



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
EKONOMINĖS POLITIKOS STUDIJŲ PROGRAMOS
(621L10005)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *ECONOMIC POLICY* (621L10005)
STUDY PROGRAMME
at Vilnius University

Grupės vadovas:
Team leader:

Prof. Dr. Tiiu Paas

Grupės nariai:
Team members:

Prof. Dr. Zoltán Sipos

Dr. Heinz-Ulrich Schmidt

Giedrius Romeika

Aldona Savičienė

Dalia Miklaševičiūtė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ekonominė politika</i>
Valstybinis kodas	621L10005
Studijų sritis	socialiniai mokslai
Studijų kryptis	Ekonomika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1.5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ekonomikos magistras
Studijų programos įregistravimo data	2007-01-19 Nr. ISAK-225

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Economic Policy</i>
State code	621L10005
Study area	Social Sciences
Study field	Economics
Kind of the study programme	University Studies
Study Cycle	Second
Study mode (length in years)	Full-time (1.5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master's Degree in Economics
Date of registration of the study programme	2007-01-19 Nr. ISAK-225

CONTENTS

CONTENTS	3
II. PROGRAMME ANALYSIS	4
2.1. Programme aims and learning outcomes.....	4
2.2. Curriculum design	5
2.3. Staff	7
2.5. Study process and student assessment.....	8
2.6. Programme management	10
III. RECOMMENDATIONS.....	11
IV. SUMMARY	12
V. GENERAL ASSESSMENT	14

I. INTRODUCTION

The programme in *Economic Policy* (EP) is the successor of the previous study programme in *Applied Macroeconomics* (AM), which was approved by the Commission of Study Assessment, on 10 December 2010 and accredited until 15 July 2014 (Order No. 1-01-26). During the accreditation period, the structure of the AM study programme changed in response to the comments and requests of the major interest groups: students, academic staff, social partners, and experts of external assessment. In academic year 2011-2012, the study plan of the AM programme was revised and its title changed in order to better comply with the content of the updated study programme. In academic year 2012-2013, the programme was transformed by shortening the duration of the studies from four to three semesters and reducing the number of credits from 120 to 90 (like the amount of all second cycle study programmes of the Faculty of Economics, VU). The implementation and development of the programme in *Economic Policy* proceeds within the framework of the Development Plan of the Faculty of Economics (FE) for the period 2013-2017, which was approved by the Council of the Faculty of Economics on 16 April 2013.

The expert team visited the Faculty of Economics of VU on 20th November 2013 participating in several meetings organised by the Faculty of Economics VU. During the site visit, the expert team had the opportunity to speak with representatives of all stakeholders, to discuss teaching and learning conditions with the students and faculty members, and to become acquainted with the facilities and equipment of the University. The team is thankful for the support they got from the faculty members during the site visit.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aim and learning outcomes are elaborated following legal framework and regulations. The elaboration of the revised and renamed version of the programme based on the analysis of academic and professional requirements and labour market needs. The expert team noticed that all formal requirements were followed by the elaboration of the revised programme in Economic Policy (EP) and also by the preparing of the Self-Evaluations Report (SER).

According to the SER, the elaboration of the programme in EP relied on the expectations that labour market needs highly qualified multidisciplinary specialists-economists in different fields of economy and social care, in state and municipal governance institutions, organizations of market infrastructure, production and service enterprises and also in research institution. The so broadly defined labour market needs as well as unpredictable labour market developments create serious challenges for development and implementation of the study programme in EP. The study programme has to correspond to the current and future labour market needs, to be flexible and sufficiently academic at the same.

The aim of the programme in EP is very broadly defined and is ambitious: „.....to train highly qualified specialists knowledgeable about and able to apply the latest theories and research methods of macroeconomics and international economics and to provide the knowledge

necessary for the analysis and assessment of economic processes, for taking justified and appropriate decisions, and for the participation in the formation of economic policy oriented towards effective solution of economic problems“(see SER). The expected competences and learning outcomes of the EP programme are comprehensive and in general correspond to the broadly defined programme aim.

