



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
STUDIJŲ PROGRAMOS
"EKONOMINĖ ANALIZĖ IR PLANAVIMAS"
(*valstybinis kodas – 6211JX013 (621L10003)*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "ECONOMIC ANALYSIS AND PLANNING"
(*state code – 6211JX013 (621L10003)*)
STUDY PROGRAMME
at Vilnius University

Review' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ekonominė analizė ir planavimas</i>
Valstybinis kodas	6211JX013 (621L10003)
Studijų krypčių grupė	Socialiniai mokslai
Studijų kryptis	Ekonomika (J01)
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė, 1,5 metai
Studijų programos apimtis kreditais	90 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinių mokslų magistras
Studijų programos įregistravimo data	No. 565, 19-05-1997

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Economic Analysis and Planning</i>
State code	6211JX013 (621L10003)
Group of study field	Social sciences
Study field	Economics (J01)
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time, 1,5 years
Volume of the study programme in credits	90 ECTS
Degree and (or) professional qualifications awarded	Master in Economics (since 2017 admission, Master of Social Sciences)
Date of registration of the study programme	No. 565, 19 th May, 1997

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1	Protocols of administrative meetings regarding study programmes and their changes.
2	Information on vision and mission statement of Vilnius University (VU) and Faculty of Economic provided in the University web.

1.3. Background of the HEI/Faculty/Study field/ Additional information

Vilnius University (hereinafter: VU), founded in 1579, is the oldest and largest institution of higher education in Lithuania. The University comprises 19 core academic units: 11 faculties,

six institutes (with two of them of the faculty status), three research and study centres, and eight core non-academic units. The University implements study programmes of three study cycles in the areas of the humanities, social, physical, biomedical, and technological sciences; the total number of undergraduate (bachelor's) study programmes is 76, and the number of graduate (master's) and integrated study programmes is 106. Doctoral students may study in almost 30 areas of science, and residents in more than 50 study programmes.

The Faculty of Economics (EF) was set up in 1940. The EF operates in compliance with the Statute of Vilnius University and is administered by the Council and the Dean. Currently, the EF has 9 Departments: those of Accounting and Auditing, Economic Informatics, Economic Policy, Finance, Qualitative Methods and Modelling, Marketing, Theoretical Economics, and Management, as well as the Centre of Economic Expertise and the Lab of Economic Information which carries out research and implements studies in respective fields.

The EF implements three first-cycle study programmes, as well as 17 second-cycle study programmes. The EF also implements doctoral studies in two fields: Economics (04S) and Management and Administration (03S).

Current programme has been established on 19th May, 1997. This programme underwent one evaluation in 2010. The programme received a positive judgement and was accredited for six years and accreditation has been extended to 2018. This evaluation report is based on the self-evaluation report (SER), prepared by the self-evaluation group, and backed up by information gathered from the meetings the expert team had with self-evaluation group, teaching staff, students, alumni and social partners.

The master study program in *Economic Analysis and Planning* is offered by the Department of Quantitative Methods and Modeling. During the programme implementation process, the recommendations of the previous evaluation has been taken into account, e.g. study courses and curriculum have been revised upon the necessity, the involvement of social partners and foreign lecturers in study process has been step by step increased and other.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 5th of October.

1. **Prof. Tiiu Paas (team leader)**, *professor, Faculty of Economics and Business Administration, University of Tartu, Estonia.*
2. **Prof. Jose Maria Gil Roig**, *professor, Technical University of Catalonia, Spain and director, Centre for Research in Agro-food and Development Economics UPC-IRTA (CREDA).*
3. **Prof. dr. Rohit Sonika**, *visiting professor, Aalto University, Finland.*
4. **Dr. Vilija Jankauskienė**, *Lead of business development at UAB “Palink”, Lithuania.*
5. **Mr Martynas Rekštys**, *student of ISM University Management And Economics, Economics and politics bachelor study programme.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

According to the SER (Self Evaluation Report), the programme in *Economic Analysis and Planning* (hereafter referred to as the master program in EAP) is aiming “to educate highly qualified, innovative broad-minded economists who are capable of analysing, evaluating and forecasting socio-economic processes and management solutions by using modern economic theories, contemporary methods of systematic analysis and mathematical modeling of economic processes, as well as carrying out research work individually, in groups and in interdisciplinary teams“ (SER 2016, p.). The study programme strives to educate good specialists, who address economic development challenges relevant for Lithuania and other countries trying to create necessary conditions for acquiring competitive education corresponding to European and Lithuanian labour market needs. The programme aims and objectives are ambitious and their fulfilment requires innovative and efficient cooperation of all stakeholders, including students, teachers and social partners.

