STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS KOLEGIJOS PROGRAMOS VERSLO EKONOMIKA (653L17001) VERTINIMO IŠVADOS

EVALUATION REPORT OF BUSINESS ECONOMICS (653L17001) STUDY PROGRAMME At VILNIUS COLLEGE

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	**Verslo ekonomika**
Valstybinis kodas	653L17001
Studijų sritis	socialiniai mokslai
Studijų kryptis	ekonomika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinės (3), ištęstinės (4)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Profesinis ekonomikos bakalauras
Studijų programos įregistravimo data	30 December 2009, No. ĮSAK-2820

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	**Business Economics**
State code	653L17001
Study area	social sciences
Study field	economics
Kind of the study programme	college studies
Cycle of studies	first
Study mode (length in years)	full time (3), part time (4)
Scope of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Economics
Date of registration of the study programme	30 December 2009, No. ĮSAK-2820

Studijų kokybės vertinimo centras

The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The **Vilnius College** is an in 2000 established State School of the Republic of Lithuania, which is situated in Vilnius, Lithuania. It categorizes itself as a University of Applied Sciences by offering college (bachelor studies), conducting academic research and a focus on professional art. The Vilnius College is the largest college of its kind in Lithuania with more than 8000 students, and bit less than 500 lecturers. The college is divided in 8 faculties: Electronics and Informatics, Economics, Business Management, Health Care, Pedagogics, Design and Technology, Art and Agro-technologies. This report is for full-time and part time studies made. In most cases, the same teaching methods and structures are used for both programmes. The Centre for Quality Assessment in Higher Education (SKVC) expert team in this report did therefore not provide a separate report. The report is based on the information provided by the institution – as well as on the information gathered on the visit of the international expert team on the 5th of November 2012. The international expert team consisted of Prof. Dr. Dzevad Sehic; Assoc. prof. dr. Aušra Rastenienė; Assoc. prof. Dr. Maik Huettinger; Dr. Victor Gomez Frias and Kristina Šmotaitė.

II. PROGRAM ANALYSIS

1. Programme aims and learning outcomes

The **Programme aims of the Business Economics Programme is** to contribute to the developments of the market economy by providing economic, legislative and financial knowledge and skills to students. The need for such a programme was according to Vilnius College discussed with relevant stakeholders, such as TEO LT, Lithuanian Chamber of Commerce and several individual experts. Business Economics was according to the administration designed in order to fulfil the demand for specialists who have knowledge about economics.

The **relevance of the Business Economics** study programme was identified in a study, which was organized by the department of economics (Vilnius College) with a sample size of 20 corporations and institutions. The institution provides very little information about the methodology of the study, however claims that essential in the education of future economists are: Universal skills, resource efficiency and control related skills and economic entity analysis. It was suggested that less important are skills in economic forecasting and strategy preparation.

The **programme has been prepared** according to the documents of European Commission, Seimas of the Republic of Lithuania and the Ministry of Education and Science:

- Competitiveness and Innovation Framework Program (2007-2013)**,** European Parliament and Council Decision No. 1639/2006/EB, of 24 October 2006;
- Long term Economic Development Strategy of Lithuania until 2015. Ministry of Economy of the Republic of Lithuania, 2003;
- Economic literacy and entrepreneurship education strategy (the Ministry of Education and Science, of 2 June 2004);
- Strategic Provisions for Development of Education in Lithuania 2003-2012 m. (Seimas of the Republic of Lithuania, of 4 July 2003);
- European Commission plan according to Lisbon partnership for economic growth and job creation, for entrepreneurship in schools and universities to strengthen, of 13 February 2006.

According to **the labour market forecasts** for the Lithuanian Labour market, the demand for financial specialists and accounts will remain high – for economist the demand will be slightly lower. The highest demand will occur in the service sector – whereby most jobs will be available for specialists, junior specialists and statisticians. Despite a general optimistic prognosis for the entire labour market – the opportunities for economists are seen only average.

