



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių valstybinės kolegijos  
***FINANSŲ STUDIJŲ PROGRAMOS (653N30004)***  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *FINANCE* (653N30004) STUDY PROGRAMME**  
at Šiauliai State College

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Išvados parengtos anglų kalba  
Report language - English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<b><i>Finansai</i></b>
Valstybiniai kodai	653N30004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Finansai
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššėstinė (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	2005-06-23

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<b><i>Finance</i></b>
State code	653N30004
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	23 <sup>rd</sup> June, 2005

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## I. INTRODUCTION

Siauliai State College (hereinafter the College) comprises two faculties – the Faculty of Business and Technology and the Faculty of Health Care. The Faculty of Business and Technology consists of 8 departments - Administration, Environment and Construction Engineering, Accounting and Finance, Electrical Engineering, Humanities, Informatics Engineering, Transport Engineering, Tourism and Management.

This professional bachelor degree in finance is offered by the Accounting and Finance Department, is the only programme in finance by the College and has been offered since 2005. The programme was developed following consultations with potential employers in the region served by the College.

This programme evaluation is conducted by an international team assembled by the Centre of Quality Assessment in Higher Education (hereinafter the SKVC) and is conducted following an internal evaluation by the College which resulted in the production of a self-evaluation report (SER). The international expert group undertook its evaluation based on the information in the SER and a visit to the College. 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 overall aim of the programme is to prepare graduates capable of working as financiers in Lithuanian and international corporations. There are 13 programme learning outcomes specified to achieve this aim.

Most of the programme learning outcomes are realistic and achievable and were updated in 2012 when the programme was revised to bring it in line with provisions of ECTS (European Credit Transfer System). However the expert group has concerns relating to the whether it is realistic to develop financiers for the global market. The College should look again at this aim with a view to setting it at a more attainable level.

Programme aims and learning outcomes are publicly accessible in the website of the College and are made available in printed documentation and publicity material. Information on the programme is disseminated in print media, radio and television and at career fairs and exhibitions.

The programme aims and intended learning outcomes are based on the national criteria for such programmes and take into account the requirements of the Siauliai regional development plan as well as national needs. Social partners participated in the development of the programme and the aims and learning outcomes are linked to the needs/competences of professionals in the financier area. In addition, the necessary academic requirements are satisfied by the programme. The social partners with whom the expert group met confirmed the need for the programme and their satisfaction with how it satisfies their needs and the needs of the region.

The aims and learning outcomes of the programme are generally appropriate to the qualification of the professional bachelor degree in Finance.

The name of the programme, the learning outcomes, the content and qualification are compatible with each other.

*Summary:*

*The aims and learning outcomes are well defined, are publicly available and are generally appropriate to the academic and professional requirements and the needs of the market. The expert group is of the view that the aim to provide financiers for the global market is over-ambitious and should be set at a more realistic level.*

## **2. Curriculum design**

There are national requirements for programmes of the financial study area of the social sciences in terms of the total credits, study field credits, general subject credits, optional subjects, thesis, practical studies and training. The structure of the curriculum and the component subjects are clearly presented in the SER and show that the programme satisfies the legal requirements.

The 35 subjects are spread evenly over the duration of the programme for both full-time and part-time studies. Full-time students' workload is 30 credits per semester for two semesters each year. Part-time students' workload is 45 credits per year which is also distributed evenly over the semesters. In general, repetition of themes is not a problem, though some students did indicate that overlapping of material between subjects did occur. While some overlap is inevitable, the expert group suggests that this area should be examined by the College.

The combination of subjects and their content are appropriate for the achievement of the professional bachelor degree in finance. The subject descriptions are extensive and clear and contain all the necessary information for both students and academic staff. The link between the programme learning outcomes and the subject learning outcomes is shown in each subject description. In addition, the teaching/study methods, the assessment approach and the assessment criteria are indicated for each subject learning outcome and are appropriate.

Subject content is well described and is adequate for the achievement of the intended learning outcomes. This is evidenced in the extensive subject descriptions provided in the documentation. The content is appropriate for a professional bachelor degree in finance. The teaching and learning methods used are wide-ranging. The methods used include problem-based teaching, case analysis, situation analysis and role-play as well as the traditional lectures, seminars and discussion groups. The experts are of the view that Research Methodology should be a required subject for the students and that the programme should be revised reflect this.

