Vilnius University

BANKININKYSTĖS PROGRAMOS (62404S103, naujas kodas 621L10002)

VERTINIMO IŠVADOS

---

EVALUATION REPORT

of BANKING (62404S103, new code 621L10002)

STUDY PROGRAMME

at Vilnius University

Grupės vadovas:
Team leader: Dr. Michael Emery

Grupės nariai:
Team members:
Prof. dr. Tiitu Paas
Assoc. prof. Dagnija Danevica
Prof. dr. Wim Meeusen

Išvados parengtos anglų kalba
Report language - English

Vilnius
2010
INFORMATION ON EVALUATED STUDY PROGRAMME

<table>
<thead>
<tr>
<th>Name of the study programme</th>
<th>Banking</th>
</tr>
</thead>
<tbody>
<tr>
<td>State code</td>
<td>62404S103, new code 621L10002</td>
</tr>
<tr>
<td>Study area</td>
<td>Social sciences</td>
</tr>
<tr>
<td>Study field</td>
<td>Economics</td>
</tr>
<tr>
<td>Kind of the study programme</td>
<td>University studies</td>
</tr>
<tr>
<td>Level of studies</td>
<td>Second</td>
</tr>
<tr>
<td>Study mode (length in years)</td>
<td>Full-time (2)</td>
</tr>
<tr>
<td>Scope of the study programme in national credits(^1)</td>
<td>80</td>
</tr>
<tr>
<td>Degree and (or) professional qualifications awarded</td>
<td>Master of Economics</td>
</tr>
<tr>
<td>Date of registration of the study programme</td>
<td>2009-08-31, Nr.1-73</td>
</tr>
</tbody>
</table>

\(^1\) – one credit is equal to 40 hours of student work
CONTENTS

I. INTRODUCTION...........................................................................................................4
II. PROGRAMME ANALYSIS............................................................................................4
  1. Programme aims and learning outcomes.................................................................4
  1.1. Programme demand, purpose and aims...............................................................4
  1.2. Learning outcomes of the programme...............................................................4
  2. Curriculum design ...................................................................................................5
  2.1. Programme structure ...........................................................................................5
  2.2. Programme content .............................................................................................5
  3. Staff ...........................................................................................................................6
  3.1. Staff composition and turnover ............................................................................6
  3.2. Staff competence ..................................................................................................6
  4. Facilities and learning resources .............................................................................7
  4.1. Facilities ...............................................................................................................7
  4.2. Learning resources ...............................................................................................7
  5. Study process and student assess for current research activities..............................8
  5.1. Student admission ...............................................................................................8
  5.2. Study process .......................................................................................................8
  5.3. Student support ....................................................................................................9
  5.4. Student achievement assessment .........................................................................9
  5.5. Graduates placement ..........................................................................................10
  6. Programme management .......................................................................................11
  6.1. Programme administration ..................................................................................11
  6.2. Internal quality assurance ....................................................................................11
III. RECOMMENDATIONS .............................................................................................11
IV. GENERAL ASSESSMENT............................................................................................13
I. INTRODUCTION

The Master programme ‘Banking’ (code 62404S103) is organised at Vilnius University (VU) by the Faculty of Economics and Management since 2001. It is a two-year programme with 80 credit points (120 ECTS) and is the subject of this evaluation. The Faculty has 4927 students including over 1000 on 19 master programmes.

This evaluation report has been prepared by an expert group under Dr. Michael Emery as the team leader and the other expert team members Professor Tiitu Paas, Professor Wim Meeusen and Associate Professor Dagnija Danevica. The expert group received the self-evaluation report in October 2010. The actual site visit to VU took place on Friday 5 November 2010. There were successive meetings with the staff members who wrote the self-evaluation report, with the teachers, with the students and with alumni of the programme and employers. The visit was very smoothly organised by the Faculty. After the visit the expert team held a meeting in which the contents of the evaluation report were discussed to represent the opinion of the whole group. The present report reflects the unanimous opinion of the members of this expert group.