The possible links between the courses and the defined learning outcomes are explicitly elaborated and presented in the Appendix 1 of the SER. But there is also raise of concern whether it will be possible to achieve the formulated aims and outcomes and to train the specialists with so high requirements to their qualifications within the only 3 semesters lasting studies and the scope of the programme which consists only of 90 ECTS credit points. The SER and also the evidences the team examined during the site visit are not completely convincing that the comprehensively defined learning outcomes are fully achievable during the very limited study period and taken also into account that majority of students have part-time or full-time jobs. Even the implementation of the best teaching methods and technologies cannot always give sufficient possibilities to achieve the expected outcomes and aims following high academic standards and requirements of the university.

At the same time, it is somewhat confusing, why the aim of the programme only emphasises the important role of theories and research methods of macroeconomics and international economics for educating good specialist in economic policy. Taking into account the defined multi-disciplinary dimension of the programme, also other theoretical and methodological foundations are important in order to achieve the comprehensive outcomes of the programme and to correspond to the labour market needs in the field of economic policy (e.g. foundations of public economics; comparative analysis of economic systems, etc.).

In conclusion, the programme and its learning outcomes are elaborated following legal framework and regulations. Based on the materials presented in the SER and the information collected during the site visit, there is still raise of concern, whether the aim of the programme, the expected comprehensive learning outcomes and limited scope of the programme are fully in integrity. Possible lack of this integrity creates somewhat contradictory framework for the curriculum design and implementation of the programme.

2.2. Curriculum design

The general, framework for elaboration of curriculum design is created following requirements and regulations. The implementation and development of the programme and its curriculum design has also to follow the Development Plan (2013-2017) of the Faculty of Economics.

The expert team found that the distribution of study subjects and modules of the three semesters lasting study process follows the regulations. The course descriptions are correctly elaborated following the standard form which includes information about the aim and competency developments, learning outcomes, teaching and assessment methods, compulsory and recommended literature, etc. (see also SER, App.1)

The scope of the programme (3 semesters and 90 credit points) creates serious limitations for ensuring all broadly defined aims and learning outcomes of the programme. These limitations have also been reflected in the curriculum design of the programme in economic policy.

The curriculum of the programme does not provide possibilities to profoundly study all important subjects that create thorough theoretical foundations for policy analysis and implementation and development of policy measures (e.g. public economics (not only institutional framework of public economics), public finance, fiscal policy, fundamentals of decision making process, etc.). If the aim of the programme is to educate specialist in economic policy who can apply the latest theories of policy making process, theoretical foundations in that field have to be strengthened in the curriculum.

Also the block of methodological courses is not sufficiently well presented in the curriculum in order to follow the ambitious aims of the programme (e.g. to *apply the latest theories and research methods ...*; see SER). The curriculum consists of limited amount of study subjects that can provide systematic knowledge about research methodology and quantitative and qualitative methods necessary for policy analysis. Students are mainly getting their knowledge about several research methods, their newest developments and application possibilities during the master thesis preparation process. That is apparently not sufficient for preparing specialist who know and are able to systematically apply wide variety of quantitative and qualitative methods that are necessary for analysing, implementation and development of policy measures as it was expected according to the comprehensively defined aim of the programme.

If the focus of the programme is on offering practical skills for educating multidisciplinary specialists-economists who are dealing with the implementation of economic policy, more on practical work oriented courses should be included in the curriculum, e.g., communication with media, public relations, strategic management, change management, social responsibility, ethics, etc. Of course not all above mentioned courses would be possible to include in the curriculum as a compulsory part of studies, but in cooperation with other faculties of the VU and also in cooperation with similar programmes in other Lithuanian universities, it will be possible to improve the flexibility of curriculum and to offer also bigger variety of optional courses (e.g. to elaborate the list of recommended courses for students' possible specialisations in cooperation with other EP programmes, other faculties and universities).

Also according to the feedback of students' and employers' representatives, the curriculum is not sufficiently flexible. They found, that there is somewhat lack of possibilities for choosing study subjects and developing student's own curriculum. The improvement of flexibility of the curriculum design is also important taking into account that the programme is aiming to offer possibilities to educate multidisciplinary specialists-economists for different fields of economy and social care and for several institutions.