The Vilnius College claims that its graduates will be able to work as analysts in production, as well as specialists in service companies, government and financial institutions, investment management companies, be entrepreneurs or continue their education on a higher level.

The Vilnius College defines its **objectives of the programme** as "to train highly skilled economists, who are able to analyse, evaluate, plan, and predict the economic entity's performance in the conditions of a dynamic and integrated business environment". The objectives are based to the objectives indicated in the Economist Professional Teaching Standard. The Study Programme Committee, which was formed for that purpose, manages the programme. This committee consists of academicians and business representatives who regularly review and update this programme.

According to the Vilnius College, the **strength** of the programme is the efficiency of the management in regularly updating the content and that the programme is based on the requirements and needs of the stakeholders. As main **weakness** was the lack of internationalization identified. The SKVC Expert team confirmed this. Moreover, students confirmed that they are involved in the study process. **SKVC experts** find very little and shallow information about learning outcomes in the core part of the document. Also the programme management is very shallow when it comes to the weaknesses of the college – which assumes that the management is either not aware or any or tries to reject them. The SKVC Expert team got the impression – which was confirmed by the meetings with internal stakeholders - that the business economics programme at the Vilnius College is in fact a "microeconomics with a mathematical approach".

2. Curriculum design

The Business Economics programme of the Vilnius College fulfils according to the data presented to the SKVC **the legal requirements** of the Republic of Lithuania.

The **volume of the programme (full-time and part-time studies)** is 180 credits. Full-time studies are organized in a period of six semesters, part-time studies over 8 semesters. The total study programme consists of a workload of 4800 hours of which 54 percent (22,5 percent by part-time studies) are classified as contact hours. The study plan suggests 16 modules of which one is an elective one. A maximum of 7 courses is delivered each semester, whereby each course is completed with an exam or a study task. Approx. 19 percent of the programme are reserved for teaching theoretical models, 35 percent for exercises, workshops and consultations and 46 percent are attributed to self study.

The **content of the Business Economics programme** is split in 3 elements. The general module of college studies consists of two modules that count together for 20 credits. The modules in the field of studies consist of mandatory subjects (110 credits), professional activity practice (36 credits) and a final paper (10 credits). Additional students have to choose an elective course, which counts for another 10 credits.

Vilnius College claims that the **strength** of the programme is that it fulfils the legal requirements. (The SKVC expert team believes that fulfilling legal minimum requirements is not a particular strength). As the programme produced up to now no graduates, the Vilnius College is currently not able to provide a thorough analysis In order to improve the programme, it is intended to provide "Economic Theory, Management and Business Solution Modelling, Business Project Management, Accounting and Finance, Computer Tax Information Management modules which will be taught in English for one semester".

3. Teaching staff

The college **currently employs** 41 lecturers who are teaching within the Business Economics programme. Approx. 25 percent are external lecturers whose main workplace is in Lithuania but not at Vilnius College. All lecturers fulfill the minimum requirements of a master degree and 10 percent of them have a PhD and are Associate Professors. Approximately 2/3 of the lecturers have more than three years of industry experience and more than 15 years of teaching experience. The link to business is considered to be essential as it might help them to keep the study close to the market demands.

The age structure of the teaching staff is relatively high – by having 25 percent of the staff in the age range 55-59 and 8 percent already over the retirement age. Only 40 percent are younger than 45 years. The Vilnius College suggests that the study groups consist of about 35 students and that some classes (foreign languages) are split in two groups. Most lecturers provide only one subject within the programme and each lecturer has a workload of approx. 1520 hours/ year (660 to 780 contact hours per year). The number of full-time lecturer is about 50 percent for each study year.

The self-assessment report indicates that the **qualifications** of lecturers (particularly with the help of European Union funded programmes) have increased since the introduction of the programme. The number of lecturers who had developed qualification in 2010-2012 stands by approximately 80 percent. Among the internal lecturers the rate is 100 percent.