The self-evaluation report produced by VU and read by the experts prior to the site visit is extensive, well written and honest. The strengths and weaknesses of the programme are very openly discussed. This is highly appreciated by the expert team. The path to be taken to cope with the weaknesses is usually clearly indicated and detailed in the document.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

Uniqueness and rationale of the need for the programme is clearly set out in the self-evaluation and understood by the expert team. The rationale of the programme is well documented. There is obviously no question about the need to train specialists in banking, especially in an atmosphere of economic and financial crisis that originated in the financial sector, and in banking in particular. This is evidenced by the considerable ease with which graduates from the programme find suitable employment in the financial sector.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The study programme complies with the VU strategic plans and is in harmony with the international Bologna Declaration of 1999 and the Leuven Meeting of 2009. It is also in compliance with Lithuanian state laws. The programme reflects the strategic aims of VU, i.e. to train specialists in the field of banking who meet the needs of that section of the labour market in the country.

1.1.3. Relevance of the programme aims

At present, in the aftermath of the severest worldwide economic and financial crisis since the 1930s, the need for people to understand what is going on in the financial sector and is able to function in that sector in a knowledgeable and responsible way, is of the utmost importance. More than ever we are in need of specialists that take good care of the funds lodged with the commercial banks by the public and then loaned to the business sector, the government and the public at large in a careful and responsible manner.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes
The learning outcomes are both comprehensive and attainable. It is commendable that the Faculty/Department discerns, not only what is missing in the programme, but also what is redundant. The elimination from the programme of the item ‘Professional Practice’ (presumably in the form of an internship) – a trump card in other circumstances – because most students already have this experience with many students working, is a case in point.

The learning outcomes are regularly assessed and updated according to the internal regulations of the VU and its Faculty of Economics and these reflect the changes in current national and international labour markets. In general, it is certainly fair to say that the intended learning outcomes of the programme are attainable.

1.2.2. Consistency of the learning outcomes
In general, the learning outcomes at subject level – compulsory subjects, electives and master thesis – correlate with those formulated at the programme level, although the Faculty should perhaps formulate its intended learning outcomes for the Banking programme in more specific detail and that is now the case.

1.2.3. Transformation of the learning outcomes
It is the confirmation of the expert team that serious attempts are being made to continuously update the programme so that the learning outcomes follow the changes in the labour market in the banking sector. This is also done in by reflecting the feedback of students, faculty members and stakeholders, taking into account regulations of the VU and FE. On the other hand, the Faculty might try to make more use of the professional experience gathered by the numerous alumni now in high positions, they having graduated from the Banking programme.

2. Curriculum design

2.1. Programme structure
2.1.1. Sufficiency of the study volume
The study volume (60 ECTS credits in each of the 2 years, and a normal balance between contact hours and work on assignments) is both in compliance with the legal acts and with the proclaimed learning outcomes.

2.1.2. Consistency of the study subjects
The master study programme in Banking is a knowledge-deepening programme, i.e., it aims to develop the knowledge and skills students obtained during their previous studies in the undergraduate study levels. In that sense, the programme under evaluation fully complies with the requirements for a knowledge-deepening master programme: not less than 80 percent of the volume of the programme is constituted of knowledge-deepening subjects.

2.2. Programme content
2.2.1. Compliance of the contents of the studies with legal acts
The expert team recognises and agrees that the master programme complies with the requirements put down in the relevant legal acts and the requirements for study programmes.

2.2.2. Comprehensiveness and rationality of programme content
The content of the programme is well balanced and in line with international standards. Judging by the course descriptions, nearly all subjects are taught in an up-to-date way. A few remarks though:

- while microeconomics and econometrics are clearly taught at the advanced level that one would expect in an economics master programme, the same is not true for macroeconomics. The Faculty urgently needs to do something about this.
- the experts suggest that the Faculty considers the possibility to introduce a subject such as ‘Management of Central Banks’, a theme that is normally not dealt with in a ‘Money and Monetary Policy’ course. Also a subject like ‘Business Ethics in Banking’ is an obvious candidate for inclusion in today’s financial world.

- the basic subject of ‘Microeconomic Analysis’ is taught by a PhD student. The Faculty is of course aware of this transitory anomaly, and is dealing with it.

- the subject ‘Money and Monetary Policy’ seems at first sight to be taught in a very technical way, judging by the texts that are on the list of recommended literature. That subject however covers more than what one can find under the heading ‘New-Keynesian DSGE modelling’ (cf. the suggested reading of the textbooks by Walsh, Woodford and Mishkin). Looking at the course content as such, one has a different impression, and one would conclude that the level should perhaps be increased. There is an obvious ambiguity here.