The scope of the programme at 180 credits meets the legal requirements and is sufficient for the achievement of the learning outcomes of the programme.

The subject contents and the texts and other materials indicated suggest that the content of the programme is up-to-date and reflects the latest developments in the field of finance.

## *Summary*

*The curriculum is well-designed and meets the requirements for professional bachelor degree studies in finance. The subject contents are consistent with this level of studies in finance and reflect the latest developments in the field. The organisation and implementation of the curriculum is rational and student-centred. The expert team suggests that the programme be looked at with a view to minimising overlap of material between subjects and ensuring that Research Methodology is a mandatory subject for the students.*

### **3. Staff**

During the evaluation period, the programme was delivered by 37 teachers. General and study-field subject teachers have qualifications to master degree or higher qualification. The qualifications of teachers meet the 28 item requirements for the implementation of the professional bachelor degree in finance. For example, there is a legal requirement that 50% of the teachers have not less than 3 years relevant experience. This requirement is exceeded with 84% of the teachers having greater than 3 years experience and an average of 12 years experience each. In relation to requirement to have 10% of the study field subjects delivered by teachers with doctoral degrees, 16.7% is delivered by such teachers.

The qualifications of the teachers are presented clearly in the documentation accompanying the SER. Teachers are appointed to this College according to a competitive process outlined in the procedures of the College which ensures that the minimum qualifications are met. In addition teaching staff are subject to a certification evaluation process every 5 years. Teachers of this programme have an average teaching experience of 15 years and many have additional qualifications such as the ECDL.

In the period 2007-2011, teachers produced and revised 38 learning and methodological publications for the programme's subjects

The number of teachers is adequate to ensure that the programme learning outcomes are achieved. On average, the ratio of students to teaching staff is 18 while the average number of students in academic groups is 24. In addition, each thesis supervisor has an average of 7 students.

The turnover of teaching staff during the evaluation period was not significant.

The age profile of the teaching staff is reasonable with 43.2% in the 31- 5 years category and 40.6% in the 46 – 60 years category.

Academic staff members are provided with the opportunities for their professional development. They are facilitated to develop their qualifications, to attend conferences and to participate in projects and internships. The team expressed concern at the low level of internationalisation and expected greater foreign language competence – especially in English among the staff.

During the visit, it became evident to the expert team that the teaching staff is a dedicated team and it was also obvious that the teachers are very supportive of the students of the programme.

The Teaching staff members are engaged in a limited amount of research and consultancy relevant to the study programme. In addition teachers have published papers and methodological

publications. Most publication is principally in the College press with limited evidence of publication in international refereed journals. The team believes that there should be greater emphasis on research and publication international refereed journals and the staff should be required and supported to engage in this activity.

#### *Summary*

*It was evident to the expert team that teaching staff were dedicated and supportive of the students. With the exception of foreign language competence, the qualifications and number of staff are sufficient for the delivery of the programme and the achievement of its learning outcomes. Provisions are made for the professional development of staff. While some research and publication occurs, the expert group indicates that scientific research and publication in international refereed journals related to the programme should be improved and it notes that the College indicates its intention to recruit academic staff with suitable scientific degrees.*

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

The College has a selection of small, medium and large rooms available for the implementation of the programme. The expert group had the opportunity to examine the facilities and learning resources in the College and are satisfied that the number of rooms and the facilities in them are adequate for the programme. Specialised rooms for practical training and rooms suitable for self-study are provided. Computer laboratories are also available. All rooms comply with occupational safety and hygiene requirements. The premises are adequate in terms of size and quality for the delivery of the programme.

All rooms are equipped with a multimedia projection system and a computer which is connected to the internet and a local network. The software installed includes Windows and Microsoft Office Professional – 2003. There are 3 practical training rooms and they are equipped with 16 computers each which have the following software installed: Windows; Microsoft Office Professional – 2003; SPSS; Hard Nut simulation software; and computerised accounting programs.

The internal intranet system gives students access to the materials provided by the lecturers as well as access externally to the internet. Appropriate software licenses are in place for all software.