The curriculum design also suffers from the weak internationalization of the programme. There is no sufficient analysis of similar successful study programmes in other countries. Profound analysis of curriculum design of the EP study programmes in international framework is unavoidable in order to improve the conditions for international mobility of students and teachers so that to offer them advantages in gaining knowledge and skills those may increase employability of graduates. In order to improve curriculum design, more deep cooperation with colleagues from other faculties and universities would be extremely beneficial.

In conclusion, the curriculum design follows necessary regulations and is elaborated on satisfactory level but substantial improvements are necessary in order to achieve comprehensive aims and intended learning outcomes of the programme in integrity with the limited scope of the programme. The elaborated version of the curriculum somewhat suffers from the lack of its clear

focus and that also reflects in the composition of theoretical, methodological and practice oriented courses. More attention is recommendable to put to internalisation of curriculum design and profound analysis of similar study programs in international context.

2.3. Staff

The composition of the academic staff involved in the implementation and development of the EP study programme complies with the requirements for the second cycle study programmes of the legal regulations. The staff of the Faculty of Economics is well-formed: their academic degrees and research activities enable successful implementation of the study programmes and the continuity of students' further professional and research career. The number of teachers involved in the implementation of the EP programme is 21 and this is sufficient taking into account that the number of the EP programme's students is rather small (the admission was 17 students in 2012 and 19 in 2011). According to the SER, 36% of the EP curriculum subjects are taught by professors, 37% by associate professors, and 27% by lecturers. 51.4% of teaching staff is under the age of 56 and 22.8% under the age of 35 years.

The changes in the EP programme staff over the period of 2008-2012 were not significant and did not make any essential impact on the implementation of the programme. The majority of the staff is actively involved in the research activities. The research results are published in the peer-reviewed Lithuanian and international journals, books and volumes of the conference papers; they have also been discussed in several conferences and seminars. All teachers have published methodological materials and/or textbooks. It is acknowledgeable that teachers of the EP programme are also involved in the research and consequently can provide contemporary and attractive research problems for students.

The VU and Faculty of Economics (FE) creates sufficiently good conditions for the professional and academic development of teaching staff encouraging them to be actively involved in the internationalization process of the study and research programmes. Unfortunately, good potential of the EP programme staff is not yet sufficiently well used for the internationalization of the programme. Therefore, it is recommendable that teaching staff involved in the implementation and development of the EP programme will improve their participation in adequate level international research networks trying step by step to publish their research results in internationally more highly recognised research journals. Teaching staff has to be more actively involved in the international exchange processes in order to get new teaching and research experience in foreign universities and to use them more broadly by the implementation and development of the programme in EP. The staffs have good potential for these improvements.

In conclusion, the staff involved in the implementation of the programme in Economic Policy is well-prepared and has good potential for improvement and development of the programme. Programme management has to create conditions to better use this good potential.

2.4. Facilities and learning resources

Vilnius University and its Faculty of Economics create good material preconditions for implementation and development of the programme in EP. The studies of the EP study

programme take place in renovated and well-equipped classrooms. The academic staff and students make use of modern licenced software, copying, video - and audio equipment, and wireless Internet access, as well as the access to the main full-text databases. University has state of the art library facilities with independent reading rooms. The funds of the library of the FE, just like of other faculties of VU, systematically get new acquisitions, students and faculty members have good access to the majority of necessary international publications. Teachers' and students' opinions are systematically taken into account by ordering of new books and journals for the FE library. Teaching materials are adequate. Students have access to necessary teaching materials through electronic system of the University and FE.

The FE website structure has been continuously improved, and the opportunities of teacher and student communication in virtual space are extended. The FE has created good conditions for students' practice for all study programmes of the faculty. Clear rules and materials for organising students practice are elaborated; social partners are as a rule involved in this process.

In order to use available resources more effectively and to develop the flexibility of the programme and its curriculum, it is recommendable to consider possibilities for more wide implementation and development of e-courses, particularly in collaboration with foreign teachers and teachers from other faculties and universities. These activities allow improving the internationalization of the programme and create additional possibilities for offering new elective courses.