- the course description for ‘Financial Derivatives’ (an elective subject) should explicitly include what we have learned on these ‘weapons of financial mass destruction’ (dixit Warren Buffett) (cf. the Credit Crunch and the economic crisis that followed and to some extent still is).

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

The age profile of the staff is perhaps not optimal. But the fact that many of the teaching staff is close to retirement creates opportunities that should be well considered and planned.

Although a lot of effort has already been invested in developing the level of international student and teacher exchange (cf. the regular presence of visiting foreign staff at the Faculty), the Faculty/Department has not systematically considered to hire permanent staff abroad (e.g. from other Baltic countries and Western Europe possibly).

Especially for hiring young researchers on specific (international) research projects, but also for hiring permanent staff, one should consider using recruitment instruments like the Inomics website (www.inomics.com) (free of charge).

The ratio of full-time to visiting teachers is balanced. Some of the visiting teachers are foreign, visiting the Faculty in the context of Erasmus-Socrates teacher exchange. The workload of the permanent staff is well spread, and there exists a normal proportion of student numbers per academic staff member.

The level of the staff was in accordance with academic standards. All the teaching staff, but for one exception, had a doctorate or a PhD. As noted, the Faculty is aware of this.

3.1.2. Turnover of teachers

The expert group did not see any signs of unreasonable staff turnover. If anything, the turnover was perhaps too low (cf. the relative ageing of the teaching staff) and maybe ‘new blood’ is now imminent.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

There is ample compliance of the staff with the curriculum. Both competences are present: academic erudition and professional experience (since many teachers have (part-time) jobs in commercial banks and the central bank).

Staff members should however try, in their research activities, to submit more work in refereed international journals. One way to encourage this is to set up a point-based system of rewards (possibly in the form of academic credit funds) when there is a publication in A, B or C journals.
There are clear signs that this is a direction that has indeed been taken recently. But timidity in this respect is not called for and a more positive approach is suggested.

Another way is to try to be present as partners in EU Framework projects.

It is commendable that the Faculty seems to be well aware of this.

3.2.2. Consistency of teachers’ professional development

Many teachers are involved in Erasmus-Socrates exchange (incoming and outgoing) with a long list of European partner universities, which contributes to their academic development.

It should be added however that this form of international academic interaction, although laudable, is, at present, still not sufficiently intense and more is needed. The Faculty/Department should endeavour to set up additional double/multiple degree or even joint degree programmes with European (and non-European) partners. Staff members, in the context of being partner in European Framework research programmes, should try to co-author publications in refereed international journals, together with colleagues from other European universities. These measures would enhance the internationalism of the programme.

The expert group was pleased to learn that the results of the student questionnaires about the subjects taught are used in the evaluation of staff members during promotion procedures. This is entirely appropriate.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

The expert group was extensively shown around the campus during the site visit and was more than satisfied with the number and the quality of the premises, and the working conditions of staff and students.

The Faculty of Economics (FE), as a part of VU, has access for the study and research infrastructure of the whole university and that provides additional resources for conducting the study and research process. The number of places in all classrooms of the Faculty of Economics is 2290 and that seems to be sufficient for around 5000 students participating in the FE study programs. The classrooms of the FE are appropriately equipped with multimedia and other necessary tools. Students and teachers have sufficient access to the computers. All computers have internet and intranet connections. The computers are installed with the licensed software and students and teachers have good access to this software.

4.1.2. Suitability and sufficiency of equipment for studies

The equipment for studies is suitable and sufficient. Additionally to the FE resources and as noted before students also have access to the majority of the overall university resources. Thanks to close co-operation with the Lithuanian software producers and distributors companies, the Faculty of Economics has an opportunity to use new software not only in the courses like informatics, econometrics and statistics, but also in conducting research work.