The expert team was advised that the operating speed of the computers is adequate for the programs required.

Student practice is a key element of the programme and the College provides three rooms for practical training which are equipped with the necessary software and equipment. In addition practice placement arrangements and training agreements are in place with approximately 80 institutions. Advice is provided to students to assist them in obtaining practice placements.

Textbooks and other materials are adequately specified in the subject descriptions though the recency of the texts used varies and some need to be updated to the latest versions. Methodological guides prepared by lecturers are made available to the students. During the evaluation period, 418 new books and 176 new textbooks were purchased and 295 teachers' methodological guides were prepared.

Access to Lithuanian and international online literature databases is provided by the College. These include EBSCO, Oxford University Press and Emerald. Students can also access these sources outside of the College.

The expert team reviewed the library facilities of the College and came to the conclusion that while the infrastructure is adequate, there are not sufficient textbooks in English and other foreign languages.

*Summary.*

*College facilities and learning resources are adequate for the provision of the programme. Adequate rooms and equipment are available and suitable arrangements are in place for practice training and practice placements.*

*The computer equipment is generally up-to-date and software with appropriate licenses is in place. However, the number of textbooks in English and other foreign languages should be increased.*

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

Student admission to the programme is operated under the national joint admission system. The College has state-funded and non-state-funded student places. Average competitive scores of students admitted to funded places are significantly higher than for students admitted to non-funded places and to address this gap, the College organises additional mathematics lectures in the first semester. Part-time student admission is on a similar basis.

The College has regulations and procedures in place to ensure an effective study process. Full-time students have lectures over a five-day week and do not have more than four lectures per day. Students can be examined in not more than one subject per day and are allowed at least two days of preparation for each examination. Regulations are also in place to deal with academic dishonesty. Students have the possibility to study one freely optional subject per semester or to take part of their programme in another institution. Student performance is regularly monitored and measures are in place to improve performance. These include regular observation, consultations with teachers and special supports for first year students. Data on student drop-out is presented and it does not appear to be significant. The study process described is sufficient for the achievement of the programme learning outcomes.

The College facilitates and encourages students to participate in research, artistic and applied research activities. There is a student Scientific Association in the Department which actively supports student research though it appears that student performance in this area needs improvement. The students also regularly participate in sports, arts and cultural activities in the region. Rewards such as cash grants and acknowledgements are provided to support students in these activities.

Students of the programme have some opportunities for international mobility. During the period of evaluation, a relatively small number of students have participated in study programmes abroad and students from abroad have come to study in the College. The expert team has concerns at the low level of internationalisation of the programme. In the 2007 - 2012 period, only 7 students from the programme participated in international exchange programmes. This is unsatisfactory and should be remedied. Teachers' mobility and their potential to give lectures in English is very limited due to the language barrier. Further relations with foreign colleges should be established but not only with those in the closest countries. There should be greater opportunity for student mobility and greater emphasis on the use of foreign languages in the study programme. The curriculum and the lecturers should also support this by providing students with the language skills and competencies to enable

them to avail of the opportunities to participate in exchange programmes and also to facilitate the intake into the programme of exchange students from other countries. More emphasis needs to be placed on the development of teachers' foreign language capability – especially English. This will provide further opportunity for foreign students to take studies in the College.

Students of the programme have continuous academic and social supports provided. These take the form of introductory/orientation information provided to first year students, scholarships and financial supports, career guidance and support, provision of subject details in advance of lectures and the provision of student dormitories. This was confirmed by the students and alumni who met with the expert group.

Students are presented with information on how they are going to be assessed. All subject descriptions are made available to students and contain information on the assessment methods and criteria for each subject. The assessment of student practice is undertaken by the practice mentor in the placement organisation and by the College practice tutor. The graduation paper is assessed by the qualifying committee. Information is provided by the College on the grades for students' final works and the distribution of these grades seems reasonable. However, the expert team were very concerned that for the final theses, the thesis topics were mainly the same. Practically all the thesis concerned the "Financial Condition Assessment and Prognosis" of various organisations. This is too predictable and limits student innovation and creativity. There should be a wider distribution of thesis supervision among the teaching staff and appropriately qualified social partners could also be considered. It was indicated in discussions with the College that this problem is being addressed. The experts also expected to see in the programme more elements for the development of critical thinking.