The institution considered the quality of the faculty and the fact that if fulfills the legal requirement as an internal **strength**. Moreover the institution suggests that the participation of lecturers in the mobility programmes of the EU is a good indicator. The lack of foreign languages that are relevant in the business World, and a partial insufficient funding for teachers qualification, are considered to be an internal **weakness**. Moreover, lecturers working at various institutions might face a relatively high workload – an impression that was confirmed by the meeting with the faculty.

4. Facilities and learning resources

The Faculty of Economics has **27 auditoriums and 862 workplaces spread of over 3450 square meters**. The institution is divided into 6 departments (Economics, Sociology and Law, Banking, Accounting, Finance, Insurance), and 3 study units (Study Organization, Full – time Studies, Part - time Studies), a Computer Centre (KC), library, a reading room, and a gym. Moreover, the faculty has a dining room with 100 seats and a university dorm with 230 places. Students of the faculty can use the dorms of the other faculties - which are all equipped with Internet connections.

The Vilnius College provided more than 400.000 Litas in **renovation, furniture and equipment**. As the number of students is planned to remain constant throughout the next years, no expansion will be necessary. Currently, the VK runs the different study programme at different hours, allowing a more efficient use of the existing resources.

Moreover, the institution will therefore focus on improving the current conditions – such as installing a WIFI network throughout all premises. The number of multimedia classrooms (with projectors) stands currently by 12 (approx. 45 percent of all rooms). The faculty uses various accounting program, such as: "Konto", "Stekas – Accounting", "Finvalda", "Accounting Policies", "Accounting Art", "Primary Accounting Papers" etc.

The **Library** at Vilnius College is considered to be an integral part of the college. The library consists of approx. 290.000 books, articles, papers and documents. Approx. 2/3 of the readings is in Lithuanian language, 1/3 in foreign language. In 2011 the library spent approx. 470.000 Litas on new books that equals a ratio of 51 Litas/student. 115.000 Litas were spent on magazines, and newspapers. Of the 171 titles, 68 percent are in Lithuanian language, 32 percent in foreign languages. The library offers 340 work places in the general reading room and 88 multimedia work places. The institution claims that in 2011, approx. 11.000 readers visited the library 325.000 times.

In addition to the college library, the **faculty has a smaller library** on about 120 square meters. The library contains approx. 26.300 copies and 14.024 titles of a total value of approx. 435.000 LTL. For periodicals the library spends a 40.000 Litas annually. Moreover 26 multimedia work places offer access to electronic databases (EBSCO, Emerald, Taylor & Francis, etc.).

The institution considers the material conditions as sufficient. Efforts are made to improve the IT Technology throughout the premises. Electronic journals and access to periodicals as well as new acquired books are considered as **strength**. As a **weakness** was the condition of some auditoriums, cloakrooms and electrical wiring identified. About 1/3 of the computers do not meet the current standard required for an institution of higher education. That concerns particularly the processor speed of the hardware. Particularly in the IT field the Vilnius College wants to invest in the next years.

5. Study process and students' performace assessment

The **admission** to the college follows the conducted rules, which are approved by the college academic council. Since 2005, the college participates in the nationwide student admission system, which bases its decision on a competitive system – relying on the score of school leaving exams. The highest enrolment score for students (full-time studies) who finance the studies by themselves has been in 2011, 18,30 points – the lowest 14.12 points. The average score was 16,21. For self-financed study places the highest score has been 16,08 and the lowest 16,08. The average numbers are in both cases higher than in 2010 – indicating that the image (quality) of the studies is increasing. The total number of full-time students is currently 70 (38 first year, 32 second year).

In case of the **part-time studies admission** the situation is different. Whereby the average score of the admitted candidates whose studies are financed increased from 13,98 points to 15,21 points, the one for non-financed places dropped from 11,12 points to 10,94 points. Considering the fact that the lowest competitive score dropped in the later case from 5,60 points to 3,40 points, a significant decrease of the quality of students has to be assumed. The total number of part time students is currently 40 (21 first year, 19 second year).

The institution is using various forms to **promote** the institution to high school graduates. This includes the participation of various internal units on study fairs, events and open-days. Moreover the institution uses social media to present its offers.