4.1.3. Suitability and accessibility of the resources for practical training

As far as the expert group understood, there are no practice placements anymore in the curriculum of the programme. This is a normal situation today in master programmes, particularly as many master students are at work and obtain relevant practical experience there. However, for those not at work placements might be reconsidered for this programme’s students.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications
Additionally to the University library, students can find necessary literature from the Sauletekis informational centre – the common library of the faculties of Economics, Law and Communication and the International Knowledge Economy and Knowledge Management Centre. The information centre was established and the facilities renovated in 2004. During this renovation, not only premises were renewed, but also 104 modern and ergonomic working places for students and 8 working places for employers were put into place. All full text electronic databases (EBSCO, Proquest, JSTOR etc.) are accessible from these working places, as indicated in the detailed self-evaluation document.

It is however also true that, in terms of the availability of English language textbooks, the library is dramatically under-equipped. Many of the English language textbooks that are mentioned in the reading lists of the syllabi are not present in the library, or only in a single copy. Also, many books are dated for current master research activities.

4.2.2. Suitability and accessibility of learning materials
All books on the topics of economics published in Lithuania are purchased by the library. In cases when the book is not possible to purchase, the library tries to obtain it upon request through the book exchange system of the libraries. The library has also special financial resources for buying foreign literature. Foreign literature has been bought according to the requests of the teachers of the Faculty and the whole university. Funds of economical literature consist of 82000 items; 84 percent of them are textbooks. Additionally to the library, students have also access to the necessary teaching materials through intranet. Again, this is detailed in the self-evaluation and confirmed by the experts.

5. Study process and student assess for current research activities

5.1. Student admission
5.1.1. Rationality of requirements for admission to the studies
Admission procedures are regulated by the Ministry of Education and Science for the state-funded students. They are specified by the regulations of the VU and the Faculty of Economics. The admission requirements and procedures seem to be clear for the applicants and they can follow these correctly and timely. The number of the state funded places for the programme in Banking is rather limited: 10 places in 2010. The total number of students admitted to the programme in Banking was 38. This means that 28 of the students were non-state-funded (‘free’), on a total of 158 of applications. This implies, all in all, that the Faculty could ‘cherry-pick’ the best students.

5.1.2. Efficiency of enhancing the motivation of applicants and new students
Information about the admission procedures and the content of all programmes of Vilnius University and the Faculty are available through the internet and they are also published. Additionally, there are also ‘open days’, individual invitations for discussions, study fairs etc., that provide additional information about study programmes and admission procedures. The competition to the study programme in Banking has continuously been sufficiently high and therefore admitted students have high motivation for their studies. Average admissions scores of students are high, which allows expectation that the admitted students to the master programme in Banking have good potential for being successful in their studies.

5.2. Study process
5.2.1. Rationality of the programme schedule
Proportions of lectures, practices and independent work ordinarily differ among semesters. Overall, lectures and practicum are balanced in a good way. The workload of students somewhat differs between semesters. The academic load in the last semester is lower because of the important weight of self-study in writing the master thesis and in developing individual research abilities. The
expert group found that the provision of flexibility in the programme schedule is reasonable and in accordance with the curriculum and contents of the studies.

5.2.2. Student academic performance

The experts note that the monitoring of students in the course of their studies is done semester-wise through testing at the level of the individual subjects. The control of the knowledge and skills of students is implemented during seminars, classes, tests, colloquiums and examinations during the session. Classes and seminars allow teachers to monitor how a student is able to apply theoretical knowledge, whether he/she is able to express his/her opinion fluently and with arguments, and to prepare their presentations properly. Tests demonstrate the students’ ability to solve applied tasks independently, using methods learned during lectures, classes and seminars. Colloquiums and examinations reveal the students’ ability to synthesise acquired knowledge, demonstrate, how he/she was successful in realising theoretical material of a subject and developing skills of its practical application.

The final grade represents the result of the whole semester of the students’ work. Therefore the result of the examination (during the session) usually does not make more than 60 percent of the final student’s grade. Another part of grade is determined by the results of colloquiums, control works, presentations during the seminars and results of other self-study. Those students who do not agree with the grade of examination and final assessment can submit an appeal within three days after examination, which is heard in the Commission of Appeals of the Faculty. At the end of session the results of the semester are discussed in meetings of the Department and Board of the Faculty. These are all reasonable process to monitor student academic performance and duly noted as such by the expert team.