96% of 2008 graduates were in employment in 2010 and 72% were employed in the area of their speciality. The figures for graduates of later years were lower but the figures for 2011 graduates show 57% in employment in 2011. Graduates who met with the expert team confirmed their satisfaction with the programme and the jobs which they obtained as a result. Students were also satisfied with the programme and were confident of obtaining relevant employment when they complete the programme.

### *Summary*

*Student admission to the programme is well-founded and is according to the national higher education admission system. Arrangements are in place for the provision of additional mathematics courses for those students admitted on lower entry scores. The organisation of the study process is generally appropriate for the achievement of the learning outcomes. The studies are well organised and student dropout is low.*

*Assessment of students seems clear and the relevant information is made available for students. However, the expert team is concerned that most of the thesis topics are the same. They also had expected more opportunity in the programme for the development of critical thinking.*

*Students have opportunities to engage in applied research but it appears that student participation rates in this area are low.*

*Students also have opportunities for international mobility but mobility levels are low and this area needs significant improvement.*

*The College provides an adequate level of academic and social supports for students. Programme graduates obtain employment according to their area of specialisation. Graduates who met with the expert team confirmed their satisfaction with the programme and the jobs which they obtained as a*

*result. Students were also satisfied with the programme and were confident of obtaining relevant employment when they complete the programme.*

## **6. Programme management**

Responsibilities for the management of the programme are outlined according to the College statute, the Quality Handbook and College regulations for committee and council responsibilities as well as individual job descriptions. The regulations and procedures regulate all phases of programme development, implementation, evaluation and revision. The processes indicate an inclusive approach with all relevant stakeholders being involved. However, the expert team were not satisfied that the structures and processes for decision making were sufficiently flexible and responsive. For example, it appears that changes to the programme may involve up to five layers of decision making. A faster and more flexible approach is recommended.

The Department responsible for the programme monitors it on a regular basis. It carries out evaluations and gathers feedback data from students, graduates, teachers, and external stakeholders. Each semester, each subject is evaluated in terms of student performance and teaching quality. In addition, data for the evaluation of teachers is compiled for such areas as scientific research, publications, student performance, drop-out rates and qualifications improvement.

Evidence is presented in the SER indicating that internal and external evaluations are used to update and improve the programme. Examples are given, including, revision of the cumulative grading system in response to student feedback, a decision to put more emphasis on practical skills when delivering subjects, and also, the programme was revised three times since 2008 in response to feedback and legislative changes. The expert team had expected that the improvement of the programme would have included a greater focus on internationalisation. In particular, there should be a greater focus on staff and student mobility and the foreign language competence of staff and students.

There was evidence that stakeholders such as students, staff and social partners are involved in evaluating and recommending improvements to the programme. For example, stakeholders participate on committees where evaluations and improvements are discussed and recommended. However, greater effort should be allocated to the development an active alumni association. It appeared to the expert team that none of the graduates met during the visit were members of the alumni association.

As described in the SER and as the expert experienced during the visit, the measures for internal quality assurance are generally effective and efficient. The quality assurance system is described as seeking continuous improvement and involves all relevant stakeholders. The expert team, however, would have expected that the quality assurance system would have identified further areas for improvement.

### *Summary*

*Responsibilities for the management of the programme are clearly defined but the expert team were not satisfied that the structures and processes for decision making are sufficiently flexible and responsive. Internal and external evaluations of the programme are conducted and there is evidence these evaluations form the basis for the subsequent programme revision/improvement. However, the expert group had expected that the quality assurance system would have identified further areas for improvement. Stakeholders are involved in the management process. Programme*

*administration should be more proactive in identifying and addressing the issues of internationalisation.*

### III. RECOMMENDATIONS

1. The aim of the programme in relation to the preparation of financiers for the global market should be revised to make it more realistic and attainable.
2. There should be more engagement of the teaching staff in research and publication in international refereed journals.
3. The internationalisation of the programme should be given greater priority and should involve the development of better competence by teaching staff and the students in the use of foreign languages.
4. The implementation of the programme should be done in such a way that it facilitates the intake of international students who wish to study for a semester in English or another foreign language.
5. The process and structure for the management of the programme should be revised to ensure that it is more flexible and responsive.
6. The quality assurance system should be more proactive in identifying and addressing issues for improvement.
7. The Library should be updated to include more texts in English or other foreign languages.
8. The programme structure should be revised to ensure that the Research Methodology subject becomes mandatory for all students.
9. The development of critical thinking should be given a higher priority in the programme.
10. The student assessment process should be revised to ensure more diverse final thesis topics.
11. The College could consider whether some unnecessary overlapping of material between subjects can be eliminated.
12. The College could consider how to get greater participation of its graduates in the Alumni Association.