The objectives and expected learning outcomes are profoundly defined and they create a necessary framework for the implementation of the program. Programme objectives are linked to professional and academic requirements and correspond to the type and cycle of studies as well the level of qualifications. Information on programme objectives and expected learning outcomes are publicly announced through the electronic means of the Faculty as well University and all stakeholders of the programme can be fully aware of the aims and expected outcome of the programme. Additional information on programme objectives and outcome is regularly provided in several promotional events, which are also meant to attract social partners. The program has clear niche in the Lithuanian as well as international educational market. In addition, this study programme also has links and conformity with similar programs in Europe

and worldwide. It is also worth mentioning that programme is the only master programme carried out in Lithuania in the field of economics which, by Eduniversal Master's Ranking, falls into the best of the East European Top 10 Master degree study programmes over the last two years (2015/2016 and 2016/2017).

The study programme and its subject-specific learning outcomes have been regularly revised and improved, if necessary. To avoid threats that regularly revised programme cannot always get timely and fully sufficient support from the teaching staff, it would be necessary to implement measures for simultaneous upgrading of teaching staff, which would implement putting emphasis on better integration of theoretical knowledge with practical applications and innovations.

2.2. Curriculum design

The scope of the Study Programme Economics makes up 90 credits, which is the minimum amount of the second-cycle university study programmes in Lithuania. In that sense the programme's structure is in line with the legislative requirements offering minimum amount of credits that is necessary for a Master degree (according to the regulations, the scope of credits should be between 90-120). This scope of the programme seems to be sufficient for the organising study process, in order to achieve all defined learning outcomes. The programme is designed for 3 semesters. The scope of credits is divided equally between three semesters comprising 30 credits per semester. Besides compulsory subjects, the programme offers sufficient number of electives. According to the allocation of contact and self-study hours, around 30% of study load is devoted to electives. Thus, students have necessary flexibility for choosing subjects following their study and research interests. Students can go deeply with their special research interests during the preparation of their final theses. Timing for the preparation final theses is well allocated, and necessary methodological materials support the theses preparation process. Study subjects are rationally divided in three blocks focusing on the development of students' analytical competences and economic modelling skills by analysing and forecasting socio-economic processes and linking modelling results with possible applications.

Following the comprehensively settled and ambitious aim of the programme and extensive learning outcomes, the curriculum design needs some revisions. The curriculum and particularly analytical methods (e.g. Econometrics courses) mainly emphasise macroeconomic approach. There is only one course of Microeconomic Analysis with 5 credits and no compulsory and even elective courses in Microeconometrics. The curriculum includes two courses in Econometrics (Applied Econometrics – 5 credits and Econometric Analysis – 5

credits) and both are focused on time series analysis. It is recommended to rename these courses according to their content, e.g. Time series analysis I and II and to include new courses in the programme that really consist of topics that mainly belong to Econometric Analysis (e.g. the well-recognised. W. Greene textbook in Econometric Analysis). It is also recommended to put more emphasis on development of students' knowledge and skills on working with voluminous cross-section, pooled and panel databases (e.g. European Social Survey, World Value Survey, etc.) training abilities to produce decent information for supporting and implementing processes in several institutions and organisations of the country. It is also recommended to include some new topics that are related to Big Data and Machine Learning in the curriculum. In order to enlarge possibilities for internationalization of the programme, it is also recommended to consider possibilities to include a short internship, which will be conducted in the cooperation with international partners into the programme curriculum. To sum up, it is recommendable to revise the curriculum design emphasising better conformity of the programme aims, curriculum design and the content of some study subjects. In case the minimum scope of the programme (90 ETC) is not enough for the suggested development, the Programme Committee should consider possibilities for increasing the scope of the programme.

