



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

UTENOS KOLEGIJOS  
**STUDIJŲ PROGRAMOS *TEISĖ* (653M90012)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *LAW* (653M90012)  
STUDY PROGRAMME  
at UTENA COLLEGE**

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisė</i>
Valstybinis kodas	653M90012
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Teisė
Studijų programos rūšis	Profesinis bakalauras
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	nuolatinė (3), iššėstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teisės profesinis bakalauras
Studijų programos įregistravimo data	2011-06-22

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Law</i>
State code	653M90012
Study area	Social Sciences
Study field	Law
Kind of the study programme	Professional Bachelor
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Law
Date of registration of the study programme	22-06-2011

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## I. INTRODUCTION

The following analysis and evaluation are based, first, upon the Self-Assessment Report (SAR) from Utena College (hereinafter 'the College') dated 30 September 2013, together with the Annexes submitted with the report. The SAR was comprehensive and carefully prepared and presented. The evaluation Team ('the Team') are aware of the time that went into its preparation and are grateful for the care given to it.

Nine departments operate in the faculty of Business and Technologies. The department of Law teaches the study programme of *Law*. Students were admitted to the study programme of Law whose state code was 653M90002 until 2011, and since 1<sup>st</sup> September 2011 they have been admitted to the study programme of Law with the state code 653M90012. The Law study programme was updated in four main aspects in 2011: there was a move to the ECTS credit system, the international content of the study programme was increased, a problem-based learning system was implemented and e-learning opportunities for students were expanded. The update of the structure of the study programme was based on the introduction of the modular structure elements by directing the learning towards student active involvement and independence during the study process.

In addition to the SAR and its Annexes, the evaluation is based on the visit to Utena College by the Team on 3 April 2014. Meetings were arranged with:

- administrative staff
- staff responsible for preparation of the SAR
- a representative sample of teaching staff
- a representative sample of students
- a representative sample of alumni and social partners (employers)

In addition, the Team was

- taken on a tour of College facilities (auditoria, other classrooms, libraries and other facilities), and
- afforded the opportunity of reading and assessing students' coursework and final theses.

The Team was met with thorough professionalism and courtesy by all concerned, and expresses its gratitude therefore.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The Law study programme regulates the training of lawyers and the organisation of their studies by indicating obligatory requirements. The study programme of *Law* is meant for the leavers of secondary schools and gymnasiums who wish to acquire higher college education, to study law

and to be awarded with the Professional Bachelor's degree in Law. The programme belongs to level VI of professional education.

The College's mission is to educate and train professionals in various areas, meeting the demands of the regional, national and European labour markets and to create conditions for lifelong learning. One of the strategic goals of the College Utena UAS (sic!) for the period 2008-2013 was to train highly qualified professionals, motivated and able to upgrade constantly as well as to work under the conditions of global change<sup>1</sup>. The aim of the *Law* programme is to train a highly qualified lawyer able to exercise personal responsibility in various areas of activity, able to think critically, one who is aware of and understands the place and purpose of law in the system of social sciences, knows the legal system of the Republic of Lithuania 'RL'), appropriate regulatory legal acts and who is able to apply them to solve specific real legal problems. These aims match those of RL for programmes at this level.

The aims and the intended learning outcomes of the Law study programme are available on the College internet site on this link: <http://www.utenos-kolegija.lt/index.php?-2080473625>. And general information on the study programme of Law may be obtained on the internet site of [the Lithuanian Higher Institutions Association for Organizing Joint Admission](#), Information is also delivered to students directly, e.g. when an entrant arrives at the College. Information dissemination about the study programme of Law is done annually by representatives of the College visiting Utena district gymnasiums and other schools and introducing their leavers to the study programme, by giving lectures on different legal issues, by organising the "Days of Open Doors", by participating in various fairs and exhibitions of higher schools and businesses, and by inviting the pupils of gymnasiums to take part in various events organised by the students of the Law study programme. The findings of the annual enquiries of the first year students regarding their motivation for studies indicate that the biggest amount and the most important information regarding the legal studies at a college is obtained by young people via the internet and the present students of the Law study programme or its graduates. Taking all this into account, the mentioned means of information dissemination are improved and developed systematically by investing in their quality and accessibility.

The learning outcomes are analysed every year – by organising meetings of the Department of Law after the completion of every semester and by discussing then the main problems occurring during studies, the areas to be corrected, study results, etc. For instance, after having taken into account the implementation of the learning outcomes during the period 2011-2012, the module International and EU Law underwent some corrections; the order for the assessment of the final qualifying examination has been amended. The review of the learning outcomes and study results take into account the opinion of students, social partners, they are invited to the department meetings. Wider meetings are organised, inquiries of the employers are made but the Team was told that not all meetings are well attended. The Team accepts these points but feels that the College could be more proactive in reviewing and disseminating aims, learning outcomes and details of review, in particular to their own colleagues who, in meetings, seemed

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<sup>1</sup> The strategy of Utena University of Applied Sciences for the period 2008-2013. Internet access: <http://www.utenos-kolegija.lt/index.php?-1392008585>

unsure of some of the detail. The Team also failed to see a cohesive approach to addressing learning aims and outcomes outside the regular meetings for this purpose – in other words, they seem to be dealt with by adopting an adequate process but one which is not necessarily understood or believed in by all members of staff.