The college has a relatively low **dropout rate** of 7-8,5percent. Main reason for the dropout is the unjustified programme choice of studies, weak academic performance or personal reasons. In the case of the part time studies, the detailed analyses revealed that the dropout rate in the first year is over 40 percent.

Courses are scheduled throughout the entire working week, from 7:45 am. Auditorium hours should not last more than 8 hours per day for students.

Social support is – besides state grants – provided in form of hostel accommodation, consultations, loans approvals, social scholarships and financial support for disadvantaged students with disabilities. Other supports in form of incentives grants are based on minimum grades and average (high) performance. Moreover the Vilnius College provides bonuses for students who are actively supporting the mission of Vilnius College and take care in social or sports activities. In exceptional cases (such as death of a close family member who is usually financing studies) the college provides additional support.

Academic support is provided in form of consultations, a tutor system and a distance-oriented learning system. The quality is assessed in students/administration round tables on a regular basis. Moreover, the council of the faculty shall monitor the conditions of studies, accommodation in university dorms and the social support system. Information about ERASMUS exchange partners is provided by the international office, which actively tries to consult students. The current partners of the institution can be found in various European countries. The outgoing number of students is up to now extremely small – mainly due to the fact that the programme is a relatively young - and less student so far reached the stage to take part. On the other hand, the incoming number if students is acceptable – considering the fact that the institution does not offer a high amount of lectures in English language and that Lithuania is usually not a preferred choice of most international students.

The **academic achievements** are assessed with the in Lithuania predominately used 10-point scale. The lecturers are asked to inform students in the beginning of the academic year about the technicalities and about academic ethical standards. The final paper, which is required as a part of the completion of the Business Economics programme has to be of applied nature. The regulations are set in the final paper methodological guidelines.

The information provided about the **graduate placement** is rather shallow. This is however explainable due to the fact that the programme had so far no graduates, which would allow a more detailed analysis.

The increasing popularity of the programme among applicants has been identified as the main **strength** of the programme. Moreover the transparent and clear admission requirements ensure the proper implementation of the programme. The self-evaluation team emphasized that much attention is on the insurance of ethical standards. The Vilnius College identified the lack of incoming foreign students as a **weakness**, as well as the information dissemination of the study programme. In case of the part-time studies, the lack of quality and motivation of studies is considered to be a main weakness.

6. Programme management

The VC Committee of Economics Study Programme is **responsible for the implementation** of the programme management. The committee consists of 7 members. It is chaired by the head of the economics department and includes 2 academics, 3 representatives of the stakeholders and one student representative. Together with the lecturers of the institution, the committee analyses the programme, its weaknesses and strengths and submits eventually proposals to improve the quality of studies. Students and graduates are considered to be the most important source of information, and regular surveys are made to figure these ones out. The internal stakeholders also confirmed this.

The quality and efficiency of this study programme committee is considered to be the main **strength** of the programme. The institution emphasized the processes of the management and a particular strength. On the other hand, the missing (full) implementation of the Academic Information System and the not fully used Moodle system are considered to be the main **weaknesses.** Separate databases are a barrier for lasting and effective educational quality insurance.

III. RECOMMENDATIONS

3.1.

The college must communicate the mission, vision and the aims of the programme better. Internal and external stakeholders have to be fully aware of the scope, the content, the relevance and the purpose. The SKVC expert team is convinced that this is up to now not the case. Social partners interpreted Business Economics as a programme that focuses on educating accountants. Moreover, the SKVC experts suggest a focus on budget analysis in the curriculum and a more emphasis on research.

3.2.

The college has a strong practical approach – but the requirements for a bachelor degree also require that minimum academic standards will be kept. The SKVC expert team is convinced that there are different standards among the internal stakeholders – which is not acceptable for such kind of an institution. Lecturers should be aware about worldwide-accepted cheating regulations, communicate that clearly to students (academic writing standards) and the administration is suggested to have a standardized approach in case of cheating and plagiarism prevention. That could be improved with the establishment of an internal quality assurance/ ethical committee. The Vilnius College representatives stated during the visit that an Ethical Committee was already established – however the internal stakeholders seem not to be aware about it. Expert team believes that there is a significant gap between the formal policy (what should be done in case), the internal documents and the reality in the study process. It is recommended that the VC takes care that its good minded regulations are also strictly implemented, shared and spread among the stakeholders as well as carefully monitored.