2.3. Teaching staff

The staff involved in the implementation of the master's programme in EAP meets legal requirements. All teaching staff members have necessary education and academic background, as well as teaching experience. The qualifications of teaching staff are adequate to ensure learning outcomes and develop students' knowledge, skills and research abilities, including supervision of final theses in sufficient collaboration with social partners. The numbers of students' candidates and admitted students are declining, the ratio of academic staff per students is improving and there is enough well-qualified teaching staff for fruitful implementation of the programme. That creates also additional possibilities for the implementation of new active teaching methods, allowing satisfying integration of theoretical skills with practical applications, adding emphasis on necessary aspects of cross-disciplinary approaches for development of students' academic and professional abilities. Wider implementation of teamwork is also recommended. Good student-teacher ratio also gives additional possibilities for upgrading teaching staff' qualifications, introducing new career models and devoting more time to research activities and applying research projects. That, in turn, gives more possibilities to development of research-based teaching. The age structure of teaching staff is somewhat focused towards old-age faculty members. A bit more than half (58%) of academic staff members belong to the age group of 26-44; other 42% fall into the group of 54 and older. There are no teachers from the so-

called best and sufficiently experienced age group of 45-54 years. This situation may create some doubts on the long-run sustainability of the study programme, as it is understood that younger members of teaching staff are not likely to stay at one work place for longer time. The review team recommends looking into possibilities either to keep the young teachers for the longer time in the University, or to attempt attracting more teaching staff of an older age. Yet this recommendation is aimed on the future strategic planning and it is not yet considered to be a problem.

2.4. Facilities and learning resources

The University and the faculty of Economics provide an appropriate infrastructure to aid the academic learning process and enable students to develop relevant practical skills. Classrooms and laboratories are well equipped, while hardware and software are continuously updated and upgraded. The use of the Moodle virtual learning environment by both full-time and part-time students is to be welcomed. However, it is apparent that the system needs further development, with extra study material added for the benefit of students. The somewhat limited current use of the platform suggests the necessity for a plan to encourage more teachers to become involved in the Moodle system.

The library consists of a central facility to which all students have access. It is a modern building opened 24 hours the 7 days of the week. The library is quite well equipped in textbooks with many copies of the suggested books in the reference lists of the different courses. Moreover, the library has bought all the relevant databases in the economics field (EBSCO, ECONLIT, etc). Students are well aware of such facilities and use them. Each year, a material resource assessment is carried out for the purpose of reviewing learning resources and publications. However, the library has only SPSS statistics software programme available, which is not critically viewed by the review panel.

The faculty also has some of the most relevant statistical software, mainly, R, SPSS and Eviews available for the students. However, as meetings with students and alumni showed, there is no common software to be used. The election of the software heavily depends on the teacher. There is not any homogenous decision across departments. Teachers could try to homogenize the use of a unique software, available for use in the different courses in the future. As R is available, this could be the software used as it is free and students could download it in their computers.

Access to economic data is relevant in this master. In our visit to the library and in our meeting with social partners, we have checked that there is a good access to Lithuanian data

(some agreement with the Ministry of Finance and the bank of Lithuania exist for this purpose). Access to EU data is also possible.

The SER report, supported by information gathered and observations made while visiting the University, confirms that the facilities and learning resources available for the programme are great for achieving the programme goals and learning outcomes and easily accessible. As it was aforementioned, the only criticism would be to homogenize the choice of software packages.

2.5. Study process and students' performance assessment

Entrance requirements for the candidates of the EAP study programme are well-founded, consistent and transparent, following the rules and procedures fixed by the Ministry of Education and Science of the Republic of Lithuania and Vilnius University. Admission to each study programme of the University is competitive and based on the clearly settled entrance score, which calculation rules are publicly available (e.g. see <http://www.ef.vu.lt/studijos/stojantiesiems/konkursinio-balo-sandara>). All requirements are also publicly available through the university web. Information on entrance conditions is regularly provided during the Study Fairs, 'Public Open Days' and other social events.

The main rules and requirements for the implementation of the study programmes are well settled by the University and Faculty and they are also correctly implemented in the case of the programme of EAP, e.g. how to deal with possible disputes and plagiarism issues, how to assess students' academic achievements. All stakeholders of the programme have necessary incentives to be well informed on the goals and learning outcomes and the programme implementation process (see also <http://www.ef.vu.lt>). Students' dropouts and the reasons behind the dropouts are systematically analysed and discussed with students and other stakeholders. The number of dropouts is declining every year and practically do not exist among the state funded students. The University and Faculty support internalization activities and students international mobility. The incoming students can study the EAP programme's subjects in English by attending lectures together with the students of the EAP programme delivered in English or elective EAP subjects offered in English. Every year, 5-7 exchange students from abroad take courses of the EAP programme. Students of the programme in EAP, as well as other study programs of the Faculty of Economics have ensured possibilities to take part in international mobility programs and study abroad. Unfortunately, the EAP programme students are not sufficiently active in taking part in these mobility schemes. According to the students' response, the main reason for low international mobility is the situation that majority of master's students are employed and they should combine job responsibilities and studies. Thus, the Programme Committee should consider possibility of planning the organised study trips in advance, so they

can offer possibilities to take part in some lectures and participate in research discussion in the universities outside Lithuania where similar study programs are conducted.