The intended learning outcomes have been formulated following “Description of General Requirements Regarding the Degree Study Programmes of the First Cycle and Integrated Studies” approved by the Minister of Education and Science of the Republic of Lithuania order No V-501 of 9 April, 2010; the Training Standard for a Lawyer approved by the ministers of Education and Science and Social Security and Labour of the Republic of Lithuania on 31<sup>st</sup> December 2004 by the order No ISAK-2093\11-301; the Description of the Study Field of Law, approved by Minister of Education and Science of the Republic of Lithuania order No V-138 of 19<sup>th</sup> August 2010; the data of „The Analysis of the Demand by the Labour Market and the Competencies Acquired during the Study Process of the Professionals Trained by Utena University of Applied Sciences. Contemporary Situation and the Future Perspectives“(2009).

Overall, the Team is satisfied that the programme aims and learning outcomes are adequately defined, clear and publicly accessible; the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market; the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered; the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other to a satisfactory level but which would be enhanced by adopting the recommendation made above.

## ***2. Curriculum design***

Overall, the curriculum meets legal requirements, with a total of 180 credits, distributed among the general college subjects, study field subjects and the elective subjects. Appropriate adjustments are made for part time students.

The subjects are presented in a logical sequence and their themes are generally not repetitive, as each subject has distinctive features. The College claims to incorporate ‘problem based learning’ into its curriculum although the team saw little of this and the students did not seem aware of what it was supposed to be. The total number of hours devoted to general college subjects does not seem to detract too much time from the teaching of the legal subjects although this should be kept under review.. The changes made since 2011 mean that the current programme is an enhanced version of the previous one although in places it is difficult to differentiate the two programmes. The Team was satisfied that the content and methods of the subjects/modules are generally appropriate for the achievement of the intended learning outcomes but recommend that it be kept under more structured review with a view, in particular, of further enhancing the European and international content and developing delivery beyond the current situation which sees all classes using the Lithuanian language. More diversity is likely to result in both students and staff who speak a wider range of languages being attracted to the College.

### 3. Staff

Common requirements for teacher selection, as explained to the Team during the visit are as follows: a qualifying Master's degree or an equal qualification, an understanding of the College's mission, experience in developing a module of a college study programme, teaching experience of the subject in college study programmes, experience of the development of teaching and learning aids, participation in scientific applied activity and dissemination of its results, following ethical norms.

23 teachers are employed in the study programme of Law. All the teachers have a qualifying Master's degree or an equal qualification. The majority of the teachers of the study programme have pedagogical and/or practical experience. There are 5 teachers with a scientific degree teaching in Law study programme which makes 21,7% of all those teachers. There are 17 teachers working permanently within the study programme which makes 73,9% of all the teachers and 6 teachers (26%) do not work on permanent basis at the College but have a practical input. 22 teachers have practical experience in the area of the subjects they teach, 13 of them (59%) are teaching subjects in the study field. All the teachers working in the study programme have more than 3 years of pedagogical experience.

The Law study programme has 193 students, where: 43 are full-time students and 150 part-time students (according to the data of 05-09-2013). One teacher has an average of 8 students. However, not all of the study programme teachers work full-load (administration members, part-time teachers have half or even less of the load). The load of the teachers is formed by joining together the hours of analogous subjects from other study programmes, e.g. in 2013-2014 the load of the teachers employed in the study programme makes a Full Time Equivalent of 6,77

The load of the teachers at Utena UAS is regulated by the *Order of Working Load Record of the Teachers at Utena UAS* No V-147 of 6 August 2012 (the issue being in force) approved by the Rector of Utena UAS. Teacher's load at Utena UAS consists of 36 hours per week, 40 weeks per year, 1440 hours per year. In-class teaching time of a scientist who occupies a position of a professor or a docent is smaller than that of a lecturer or an assistant, e.g. contact work load of a professor makes 47% of the total work load, of a docent - 50%, of a lecturer - 59% of the total work load. This way, opportunities for the teachers with scientific degree to be involved in scientific and research activity are created. The Team was assured that there were opportunities for research and travel to international conferences although not all teachers present had taken that possibility up, citing time, language issues and subject relevance as some of the reasons for not so doing.

The Team felt that the staff base was adequate to teach the current programme, but that a greater focus on internationalisation was required if the programme, as well as individual members of staff, was to achieve its full potential. Further specialisations could be considered, giving greater variety and choice to students, if staff with appropriate qualifications were recruited and the Team suggests a strategy be devised and implemented to achieve this.

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

Theory lectures and practicals take place in one of a number of auditoria, work places, or in computer laboratories. All are within easy walking distance. All meet technical and hygiene status and are regulated by the *Employees' Security and Health Law*.

The College Library provides information service, access to information resources and assists in implementation of study and study aims. The Library fund is under continuous renewal. The library is an active member of the Association of College Libraries. The Team did however have some concerns about Library resources.