In conclusion, the VU and FE create good preconditions for implementation and development of the programme in EP. All necessary learning resources and facilities are available. Programme management has challenges to create conditions to better use this good potential.

2.5. Study process and student assessment

The admission requirements in the EP programme are clearly elaborated and they follow all requirements applied for the 2nd cycle studies at the VU. The competition score for entering the programme is correctly elaborated and is in accordance with the formula prescribed by the admission rules assessing the grades for 7 compulsory courses, 2 elective courses, and the grade for the final exam from the previous diploma. There are no entrance exams to the 2nd cycle EP study programme.

The number of admitted students in the economic policy programme has been rather modest during the recent years (according the SER: 17 in 2012, 19 in 2011, 13 in 2010 and 14 in 2009). Students' academic background and their abilities for studies seem to be rather heterogeneous taking into the huge range between the highest and lowest admission scores. This range was 63.9 (107.6 the highest and 43.7 the lowest) in 2012; 49.9 in 2011 and 69.9 in 2010. Thus, there have not been systematic improvements in admission scores during the recent years. The rather small number of students in the programme in EP creates possibilities to organise curriculum and study process so that some courses can be taught together with the students from other programmes of the FE and other faculties. That approach is particularly advisable taking into account that the programme in economic policy has a multi-disciplinary nature.

The organisation of the study process as a rule supports the implementation of the programme in economic policy. Implemented teaching methods, ways of assessment, and study

materials used during the studies are adequate. They differ between the courses depending also on the specificity of the course. Problem-based teaching, case studies, and discussions are applied during the teaching process.

The development and implementation of new innovative teaching is continuously a challenging task for the staff involved in the implementation of the programme in economic policy in order to work with the heterogeneous students groups and ensure that at least a major part of the widely defined learning outcomes will be achievable during the very limited study period. The necessity to additionally implement new innovative teaching methods (incl. also analysis of more local and practical case studies; development of creative and strategic thinking, etc.) was also emphasised by the students' and social partners' representatives during the discussions with them.

The general rules for the assessment of students' achievements are clearly elaborated in the FE and VU. Students are well-informed about all requirements they have to follow during the study process. They are also encouraged to participate in research work and to present their research results in special conferences and seminars. At the same time due to very intensive study process and heavy work load of EP programme students, the possibilities for intensive research work are limited.

The plans for monitoring the process of preparing master thesis are well elaborated. Master thesis preparation process lasts over all three study semesters enabling students to continuously improve their research abilities. Taking into account that there are still no graduates of programme in economic policy, it is difficult to assess, whether the rather well planned guiding process for preparing master thesis will be sufficient for ensuring all comprehensive aims and study outcomes of the programme.

The VU and FE ensure adequate support for students' academic and social activities and encourage students to participate in students' mobility programmes. But the programme in Economic Policy lasts only three semesters and majority of students are already involved in the labour market activities. Therefore it is understandable that they cannot use the offered mobility programmes actively. It is recommendable to consider the possibilities to make curriculum more flexible offering additional possibilities for internationalization of the programme in cooperation with social and international partners (e.g. practice in international organisations and firms in Lithuania and abroad, participation in the international study programmes, etc.).

Providing good education in economic policy is unthinkable without systematic international cooperation. It is also recommendable to develop better cooperation with other similar programmes in Lithuania (e.g. Vytautas Magnus University (Kaunas), Mykolas Romeris University (Vilnius)) and to more actively involve social partners in the programme implementation process.

In conclusion, study process is organised according to the regulation and it supports implementation of the programme in economic policy. Implemented teaching methods, ways of assessment, and study materials are in general adequate. Continuous development of teaching methods is recommendable, particularly taking into account that study process is very intensive and students' groups are heterogeneous according to their educational backgrounds.