Students of the programme in EAP have necessary possibilities to develop their research abilities. Students appreciate the possibilities to work with real data during some study courses. Taking into account the important reflections of learning outcomes achievement in master's theses, it is wise to argue whether students have sufficient possibilities to develop during study process their abilities in critical thinking and in profound argumentation of choosing proper methodological framework for conducting empirical analysis and linking theory with empirical results and practical applications. Some employers have shared review team's doubts. It is suggested that skills of quantitative research, presenting and interpreting results should be improved during study process. This development is also necessary for graduates' further participation in professional networks and possible continuation of studies in PhD level. This programme and students involved in the programme have good potential for the development of PhD studies.

2.6. Programme management

Vilnius University has settled clear rules and guidance for quality assurance system of all the programs of the University and these rules are correctly considered by the Faculty of Economics and by the implementation of the programme in EAP. Information of outcomes of internal and external evaluations of the programmes are public, relevant and easily assessable and this information has been taken into account by the implementation and development of this programme.

The most remarkable burden and responsibility in the development and implementation of the programme in EAP belongs to the Programme Committee, which is working in the collaboration with the Faculty departments and is accountable to the Faculty Council. The Committee systematically collects and analyses feedback from several units of the Faculty, students, graduates, academic staff and social partners. The system for monitoring the programme implementation and decision making process is clearly settled in the Faculty of Economics and is well implemented in the case of the EAP programme. This information is also available through internal information systems and is discussed with stakeholders. The results of feedback analysis are, as a rule, considered by the improving study process, developing syllabuses and visions for further development and implementation of the programme in order to guarantee the its long-run sustainability. Thus, in that sense the quality assurance system has been sufficiently effective and efficient. However, the expert team noticed during the site visit and meetings with stakeholders, that there is still a room for programme management's

improvement. That is necessary in order to guarantee better consistency between the ambitious aim, expected learning outcomes and the curriculum design as well as programme implementation process, involving students and faculty members in the discussions and in regular revising of the programme more systematically. The review team has noticed and that was mentioned in the SER, that there is still a room for the development of more effective cooperation with social partners and for implementing stimulus for increasing social partner's interests to actively participate in programme development in order to guarantee long-run sustainability of the programme.

2.7. Examples of excellence *

The program in Economic Analysis and Planning is the only master programme in economics, carried out in Lithuania, which, by Eduniversal Masters Ranking, falls into the best of the East European Top 10 Master degree study programmes over the last two years (2015/2016 and 2016/2017).

III. RECOMMENDATIONS*

1. To put more emphasis on revising the consistency of the programme objectives and content of some study subjects. The curriculum should be developed putting more emphasis on microeconometrics and new developments in data analysis (e.g. Machine Learning, Big Data).
2. To devote attention to further development and implementing of new innovative teaching methods, allowing better integration of theoretical skills with practical applications and encouraging students to develop their abilities for better motivation of choosing proper research methods and presenting research results.
3. To elaborate and implement concrete measures for supporting academic career development and improving teaching staff motivation for upgrading their qualifications and widening participation in international mobility, international research projects and networks.
4. To elaborate and implement measures for improving programme management in order to guarantee better consistency between the ambitious aim, expected learning outcome and the curriculum design as well as programme implementation process involving students, faculty members and social partners in discussions and in regular revising of the programme more systematically.

IV. SUMMARY

Programme aims and learning outcomes.

Programme aim, objectives and learning outcome are well elaborated relying on the rules and regulations of Vilnius University and its Faculty of Economics. Further development of program aims and learning outcome should consider the necessities for improving internalisation activities and long-run sustainability of the program.

Curriculum design.