#### IV. SUMMARY

*The aims and learning outcomes are well defined, are publicly available and are generally appropriate to the academic and professional requirements and the needs of the market. The expert group is of the view that the aim to provide financiers for the global market is over-ambitious and should be set at a more realistic level.*

*The curriculum is well-designed and meets the requirements for professional bachelor degree studies in finance. The subject contents are consistent with this level of studies in finance and reflect the latest developments in the field. The organisation and implementation of the curriculum is rational and student-centred. The expert team suggests that the programme be looked at with a view to minimising overlap of material between subjects and ensuring that Research Methodology is a mandatory subject for the students.*

*It was evident to the expert team that teaching staff were dedicated and supportive of the students. With the exception of foreign language competence, the qualifications and number of staff are sufficient for the delivery of the programme and the achievement of its learning outcomes. Provisions are made for the professional development of staff. While some research and publication occurs, the expert group indicates that scientific research and publication in international refereed journals related to the programme should be improved and it notes that the College indicates its intention to recruit academic staff with suitable scientific degrees.*

*College facilities and learning resources are adequate for the provision of the programme. Adequate rooms and equipment are available and suitable arrangements are in place for practice training and practice placements.*

*The computer equipment is generally up-to-date and software with appropriate licenses is in place. However, the number of textbooks in English and other foreign languages should be increased.*

*Student admission to the programme is well-founded and is according to the national higher education admission system. Arrangements are in place for the provision of additional mathematics courses for those students admitted on lower entry scores. The organisation of the study process is generally appropriate for the achievement of the learning outcomes. The studies are well organised and student dropout is low.*

*Assessment of students seems clear and the relevant information is made available for students. However, the expert team is concerned that most of the thesis topics are the same. They also had expected more opportunity in the programme for the development of critical thinking. Students have opportunities to engage in applied research but it appears that student participation rates in this area are low.*

*Students also have opportunities for international mobility but mobility levels are low and this area needs significant improvement.*

*The College provides an adequate level of academic and social supports for students. Programme graduates obtain employment according to their area of specialisation. Graduates who met with the expert team confirmed their satisfaction with the programme and the jobs which they obtained as a result. Students were also satisfied with the programme and were confident of obtaining relevant employment when they complete the programme.*

*Responsibilities for the management of the programme are clearly defined but the expert team was not satisfied that the structures and processes for decision making are sufficiently flexible and responsive.*

*Internal and external evaluations of the programme are conducted and there is evidence these evaluations form the basis for the subsequent programme revision/improvement. However, the expert group had expected that the quality assurance system would have identified further areas for improvement.*

*Stakeholders are involved in the management process.*

*Programme administration should be more proactive in identifying and addressing the issues of internationalisation.*

Key strengths of the programme identified by the expert team were:

- The strong links of the programme to the regional market and to the needs of the social partners.
- Strong support from social partners.
- High level of satisfaction with the programme among students and graduates.
- Good premises and infrastructure for the implementation of the programme.
- The implementation of a quality improvement system and the dissemination of the quality assurance message throughout the College.
- Teachers dedication and their support for students

Key weaknesses identified by the expert group were:

- Insufficient internationalisation of the programme.
- Insufficient foreign language competence of teaching staff and students.
- There should be more research and publication in international refereed journals by the teaching staff.
- Insufficient foreign language textbooks in the Library.
- The aim to produce financiers for the global market is too ambitious.
- Research Methodology should have been a mandatory subject for all students.
- Students claimed that there was some unnecessary overlapping of material between subjects.
- The final thesis topic themes by different students were mainly the same.
- The development of critical thinking should have been given a higher priority in the programme.
- The structures and processes for decision making are not sufficiently flexible and responsive.