5.2.3. Mobility of teachers and students

The intensity of international student mobility is very satisfactory. Especially also, the involvement in the Erasmus Mundus External Co-operation Window programme is commendable. The Faculty also offers its master programme ‘Economic Analysis and Planning’ in English. Since many subjects in this master are also part of the curriculum of the master in Banking, but also of the master in Finance and the one in Applied Macroeconomics, why therefore not take the obvious opportunity to offer English language subjects to all the students in these four (regular) masters? The students would highly appreciate this as they indicated to the experts. Why not, in other words, offer a number of subjects in a standard way in English? This would help to internationalise the programmes at the same time.

5.3. Student support

5.3.1. Usefulness of academic support

All necessary information for study process and study materials is provided through intranet. Students use intranet and internet possibilities actively, and as a rule they are satisfied with the availability of information. Additionally, all teachers have special office hours, when they are available for discussing with students their study and research problems and for providing necessary advice and support. The relationship between students and faculty members seems to be good and students receive the necessary academic support during their studies.

5.3.2. Efficiency of social support

The expert team feels that VMU offers ample sufficient social support to its students (dormitories, student restaurants, first-aid medical care, etc.) on this master programme.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

The experts confirm that the Faculty and its departments pay serious attention to the assessment of the achievement of the students and this is appropriate. Knowledge assessment problems are
regularly discussed during the departmental meetings. Knowledge of students is assessed during
and at the end of each semester. Tests, colloquiums and other forms of study control are
implemented regularly. In the end of each semester examinations results are discussed in the
departmental meeting. Due attention is paid to the independent research work of the students and
the students obtain regular feedback to their research results.

5.4.2. Feedback efficiency
It was not easy for the expert team to assess the efficiency of the feedback system, but the
detailed description of the feedback system by the staff ensured the expert team that this process
was taken seriously, as is appropriate.

The expert team was however favourably impressed by the great accessibility of the teaching
staff by the students. The Faculty also organises subject-specific questionnaires with the students
asking them to express the level of appreciation by the students of the course content and the way of
delivery by the teacher. The expert group finds this way of institutionalising the feedback very commendable.

Another aspect of feedback between students and alumni and the Faculty is however disappointing: although some alumni to give lectures on the Banking programme, apparently insufficient use is made of alumni when it comes to drawing on the expertise of the latter for the improvement of the programme; that at least was a complaint voiced to the experts by alumni. The same is true for employers.

5.4.3. Efficiency of final thesis assessment
The master theses are prepared according to VU and the Faculty’s regulations and reflect
programme aims and intended study outcomes. The work with the master theses ordinarily lasts
over four semesters but the main load of preparing master theses is during the fourth semester. The
requirements for preparation and defence of theses are clearly defined and the experts agree that
they should support and ensure good quality of the work delivered. But the quality of the final
theses in Banking is however somewhat heterogenous, especially with respect to their analytical
content, which is often disappointing. Too many dissertations were exclusively descriptive and
lacking in analytical content for a master thesis. The experts thus suggest a revision of the
instructions given to the thesis students.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education
Part of the grade for each subject is determined by the results of colloquiums, control works,
presentations during the seminars, of participation in (international) conferences and workshops,
and results of other self-study activity.

5.5. Graduates placement
5.5.1. Expediency of graduate placement
Graduates seem to find their way easily on the labour market, in jobs that very closely match the
nature of their studies. That is very good. The expert group was impressed by the high level of
professional positions held by the alumni of this programme. Currently, there does however not
seem to be an active and involved Alumni Association. It looks as if the alumni are only
occasionally and relatively marginally involved in the placement of graduates. They could be of a
more positive assistance for providing work placements and the Faculty should investigate this
further.
6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

The activities of the Faculty of Economics are coordinated by the Board and the Dean. According to the University Statute, the Dean of the Faculty is responsible for the whole activity of the Faculty. The Faculty’s Development plan creates necessary framework for development of all study programs and improvement of study and research activities. In March 2008 the Board of the Faculty has approved a new Development plan for the period until 2012. For the improvement of the activity of FE three committees and two commissions are established: a Scientific Committee, a Committee of Studies, a Committee of the Faculty’s strategy, a Commission of Ethics, and a Commission of Appeals. Their activities are closely related to ensuring good quality of the programme under accreditation. The structure is clear.