2.6. Programme management

The implementation and development process of the programme in Economic Policy proceed within the over-university and over-faculty framework following settled regulations and requirements. Supportive event for quality development of all FE programmes is the every year organised Quality Day. During this Day the FE administration, students, representatives of the VU Quality Management Centre as well as other stakeholders take part. The problems related to the implementation and development of the study programmes are discussed and assessed. This over-FE event also creates good possibilities to promote the programme in Economic Policy and to get feedback for its development.

The monitoring of the program implementation process has to rely on the regularly collected feedback from all stakeholders of the programme: the students, faculty members, employers, alumni, social partners, etc. According to the students' surveys, 81.3% of the students of the programme confirmed that they were encouraged to express their opinion; only 62.5% of the students were satisfied with the teaching quality and the content of the taken courses (see SER). These results reflect the necessity to put serious attention to profound monitoring and analysis of the programme implementation process involving all stakeholders and examining the feedback results and reasons behind, why the survey reflected that more than one third of the students were not satisfied with the study process. The expert team noticed based on the SER as well as during the site visit, that the information on the implementation of the programme are regularly collected following the quality assessment rules of the FE and whole VU, but it is advisable to put more emphasis that the outcomes of internal assessment would be also efficiently used. Therefore it is strongly recommendable to correctly apply the PDCA (Plan, Do, Check, Act) cycle during the implementation and development of the programme. It is also extremely necessary to profoundly monitor and manage the implementation process of the new programme version putting serious emphasis on the integrity of problem aim, expected learning outcomes and the limited scope of the programme.

Following the meetings with several stakeholders of the programme during the site visit, the expert team also noticed that future perspectives of the programme are not yet thoroughly elaborated based on clear references to programmes' aims organic compliance to the vision, mission and strategic aims of University, Faculty, department as well as programmes' financial issues (is it profitable or generates loss, what profit is expected in the future...). The implementation and development of the programme should be in strong integrity with the Development Plan of the Faculty of Economics and financial possibilities of the faculty and its departments; regular analysis of the programmes' financial profitability is advisable.

According to the information the assessment team got during the site visit and the discussions with representatives of alumni and employers, they have not yet been sufficiently well involved in the programme elaboration and development process. They expressed their willingness to support this process more actively. Thus, there is still some unused potential of employers and the FE alumni for the development and implementation of the programme in EP.

The management of the programme lacks of internationalization. The programme committee should profoundly analyse international experiences of curriculum design and implementation and development of the programmes focusing on educating of specialists in economic policy; analysis of experiences of most prestigious international higher education

institutions in that field is particularly valuable. It is also recommendable to consider the including of the representatives of similar programmes from other Lithuanian universities (e.g. Vytautas Magnus University, Mykolas Romeris University) in the programme committee in order to deepen the cooperation between the universities and programmes. The meetings of the programme committee have to be taken place regularly and the management of the FE has to be informed about the results of the discussions and decisions of the programme committee.

In conclusion, management of the programme in EP is in general on satisfactory level but essential improvements are necessary taking into account the complicated nature of the programme (e.g. ambitious aim and learning outcomes and limited scope of study time and credit points; the programme is still in development stage) and good potential of the FE staff and social partners. The programme committee has to more actively involve representatives of all stakeholders in the programme development process putting continually strong emphasis to internationalization of the programme and its curriculum design.

III. RECOMMENDATIONS

1. More attention has to be devoted to the improvement of integrity of the aims, expected learning outcomes and curriculum design in order to ensure all defined aims and comprehensive outcomes of the programme within the very limited scope of the programme, e.g. three semesters and 90 ECTS.
2. The focus of the programme has to be clearly defined in order to create a proper framework for improvement of curriculum design (e.g. theoretical and practical orientation). The composition of the study subjects and their contents has to be significantly revised after the focus of the programme will be precisely defined.
3. The curriculum design has to rely on thorough analysis of international experience of development and implementation of study programmes in the field of economic policy.
4. Taking into account that the role of master thesis is remarkable in the curriculum design, it is recommended to consider possibilities to more systematically provide methodological knowledge and skills for applying quantitative and qualitative research methods.
5. In order to improve flexibility of curriculum design, more attention is recommendable to devote to elaboration and implementation of e-courses, particularly in the collaboration with foreign teachers and teachers from other faculties and universities.
6. Attention has to be devoted to continuous development and implementation of more innovative teaching methods.
7. Faculty members and students have to be more involved in the mobility programmes and international research networks. Internationalization of the programme has to be improved.
8. Remarkable attention has to be devoted to improvement of programme management, to systematic analysis of feedback from all stakeholders of the programme and to improvement of international dimension of the curriculum design. It is strongly

recommendable to correctly apply the PDCA cycle (Plan, Do, Check, Act) during the implementation and development of the programme.