## V. GENERAL ASSESSMENT

The study programme *Finance* (state code –653N30004) at Šiauliai State 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	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	<b>Total:</b>	<b>16</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:

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Grupės nariai:

Team members:

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Ms. Monika Kavaliauskė

**ŠIAULIŲ VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
FINANSAI (VALSTYBINIS KODAS –653N30004) 2013-05-07 EKSPERTINIO VERTINIMO  
IŠVADŲ NR. SV4-131 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Šiaulių valstybinės kolegijos studijų programa *Finansai* (valstybinis kodas –653N30004) vertinama **teigiama**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>16</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, viešai skelbiami ir iš esmės pagrįsti profesiniais reikalavimais bei rinkos poreikiais. Ekspertų grupė mano, kad tikslas aprūpinti finansininkais pasaulio rinką yra pernelyg ambicingas – jis turėtų būti labiau realistiškas.

Programos sandara gera, atitinkanti profesinio finansų bakalauro studijoms taikomus reikalavimus. Dalykų turinys atitinka šio lygmens finansines studijas ir atspindi naujausius šios srities pasiekimus. Programa organizuojama ir įgyvendinama racionaliai, ji orientuota į studentus. Ekspertų grupė siūlo peržiūrėti programą ir sumažinti dalykų medžiagos pasikartojimą bei užtikrinti, kad mokslinių tyrimų metodika studentams būtų privalomasis dalykas.

Ekspertų grupė aiškiai matė, kad akademinis personalas atsidavęs studentams ir jiems padeda. Dėstytojų kvalifikacija, išskyrus jų užsienio kalbų žinias, yra tinkama, o jų skaičius pakankamas

programai dėstyti bei numatomiems studijų rezultatams pasiekti. Numatytas profesinis personalo tobulinimas. Nors ir atliekami moksliniai tyrimai bei skelbiami darbai, tačiau ekspertai mano, kad su šia programa susijusių mokslinių tyrimų turėtų būti daugiau, o darbai turėtų būti skelbiami tarptautiniuose recenzuojamuose žurnaluose.

Kolegijos turimų materialinių išteklių programos vykdymui pakanka. Yra studijoms reikalingos patalpos ir įranga, susitarta dėl praktinio mokymo ir įdarbinimo praktikai atlikti. Kompiuterinė įranga iš esmės šiuolaikiška, turimos licencijos programinei įrangai. Tačiau reikėtų įsigyti daugiau vadovėlių anglų ir kitomis užsienio kalbomis.

Studentų priėmimas į šią programą tinkamai pagrįstas ir atitinka nacionalinę priėmimo į Lietuvos aukštąsias mokyklas tvarką. Nutarta, kad bus taikoma papildoma matematikos programa studentams, kurių stojamųjų egzaminų balai žemesni. Studijų procesas iš esmės organizuojamas tinkamai tam, kad būtų pasiekti numatomi studijų rezultatai. Studijos organizuojamos gerai, studentų nubyrejimo lygis žemas.

Panašu, kad studentų vertinimas aiškus, studentams pateikiama susijusi informacija. Tačiau ekspertų grupei kelia nerimą tai, kad kartojasi baigiamųjų darbų temos. Be to, jie tikėjosi, kad programoje bus numatyta daugiau galimybių ugdyti kritinį mąstymą.

Studentai turi gerų galimybių dalyvauti mokslo taikomojoje veikloje, bet paaiškėjo, kad studentų dalyvavimo šioje srityje lygis žemas.

Studentai dar turi galimybių dalyvauti tarptautinėje judumo programoje, bet judumo lygis taip pat žemas, taigi šią sritį reikia nemažai tobulinti.

Mokykla užtikrina studentams pakankamą akademinės ir socialinės paramos lygį. Baigusieji studijas pagal šią programą įsidarbina pagal savo specialybę. Absolventai, su kuriais buvo susitikusi ekspertų grupė, patvirtino, kad juos tenkina ši programa ir darbai, kuriuos jie gauna baigę studijas. Be to, šia programa džiaugėsi ir studentai, kurie tiki, kad gaus tinkamą darbą, kai užbaigs studijas.