3.3.

The Library is one of the weake stakes of the institution. Compared to other colleges in Lithuania the resources of the library are insufficient – particularly the amount of literature in English language (international textbooks are extremely limited). Expert team strongly suggests significant investments. The management refers to the high spending for books, journals and electronic databases – which are mostly carried out by the central library. There seems to be a significant gap in the assessment of the quality of the library sources by the management to the one by the internal stakeholders and expert team.

3.4.

The College has to strengthen its international experience – which includes internal staff as well as external relationship. Foreign business people residing in Lithuania should be encouraged to teach in the college in English language. (In Vilnius there is a relatively high supply of them).

3.5.

ERASMUS students are recommended to be integrated into the course and not be instructed separately. The ERASMUS program offers an excellent opportunity to exchange students with other higher education institutions and to introduce them to the Lithuanian standard and students. The Vilnius College should take chance of these opportunities. According to the college management this was already done by 2012/2013 – however none of the stakeholders the expert team met was actually of this.

3.6.

The college is advised to be stricter in the enrolment of part-time students. In the current first year students were enrolled with a competitive score of 3,40 points. The administration considers this as acceptable, as “it is allowed for people who pay for their studies”. The expert team however believes that this has a negative impact on the class performance – as it slows down the learning progress to have very weak students in the group.

IV. SUMMARY

The main strength of the programme are:

- Internal as well as external stakeholders are positive about the quality and the structure of the programme. Some students seemed even to be enthusiastic about it. Students are self-confident and believe that their education will help them to find afterwards a job in the first job-market.
- The college applies modern IT technologies such as the Moodle software and various specific programs. Students and stakeholders appreciate particularly the simulation-game approach.
- Students value the practical approach of their studies and appreciate lecturers with professional experience.
- Most of the facilities are in acceptable conditions. Besides some furniture (chairs in large auditorium or wooden chairs in seminar rooms which should be urgently replaced) most equipment is in line with the standard at Lithuanian State Colleges. A flaw is the equipment for handicapped students.
- The English skills of student are sufficient or even good. Expert team believes that the students, which were met, have the language abilities to work in foreign markets - as well as for multinational companies.
- Together with the lecturers of the institution, the programme committee analyses the programme, proposes tools for improving it. Students and graduates are important source of information, and regular surveys are made to figure these ones out.

The main **weaknesses** of the programme are:

- The learning outcomes are not clearly defined or/and not clearly classified as them. Internal stakeholders are not fully aware that learning outcomes exist.
- Internal and external stakeholders are not aware of the scope and the structure of the programme. Expert team found that every single stakeholder group has its own impression and understanding of “business economics”.
- Students, academics and administration show little understanding about the problematic of “plagiarism”. In the best case, students are not informed about the standards and requirements of academic writing – in the worst case faculty does not emphasize and/or monitor the process sufficiently. A short inspection of students’ works that were presented to the expert team confirmed this impression.
- The library resources are partially outdated – and when it comes to international literature - insufficient. Expert team saw most of the Lithuanian books heavily used, whereby the English language literature seemed rather unused. That conflict with the books listed in the course syllabus.
- The number of incoming and particularly outgoing Erasmus students’ stays insufficient. Particularly the teachers’ mobility is too low.
- Missing (full) implementation of the Academic Information System and the not fully used Moodle system. Separate databases are a barrier for lasting and effective educational quality insurance.

V. GENERAL ASSESSMENT

The study programme *Business Economics* (state code – 653L17001) of Vilnius College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	**14**

*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.