The expert team was particularly impressed by the thorough SWOT analysis that has been made and included within the self-evaluation. This provided sound background to the experts’ site visit and their evaluation.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

Internal quality assurance is well taken care of. The expert group particularly approves of the questionnaires organised under the students with respect to each subject taught. The results of these surveys are discussed between the Dean and the Head of Department on the one hand and the teacher on the other. If necessary, adjustments are suggested. It appears that the results for each of the teachers become – with all precautions taken – one of the criteria to decide on career promotions of the staff. The expert group however recommends organising the subject-specific surveys before, rather than after the final examinations for that subject.

6.2.2. Efficiency of the programme quality improvement

The Faculty of Economics has given serious attention to assessment and development of all study programmes of the Faculty. The system of regular polls of the graduates of bachelor and master studies are elaborated sufficiently well. The aim of these polls is to assess theoretical and practical conformity of the programmes with the national and international economic environment. The feedbacks of graduates are regularly discussed amongst the faculty members and the improvements in teaching methodology, teaching materials, curriculum design etc. are regularly implemented.

This confirms the opinion of the expert team that the programme under evaluation is continuously being developed and that there is good potential to improve the quality of the programme and also into the future.

6.2.3. Efficiency of stakeholders participation

In order to continuously improve study programmes, the Faculty regularly organises the feedback with potential employers: banks, business companies, state institutions and public organisations. The Faculty and its departments regularly conduct polls getting information about the changing needs and expected requirements for good specialists in the financial world of banking. But as already mentioned under section 5.4.3, more can be done in this respect.

III. RECOMMENDATIONS

3.1. The Faculty/Department needs to speed up and enhance its internationalisation process: more outgoing student exchange, active international recruitment of foreign permanent staff,
publications in international refereed academic journals, co-operation in international research projects (EU Framework Programme), and possibly also setting up new double/multiple or joint degree programmes.

3.2. In order to allow the students on the Lithuanian language taught master programmes to attend courses taught in English, the Faculty should seriously consider allowing Lithuanian students to take subjects with the English language master ‘Economic Analysis and Planning’ organised by the same Faculty: a relatively great number of subjects are common to the four Lithuanian language masters (‘Banking’, ‘Finance’, ‘Economic Analysis and Planning’ and ‘Applied Macroeconomics’) and the said English language master. It is a pity that this potential synergy is not used. It would also improve the internationalism of the programmes, thereby reflecting the Bologna Accord of 1999 and the Leuven Meeting of 2009.

3.3. There seems to be an obvious problem with the level of the Macroeconomics course in most of the master programmes organised by the Faculty including Banking. The expert team recommends that the level of that course should be urgently upgraded to a true master level.

3.4. Experts suggest the Faculty to consider the possibility to introduce a subject such as ‘Management of Central Banks’, a theme that is normally not dealt with in a ‘Money and Monetary Policy’ course. Also a subject like ‘Business Ethics in Banking’ is an obvious candidate for inclusion in these difficult and sometimes dishonest financial times. It helps to ensure that the graduates act responsibly when at work.

3.5. Some alumni of both the Banking and the Finance master have suggested to either differentiate between both master programmes more fully, or to merge them. The expert team thinks that this is a line of thought that is extremely pertinent and worthwhile exploring.

3.6. The experts’ team recommends that more attention should be paid by the Faculty/Department to ensure that the analytical level of the master theses would increase. Currently, too many theses are very descriptive and lack analysis.
IV. GENERAL ASSESSMENT

The study programme *Banking* (state code – 621L10002) is given **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas.*

<table>
<thead>
<tr>
<th>No.</th>
<th>Evaluation area</th>
<th>Assessment in points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Programme aims and learning outcomes</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Curriculum design</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Staff</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Facilities and learning resources</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Study process and student assessment (student admission,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>student support, student achievement assessment)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Programme management (programme administration, internal</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>quality assurance)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated
2 (poor) - meets the established minimum requirements, needs improvement
3 (good) - the area develops systematically, has distinctive features
4 (very good) - the area is exceptionally good

Grupės vadovas: Dr. Michael Emery

Grupės nariai:
Team members:
Prof. dr. Tiit Paas
Assoc. prof. Dagnija Danevica
Prof. dr. Wim Meeusen