Atsakomybė už programos vadybą aiškiai apibrėžta, bet ekspertų grupė nebuvo tikra, kad sprendimų priėmimo struktūra ir procedūros yra pakankamai lanksčios ir operatyvios.

Atliekamas vidaus ir išorinis programos vertinimas, yra įrodymų, kad šie vertinimai yra tolesnio programos tikrinimo ir (arba) tobulinimo pagrindas. Tačiau ekspertų grupė tikėjosi, kad kokybės užtikrinimo sistema padės nustatyti tobulintinas sritis.

Socialiniai dalininkai dalyvauja vadybos procese.

Programos administracija turėtų greičiau identifikuoti ir spręsti tarptautiškumo problemas.

Pagrindinės ekspertų grupės nustatytos stiprybės:

- Stiprus programos ryšys su regionine rinka bei socialinių partnerių poreikiais.
- Tvirta socialinių partnerių parama.
- Didelis studentų ir absolventų pasitenkinimas programa.
- Programai įgyvendinti tinkamos patalpos ir infrastruktūra.
- Kokybės gerinimo sistemos įgyvendinimas ir informacijos apie kokybės užtikrinimą skleidimas visoje kolegijoje.

- Dėstytojų atsidavimas studentams ir pagalba jiems.

Pagrindinės ekspertų grupės nustatytos silpnybės:

- Nepakankamas programos tarptautiškumas.
- Nepakankamos akademinio personalo ir studentų užsienio kalbų žinios.
- Akademinis personalas turėtų atlikti daugiau tyrimų ir skelbti daugiau darbų tarptautiniuose recenzuojamuose žurnaluose.
- Bibliotekoje nėra pakankamai vadovėlių užsienio kalbomis.
- Tikslas rengti finansininkus pasaulio rinkai yra pernelyg ambicingas.
- Mokslinių tyrimų metodika turėtų būti visiems studentams privalomas dalykas.
- Studentai tvirtino, kad kartais nereikalingai sutampa atskirų dalykų medžiaga.
- Visų studentų baigiamųjų darbų temos beveik tokios pačios.
- Didesnė pirmenybėje programoje turėtų būti skirta kritinio mąstymo ugdymui.
- Sprendimų priėmimo struktūra ir procedūros nepakankamai lanksčios ir operatyvios.

### III. REKOMENDACIJOS

1. Programos tikslas, susijęs su finansininkų rengimu pasaulio rinkai, turėtų būti patikslintas, kad taptų labiau realistinis ir lengviau pasiekiamas.
2. Akademinis personalas turėtų daugiau dalyvauti mokslinių tyrimų veikloje ir skelbti darbus tarptautiniuose recenzuojamuose žurnaluose.
3. Didesnė pirmenybė turėtų būti suteikta programos tarptautiškumo didinimui, įskaitant intensyvesnę akademinio personalo ir studentų gebėjimų kalbėti užsienio kalbomis ugdymą.
4. Programa turėtų būti įgyvendinama taip, kad palengvėtų užsienio studentų, norinčių vieną semestrą studijuoti anglų ar kita užsienio kalba, priėmimas.
5. Programos valdymo procesą ir struktūrą reikėtų peržiūrėti, kad programa taptų lankstesnė ir labiau atliepianti.
6. Kokybės užtikrinimo sistema turėtų užtikrinti greitesnę tobulintinų problemų nustatymo bei sprendimo būdą.
7. Bibliotekos išteklius reikėtų atnaujinti – įsigyti daugiau tekstų anglų ar kitomis užsienio kalbomis.
8. Reikėtų peržiūrėti programos sandarą ir užtikrinti, kad mokslinių tyrimų metodikos dalykas būtų privalomas visiems studentams.
9. Didesnė pirmenybė šioje programoje turėtų būti suteikta kritinio mąstymo ugdymui.
10. Siekiant užtikrinti baigiamųjų darbų temų įvairovę, reikėtų peržiūrėti studentų vertinimo procedūrą.

11. Kolegija galėtų apvarstyti, ar būtų galima pašalinti nereikalingą kai kurių dalykų medžiagos kartojimąsi.

12. Kolegija galėtų apvarstyti, kaip į Alumni draugiją įtraukti daugiau absolventų.

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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.