Study subjects are logically divided in three blocks focusing on the development of students' analytical competences and economic modelling skills by analysing and forecasting socio-economic processes and linking modelling results with possible applications. The program has strong emphasis on analysing macroeconomic processes; there is still some lack of teaching analytical tools (e.g. microeconometrics) for analysing micro level processes. More emphasis should be given on developing students' knowledge and skills for working with voluminous cross-section, pooled and panel datasets. It is also worth to consider including some topics related to Big Data and Machine Learning in the curriculum and develop possibilities for strengthen the internationalisation of the programme. In the case the minimum scope of the programme (90 ETC) is not enough for the suggested developments, the Programme Committee should consider possibilities for increasing the scope of the programme.

Teaching staff.

All teaching staff members have necessary education and academic background as well teaching experience. The academic staff is somewhat biased to the old age people, there is no teachers in the so-called best experienced academic age (45-55 years). The improving teachers'- students' ratio gives additional possibilities for the upgrading of teaching staff' qualification, introducing new career models and devoting more time to research activities and applying research projects. That in turn gives more possibilities to development of research based teaching.

Facilities and learning resources.

The Faculty has infrastructure, equipment and study materials that are fully adequate and supportive for the implementation and development of the study Programme in Economic Analysis and Planning. Good facilities and learning resources create additional challenges for the elaborating and implementing concrete stimulus for more efficient using virtual learning environment during study processes.

Study process and students' performance assessment.

Students of the programme in EAP have necessary possibilities to achieve the expected learning outcome including also research abilities. Taking into account that master theses are important reflections of learning outcomes' achievements, some developments in study process are necessary in order to create additional possibilities for developing students' abilities in critical thinking and in profound argumentation of choosing methodological framework for conducting empirical analysis and linking theory with empirical results and practical applications. These developments are also necessary for graduates' further participation in professional and academic networks and possible continuation of their PhD studies.

Programme management.

Information on the Economic Analysis and Planning programme implementation process, including feedback of students and other stakeholders is correctly collected and analysed. Thus, in that sense the quality assurance system has been sufficiently effective and efficient. But there is still room for programme management' development in order to guarantee better consistency between the ambitious aim, expected learning outcomes and the curriculum design and to involve students, faculty members and social partners in the discussions and in regular revising of the programme more systematically and widely. Students expressed their willingness to participate more actively in the program development process.

V. GENERAL ASSESSMENT

The study programme *Economic Analysis and Planning* (state code – 6211JX013 (621L10003)) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	20

*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:	Tiiu Paas
Grupės nariai: Team members:	Jose Maria Gil Roig
	Rohit Sonika
	Vilija Jankauskienė
	Martynas Rekštys

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
EKONOMINĖ ANALIZĖ IR PLANAVIMAS (VALSTYBINIS KODAS – 6211JX013)
2017-12-28 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-259 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Ekonominė analizė ir planavimas* (valstybinis kodas – 6211JX013) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 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. SANTRAUKAProgramos tikslai ir studijų rezultatai.

Studijų programos tikslas, uždaviniai ir studijų rezultatai parengti tinkamai vadovaujantis Vilniaus universiteto ir Ekonomikos fakulteto taisyklėmis ir nuostatomis. Toliau gerinant studijų tikslus ir studijų rezultatus reikėtų apsvarstyti būtinybę gerinti internalizavimo veiklą ir ilgalaikį programos tvarumą.

Programos sandara.

Studijų dalykai logiškai suskirstyti į tris blokus, daugiausia dėmesio skiriant studentų analitiniams gebėjimams ugdyti ir ekonominio modeliavimo įgūdžiams tobulinti, analizuojant ir prognozuojant socialinius ir ekonominius procesus bei susiejant modeliavimo rezultatus su galimu pritaikymu. Studijų programoje ypač pabrėžiama makroekonominių procesų analizė; tačiau vis dar trūksta analizės priemonių mokymo (pvz., mikroekonometrijos), skirtu analizuoti mikro lygmens procesams. Daugiau dėmesio reikėtų skirti studentų žinioms ir įgūdžiams dirbti

su didelės apimties pjūviais, sutelktų ir panelinių duomenų rinkiniais. Verta apmąstyti ir į studijų turinį įtraukti kai kurias temas, susijusias su dideliais duomenimis ir mašinų mokymusi ir sudaryti galimybes stiprinti studijų programos tarptautiškumą. Tokiu atveju siūlomiems pokyčiams nepakanka minimalios studijų programos apimties (90 ETC kreditų), todėl Studijų programos komitetas turėtų apsvarstyti galimybes padidinti programos apimtį.