9. The implementation and development of the programme should be in strong integrity with the Development Plan of the Faculty of Economics and financial possibilities of the faculty and its departments.

IV. SUMMARY

1. Programme aims and learning outcomes

The programme and its learning outcomes are elaborated following legal framework and regulations. Based on the materials presented in the SER and the information collected during the site visit, there is still raise of concern, whether the aim of the programme, the expected comprehensive learning outcomes and limited scope of the programme are fully in integrity. Possible lack of this integrity creates somewhat contradictory framework for the curriculum design and implementation of the programme. Therefore, it is recommendable to consider the possibilities to reformulate some aspects of the programme aims and learning outcomes in order to better reflect the integrity of theoretical foundations and empirical evidence based studies for educating multidisciplinary specialists-economists in economic policy. It is also recommendable to develop the assessment of achievability of the expected learning outcome.

2. Curriculum design

The programme is elaborated following legal requirements and regulations of the VU and its Faculty of Economics. The curriculum design of the programme in EP is in general on satisfactory level but remarkable improvements are necessary. It is recommendable to revise the curriculum design, study aims, and expected learning outcomes in their integrity with the very limited scope of the programme. The focus of the curriculum has to be clearer: theoretical, *versus* practical orientation of the programme. The elaborated version of the curriculum suffers from the lack of this clear focus and that also reflects in the composition of theoretical, methodological and practice oriented courses. The curriculum design also suffers from weak internationalization of the programme and pure analysis of successful foreign experience in development and implementation of study programmes in economic policy field.

3. Staff

The composition of the academic staff of the EP study programme complies with the requirements for the second cycle study programmes. The staff involved in the implementation of the programme in economic policy is well-prepared and has good potential for improvement and development of the programme. The majority of the staff is actively involved in the research activities, including also applied research. The VU and FE create good conditions for the professional and academic development of teaching staff encouraging them to be more actively involved in the internationalization process.

4. Facilities and learning resources

VU and Faculty of Economics create sufficiently good material preconditions for implementation and development of the programme in EP. Students have good access to the necessary teaching materials through the electronic system of the University and FE. Clear rules and materials for organising students practice are elaborated; social partners are involved in this process on the level of FE.

5. Study process and student assessment

The organisation of the study process supports the implementation of the programme in EP. Implemented teaching methods, ways of assessment, and study materials are in general adequate; development of teaching methods is still recommendable. Students are well-informed about all requirements they have to follow during the study process. Continuous development of teaching methods is recommendable, particularly taking into account that study process is very intensive and students' groups are heterogeneous according to their educational backgrounds. The VU and FE ensure support for students' academic and social activities and encourage students to participate in international mobility programmes. It is recommendable to consider the possibilities to make curriculum more flexible offering additional possibilities for internationalization of the programme in cooperation with social and international partners (e.g. practice in international organisations and firms, participation in international study programmes, etc.).

6. Programme management

The implementation and development process of the programme in economic policy proceed within the over-university and over-faculty framework following settled regulations and requirements. Programme management in general is on satisfactory level but essential improvements are necessary. It is strongly recommendable to correctly apply the PDCA cycle (Plan, Do, Check, Act) during the implementation and development of the programme. In order to profoundly monitor the implementation and development process of the programme in economic policy, it is recommendable to strengthen the work of the programme committee that has to actively involve representatives of all stakeholders. The meetings of the programme committee have to be taken place regularly and the management of the faculty has to be informed about the results of discussions and decisions of the committee. Regular analysis of the programme's financial profitability is advisable. Programme management system should include some measures for improving the internationalization of the programme and its curriculum design.