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Kristina Šmotaitė

Vertimas iš anglų kalbos

VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *VERSLO EKONOMIKA* (VALSTYBINIS KODAS – 653L17001) 2013-01-07 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-15 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Verslo ekonomika* (valstybinis kodas – 653L17001) vertinama **teigiamai.**

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	**14**

* 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

Pagrindiniai programos privalumai yra šie:

1. Vidaus ir išorės suinteresuotos šalys teigiamai atsiliepia apie programos kokybę ir struktūrą. Kai kurie studentai atsiliepė netgi su entuziazmu. Studentai pasitiki savo jėgomis ir yra įsitikinę, kad jų išsilavinimas padės vėliau rasti darbą pirmojoje darbo rinkoje.

2. Kolegijoje taikomos modernios informacinės technologijos, kaip, pavyzdžiui, „Moodle“ programinė įranga ir įvairios specifinės programos. Studentai ir kitos suinteresuotos šalys ypač vertina mokymąsi per simuliacinius žaidimus.

3. Studentai vertina tai, kad į studijas žiūrima praktiškai ir itin mėgsta dėstytojus, kurie turi praktinės patirties.

4. Dauguma patalpų yra priimtinos būklės. Be kai kurių baldų (kėdės didelėse auditorijose ar medinės kėdės seminarų auditorijose turėtų būti skubiai atnaujintos), didžioji dalis įrangos atitinka Lietuvos valstybinių kolegijų standartą. Trūkumas – neįgaliems studentams skirta įranga.

5. Studentų anglų kalbos įgūdžiai yra pakankami, kai kuriais atvejais geri. Studentai, su kuriais bendravo ekspertų grupė, matėsi turintys kalbos įgūdžių ir gali dirbti užsienio rinkose ir tarptautinėse bendrovėse.

6. Kartu su kolegijos dėstytojais programos komitetas analizuoja programą ir siūlo priemones jai gerinti. Informacija, kurią teikia studentai ir absolventai yra labai svarbi, jai gauti nuolat organizuojamos apklausos.

Pagrindiniai programos **trūkumai** yra šie:

1. Mokymosi rezultatai nėra aiškiai apibrėžti ir (arba) jie nėra aiškiai klasifikuoti kaip rezultatai. Ne visi kolegijos vidiniai socialiniai dalininkai žino, kad egzistuoja mokymosi rezultatai.

2. Vidaus ir išorės suinteresuotos šalys nėra supažindintos su programos turiniu ir struktūra. Ekspertų grupė nustatė, kad kiekviena suinteresuotos šalies grupė turi savo supratimą apie tai, kas yra „*verslo ekonomika*“.

3. Studentai, akademiniai darbuotojai ir administracija nemato rimtos problemos dėl „plagiavimo“. Geriausiu atveju studentai nėra informuojami apie akademinių darbų rašymo standartus ir reikalavimus, blogiausiu – fakultetas nepabrėžia ir (arba) vykdo nepakankamą šio proceso stebėseną. Trumpa ekspertams pateiktų studentų darbų peržiūra tai patvirtino.

4. Bibliotekos ištekliai yra iš dalies pasenę, o kalbant apie tarptautinę literatūrą – jos nepakanka. Ekspertų grupei buvo pademonstruotos tokios knygos lietuvių kalba, kurios buvo labai daug naudotos, o angliškos knygos atrodė beveik neskaitytos. Tai nerodo, kad studentai skaito visą privalomą literatūrą užsienio kalba.

5. Atvykstančių ir ypač išvykstančių ERASMUS programos studentų skaičius lieka nepakankamas. Ypač didintinas dėstytojų mobilumas.

6. Nėra pakankamai įgyvendinama Akademinė informavimo sistema ir nevisai išnaudojamos „Moodle“ sistemos galimybės. Atskiros duomenų bazės neleidžia užtikrinti ilgalaikės ir efektyvios mokymo kokybės.