Personalas.

Visi dėstytojai turi reikiamą išsilavinimą ir akademinį pagrindą, taip pat dėstyto patirtį. Akademinis personalas šiek senyvo amžiaus, nėra vadinamųjų geriausiai patyrusių akademinio amžiaus dėstytojų (45–55 metų amžiaus). Pagerėjęs dėstytojų ir studentų santykis sudaromos papildomos galimybės dėstytojams kelti kvalifikaciją, pristatyti naujus karjeros modelius ir skirti daugiau laiko moksliniams tyrimams bei mokslinių tyrimų projektams taikyti. Tai savo ruožtu suteikia daugiau galimybių taikyti moksliniais tyrimais pagrįstą mokymą.

Materialioji bazė.

Fakulteto infrastruktūra, įranga ir metodiniai išteklių tinkami ir padeda vykdyti bei tobulinti studijų programą Ekonominė analizė ir planavimas. Geros patalpos ir metodiniai išteklių sukuria papildomus iššūkius kurti ir įgyvendinti konkrečias paskatas, kaip veiksmingiau naudoti virtualią mokymosi aplinką vykdant studijas.

Studijų eiga ir studentų rezultatų vertinimas.

Studijų programos Ekonominė analizė ir planavimas studentams sudarytos visos galimybės pasiekti numatytus studijų rezultatus, taip pat įgyti mokslinių tyrimų gebėjimus. Atsižvelgiant į tai, kad magistro baigiamasis darbas puikiai atspindi pasiektus studijų rezultatus, reikia tobulinti studijų eigą, siekiant sukurti papildomas galimybes ugdyti studentų gebėjimus kritiškai mąstyti ir pateikti išvalgius argumentus pasirenkant metodinę bazę empirinei analizei atlikti ir susieti teoriją su empiriniais rezultatais ir praktiniu pritaikymu. Šie pokyčiai taip pat reikalingi tolesniam absolventų dalyvavimui profesiniuose ir akademinuose tinkluose ir galimam jų studijų tęsimui pasirinkus doktorantūros studijas.

Programos vadyba.

Informacija apie studijų programos Ekonominė analizė ir planavimas vykdymo procesą, įskaitant studentų ir kitų dalininkų grįžtamąjį ryšį, tinkamai surinkta ir analizuojama. Kokybės užtikrinimo sistema efektyvi ir veiksminga. Tačiau vis dar galima gerinti studijų programos vadybą, siekiant užtikrinti geresnį ambicingo tikslo, numatomų studijų rezultatų ir studijų turinio ryšį, įtraukti studentus, dėstytojus ir socialinius partnerius į diskusijas ir reguliariai sistemingiau ir plačiau peržiūrėti studijų programą. Studentai išreiškė norą aktyviau dalyvauti studijų programos kūrimo procese.

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III. REKOMENDACIJOS

1. Daugiau dėmesio skirti kai kurių studijų programos dalykų tikslų ir turinio nuoseklumui užtikrinti. Studijų turinyje turėtų būti daugiau dėmesio skirta mikroekonometrijai ir naujiems duomenų analizės metodams (pvz., besimokančioms sistemoms (angl. Machine Learning), dideliems duomenims).
2. Atkreipti dėmesį į tolesnį naujų inovatyvių mokymo metodų kūrimą ir taikymą, tai leistų geriau susieti teorines žinias su praktiniu taikymu ir paskatintų studentus ugdyti gebėjimus, kad būtų didesnė motyvacija rinktis tinkamus tyrimo metodus ir pristatyti mokslinių tyrimų rezultatus.
3. Sukurti ir įgyvendinti konkrečias priemones akademinės karjeros plėtrai skatinti ir gerinti dėstytojų motyvaciją tobulinti savo kvalifikaciją ir aktyviau dalyvauti tarptautinėje judumo veikloje, tarptautiniuose mokslinių tyrimų projektuose ir tinkluose.
4. Sukurti ir taikyti studijų programos vadybos gerinimo priemones, siekiant užtikrinti didesnę ambicingo tikslo, numatomų studijų rezultatų ir studijų turinio bei studijų programos vykdymo eigos suderinamumą, įtraukiant studentus, dėstytojus ir socialinius partnerius dalyvauti diskusijose ir reguliariai bei sistemingiau peržiūrėti šią studijų programą.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)