V. GENERAL ASSESSMENT

The study programme *Economic Policy* (state code 621L10005) at Vilnius university is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Staff	4
4.	Material resources	4
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	18

*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:

Prof. Dr. Tiiu Paas

Grupės nariai:
Team members:

Prof. Dr. Zoltán Sipos

Dr. Heinz-Ulrich Schmidt

Giedrius Romeika

Aldona Savičienė

Dalia Miklaševičiūtė

Santraukos vertimas iš anglų kalbos

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Ekonominė politika* (valstybinis kodas – 621L10005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	18

* 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 studijų rezultatai

Programa ir jos studijų rezultatai sukurti laikantis teisės aktų reikalavimų. Remdamiesi savianalizės ataskaitoje pateikta medžiaga ir vizito metu surinkta informacija, ekspertai vis dėlto reiškia susirūpinimą, ar programos tikslas, numatomi studijų rezultatai ir ribota programos apimtis vieni kitus atitinka. Galimas tokio atitikimo nebuvimas sukuria prieštaravimą tarp programos sandaros ir tokios programos įgyvendinimo. Todėl rekomenduojama apsvarstyti kai kurių programos tikslų ir studijų rezultatų aspektų performulavimo galimybes siekiant geriau išreikšti teorinių pagrindų ir empiriniais įrodymais paremtų studijų vientisumą ugdant daugiadisciplininius ekonominės politikos specialistus-ekonomistus. Taip pat rekomenduojama sukurti numatomų studijų rezultatų pasiekimo vertinimą.

Programos sandara

Programos sandara sukurta laikantis teisės aktų ir VU bei Ekonomikos fakulteto reikalavimų. Ekonominės politikos programos sandara, apskritai, yra patenkinamo lygio, bet būtini žymūs patobulinimai. Rekomenduojama peržiūrėti programos sandarą, programos tikslus ir numatomus studijų rezultatus jų atitikimo labai ribotai programos apimčiai atžvilgiu. Programos sandaros orientacija turi būti aiškesnė: teorinė vs. praktinė programos orientacija. Sukurta programos sandaros versija kenčia nuo aiškos orientacijos trūkumo ir tai taip pat atspindi teorinių, metodologinių ir praktinio pobūdžio kursų sudėtis. Programos sandarai taip pat būdingas silpnas tarptautiškumas ir sėkmingos užsienio patirties kuriant ir vykdančios ekonominės politikos krypties studijų programas analizės nebuvimas.

Personalas

Akademinių personalo sudėtis Ekonominės politikos studijų programoje atitinka antrosios pakopos studijų programų reikalavimus. Ekonominės politikos programos vykdyme dalyvaujantis personalas yra gerai pasirengęs ir turi gerą programos vykdymo ir tobulinimo potencialą. Dauguma dėstytojų aktyviai dalyvauja moksliniuose tyrimuose, įskaitant ir taikomojo tyrimus. VU ir Ekonomikos fakultetas sudaro geras sąlygas akademinių personalo profesinės ir akademinės kvalifikacijos tobulinimui ir skatina dėstytojus aktyviai dalyvauti tarptautiškumo procese.

Materialinė bazė ir mokymosi ištekliai

VU ir Ekonomikos fakultetas sudaro pakankamai geras materialines sąlygas Ekonominės politikos programos vykdymui ir tobulinimui. Studentai turi gerą prieigą prie reikalingų mokymosi išteklių per VU ir Ekonomikos fakulteto elektroninę sistemą. Sukurtos aiškos studentų praktikos organizavimo taisyklės ir medžiaga, socialiniai partneriai dalyvauja šiame procese Ekonomikos fakulteto lygyje.