III. REKOMENDACIJOS

1. Kolegija turėtų aiškiau informuoti apie programos misiją, viziją ir tikslus. Vidaus ir išorės socialiniai partneriai turi būti išsamiai informuoti apie apimtį, turinį, svarbą ir tikslą. Ekspertų grupė yra įsitikinusi, kad šiuo metu tai nėra pasiekta. Socialiniai partneriai traktavo *Verslo ekonomiką* kaip programą, kurią studijuoja būsimieji buhalteriai. Patartina mokymo programoje daugiau dėmesio skirti biudžeto analizei ir moksliniams tyrimams.

2. Kolegijoje daug dėmesio skiriama praktiniam darbui, tačiau pagal pirmosios pakopos programos reikalavimus, privaloma laikytis minimalių akademinių standartų. Ekspertų grupė yra

įsitikinusi, kad vidaus socialiniams dalininkams taikomi skirtingi standartai, o tai nėra priimtina tokio lygio institucijoje. Dėstytojai turėtų žinoti apie visame pasaulyje priimtas kovos su nesąžiningu mokymusi taisykles, jas aiškiai išdėstyti studentams, o administracijai patariama pasitvirtinti standartinį veikimo planą nesąžiningo mokymosi ir plagiavimo prevencijos tikslais. Šią situaciją galima pagerinti įsteigus vidaus kokybės užtikrinimo (etikos) komitetą. Vilniaus kolegijos atstovai vizito metu teigė, kad Etikos komitetas jau yra įsteigtas, tačiau panašu, kad vidaus suinteresuotos šalys apie jį nieko nežino. Ekspertų grupė įsitikinusi, kad yra didelė spraga tarp oficialios politikos (kas tam tikrais atvejais turėtų būti daroma), vidaus dokumentų ir studijų proceso realybės. Rekomenduotina pasirūpinti, kad atitinkamų taisyklių būtų griežtai laikomasi, jos turi būti platinamos ir dalinamos suinteresuotoms šalims, o taip pat būtų griežtai stebima, kaip jų laikomasi.

3. Biblioteka yra viena opių įstaigos problemų. Palyginus su kitų Lietuvos kolegijų bibliotekų ištekliais, Vilniaus kolegijos bibliotekos ištekliai yra silpni – ypač trūksta literatūros anglų kalba (tarptautinių vadovėlių skaičius itin ribotas). Labai rekomenduojama kolegijai investuoti lėšų į bibliotekos literatūrą. Vadovybė nurodo, kad knygoms, žurnalams ir elektroninėms duomenų bazėms, kurias valdo centrinė biblioteka, yra skiriamos didelės sumos. Panašu, kad tai, kaip bibliotekos išteklių kokybę vertina vadovybė ir vidaus suinteresuoti asmenys bei ekspertų grupė, labai skiriasi.

4. Kolegija turėtų gilinti savo tarptautinę patirtį vidaus ir išorės personalo santykio atžvilgiu. Lietuvoje reziduojantys užsienio verslo atstovai turėtų būti skatinami dėstyti kolegijoje anglų kalba.

5. Rekomenduojama integruoti ERASMUS programos studentus į bendrą kursą, o ne atskirai juos instruktuoti. ERASMUS programa siūlo nuostabias galimybes studentų mainams su kitomis aukštosiomis mokyklomis, leidžia supažindinti juos su Lietuva ir jos studentais. Vilniaus kolegijai derėtų pasinaudoti šiomis galimybėmis. Pasak kolegijos vadovybės, tai jau buvo daroma 2012-2013 m., tačiau nei vienas iš ekspertų grupės apklaustų socialinių dalininkų nedalyvavo šioje programoje.

6. Kolegijai patariama griežčiau prižiūrėti, kaip priimami ištęstinių studijų studentai. Šiuo metu pirmaisiais metais įstojusių studentų praeinamasis balas buvo lygus 3,40. Administracija mano, jog tai priimtina, nes „tai leistina asmenims, kurie moka už savo studijas“. Tačiau ekspertų grupė atkreipia dėmesį, kad tai daro neigiamą poveikį bendriems kurso rodikliams, kadangi silpnai besimokantys studentai sulėtina mokymosi progresą grupėje.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

[1] **Žin., 2002, Nr.37-1341**