3. Kolegija turėtų peržiūrėti kiekvienam programos dalykui skirtos literatūros apimtį.
4. Reikėtų pratęsti bibliotekos darbo laiką ir įsigyti daugiau knygų anglų kalba.

5. Programos tobulinimo ir duomenų rinkimo proceso dalyviams reikėtų aiškiau apibrėžti jų funkcijas.
6. Kolegija turėtų gerinti ir įforminti ryšius su absolventais bei socialiniais partneriais.

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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.