Studijų procesas ir studentų vertinimas

Studijų proceso organizavimas palaiko Ekonominės politikos programos įgyvendinimą. Taikomi mokymo metodai, vertinimo būdai ir mokomoji medžiaga, apskritai, yra tinkami, tačiau rekomenduojamas mokymo metodų tobulinimas. Studentai yra gerai informuoti apie visus reikalavimus, kurių jiems teks laikytis studijų proceso metu. Nuolatinis mokymo metodų tobulinimas rekomenduojamas, ypač atsižvelgiant į tai, kad studijų procesas labai intensyvus, o studentų grupės pagal bazinio išsilavinimo lygį yra mišrios. VU ir Ekonomikos fakultetas užtikrina studentų akademinės ir socialinės veiklos paramą ir skatina studentus dalyvauti tarptautinio mobilumo programose. Rekomenduojama apsvastyti galimybes padaryti programą lankstene siūlant papildomas programos tarptautiškumo galimybes bendradarbiaujant su socialiniais ir tarptautiniais partneriais (pvz., praktika tarptautinėse įmonėse ir organizacijose, dalyvavimas tarptautinėse studijų programose ir pan.).

Programos vadyba

Ekonominės politikos programos vykdymo ir tobulinimo procesas vyksta universiteto ir fakulteto struktūroje laikantis nustatytų taisyklių ir reikalavimų. Programos vadyba, apskritai, yra patenkinamo lygio, bet būtini esminiai patobulinimai. Primygtinai rekomenduojama teisingai taikyti PDCA ciklą (planuok-daryk-tikrink-veik) programos vykdyme ir tobulinime. Siekiant

Studijų kokybės vertinimo centras

giliau stebėti Ekonominės politikos programos vykdymo ir tobulinimo procesą, rekomenduojama sustiprinti programos komiteto darbą, kuris turi aktyviai įtraukti visų socialinių dalininkų atstovus. Programos komiteto posėdžiai turi vykti reguliariai ir fakulteto vadovybė turi būti informuojama apie diskusijų rezultatus ir komiteto sprendimus. Patartina nuolat analizuoti programos finansinį pelningumą. Programos vadybos sistema turėtų apimti tam tikras programos ir jos sandaros tarptautiškumo priemones.

III. REKOMENDACIJOS

1. Turi būti skiriama daugiau dėmesio tikslų, numatomų studijų rezultatų ir programos sandaros vientisumo gerinimui, norint pasiekti visų apibrėžtų tikslų ir studijų rezultatų labai ribotos apimties programoje, t.y. trys semestrai ir 90 ECTS kreditų.
2. Turi būti aiškiai apibrėžta programos orientacija tam, kad būtų galima sukurti tinkamus rėmus programos sandaros tobulinimui (pvz., teorinė ir praktinė orientacija). Studijų dalykų sudėtis ir jų turinys turi būti peržiūrėti po to, kai bus aiškiai apibrėžta programos orientacija.
3. Programos sandara turi remtis išsamia tarptautinės ekonominės politikos krypties studijų programų kūrimo ir vykdymo patirties analize.
4. Atsižvelgiant į tai, kad magistrinio darbo vaidmuo programos sandaroje yra reikšmingas, rekomenduojama apsvarstyti galimybes sistemingiau teikti kiekybinių ir kokybinių tyrimo metodų taikymo žinias ir gebėjimus.
5. Norint pagerinti programos sandaros lankstumą, rekomenduojama skirti daugiau dėmesio e-kursų kūrimui ir įgyvendinimui, ypač bendradarbiaujant su užsienio dėstytojais ir dėstytojais iš kitų fakultetų ir universitetų.
6. Reikia skirti dėmesio nuolatiniam inovatyvių mokymo metodų kūrimui ir įgyvendinimui.
7. Fakulteto nariai ir studentai turėtų labiau dalyvauti mobilumo programose ir tarptautiniuose tyrimų tinkluose. Turi būti pagerintas programos tarptautiškumas.
8. Daug dėmesio turi būti skiriama programos vadybos gerinimui, sistemingai visų programos socialinių dalininkų grįžtamojo ryšio analizei ir programos sandaros tarptautinės dimensijos gerinimui. Primygtinai rekomenduojama teisingai taikyti PDCA ciklą (planuok-daryk-tikrink-veik) programos vykdyme ir kūrime.
9. Programos vykdymas ir kūrimas turėtų būti susietas su Ekonomikos fakulteto plėtros planu ir fakulteto bei katedrų finansinėmis galimybėmis.