Generally the Team was pleased with the College and study premises. The lecture theatres and study facilities remain adequate in number, bright and clean.

Computer, multimedia, audio and visual equipment in teaching premises was relatively up to date, renewed as necessary, and suitable to the programme. This applies equally to equipment available in study space.

There is fruitful collaboration with the local community and employers in work placement. Employers and local 'social partners' with whom the Team spoke, clearly rely upon the College to supply students/graduates of quality and this is a useful and successful symbiotic collaboration which ought to continue and be encouraged.

There remains, however, a failure in the provision of adequate library resources. The Team found a number of basic textbooks to be out of date, and that up-to-date materials, even in Lithuanian law, were either missing entirely or inadequate in number. There was also inadequate availability of journals and a lack of international sources. Availability of data-bases ought also to be improved. Upkeep of a law library is an expensive proposition but it cannot be ignored: it is the core requirement, indeed the very heart, of a law school; all else is secondary. Little seems to have changed in three years. The Team feels that increased resources must be directed towards library development on a continuous basis. In particular, all relevant Lithuanian materials must be made available and more EU legal materials of relevance to the subjects taught in the programme should be added.

The holdings of materials remain easily accessible on-site, assisted by knowledgeable and helpful staff. There was considerable use of learning packages prepared by staff. This is an approach adopted elsewhere as a means of making materials available to students in an efficient manner. The materials were subject to frequent updating and made easily available to students who appreciated them.



## 5. Study process and student assessment

Students were admitted to the study programme of Law in 2011-2013 with regard to the Rules Regarding Student Admission to the College<sup>2</sup>, which are updated annually. In 2013 the admission was executed following the Rules approved by the order of the Rector No V-85 of 30<sup>th</sup> April 2013, the resolutions of the College Board, Academic Board and other legal acts.

To study the *Law* programme, students with not lower than secondary education are invited according to their results and other criteria set out by the College. There are no entrance examinations. The criteria are clear, fair and appropriate although not all students seemed aware of them. A greater emphasis in recruitment materials and processes would help to eliminate this confusion.

At the beginning of their studies students have 16-hour duration *Introduction into Studies*. The head of the department, library staff and the head of Electronic Learning Centre introduce students to the structure of the College, the documents regulating their studies, the rules for students' behaviour at the College, the Ethics Code for students, the existing library holdings, data bases, the services of the Electronic Learning Centre. Students valued this Introduction although felt it may be advantageous to reinforce the points made as the course progressed.

During the first lecture a teacher introduces the students to the programme of the subject (module), its content, volume, forms and methods of study, forms of knowledge and skill assessment during the semester and examination session, the structure of evaluation of the learning outcomes assessment criteria and requirements, the list of reading. Having spoken to students, all of this seems appropriate to the Team although it is suggested that a particular format for this be devised and implemented as the students spoke of different practices taking place..

Studies at the College take place according to the schedule of studies approved by the Rector's order. An academic year consists of autumn and spring semesters. The schedule of classes is design by taking into account a 40-hours working week. Lessons are arranged through 5 working days, but when it is needed, especially for part-time students, even on Saturday for the working load to be distributed rationally through the whole working week. Contact work is organised in groups; when special technologies are necessary – groups are divided into sub-grouos.

The practice placement supervisor of the faculty and the teachers supervising students' placements give their recommendations to students regarding the choice of the places for practice and the organisation of practice.

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<sup>2</sup> The Internet access: <http://www.utenos-kolegija.lt/index.php?-1443865034>

Part-time studies start the same way as for full-time students by introduction them into their studies. Since 2013-2014 the description of the subject *Introduction into Studies* was supplemented by the topics of career planning and projection.

Extended studies take place in the form of sessions. Part-time students come for their studies according to the approved schedule. The Autumn semester starts in September with an introductory one week session which introduces students to the programmes of their subjects to be studied, the order of accounts and assessment, the list of recommended reading, students select the topics for their self-study, project, course and other written assignments. After 2 months of self-study a 3-week session is organized: two weeks are dedicated to the lectures and practicals of the autumn semester subjects, one week – for introduction into spring semester. There is a two-week session of theoretical lectures and practicals during spring semester. The examinations for the students of extended studies are organized on Saturdays after a session is over according to an approved and announced in advance schedule.

During their period of study, students are encouraged to take part in research, artistic and applied science activity, various projects, contests and other events. Every year the department of Law organises a contest in the area of human rights defence “*In Corpore: Human Rights*”, where in addition to the students of the study programme the pupils of Utena town gymnasiums take part very actively. The College holds traditional conferences: an international student conference “A Country that is Good to Live in”, an international scientific practical conference “Aspects of Sustainable Development: Theory and Practice”. These conferences are held every second year. More than 10 students, supervised by lecturers, made speeches and presentations in these and conferences of other higher institutions on legal issues such as corruption prevention, practical application of the norms of civil law. In 2011 and 2012, 15 students of the study programme took part in the national examination on the Constitution of the Republic of Lithuania.

Students are provided with constant and largely consistent academic support. . The initial information regarding the study programme of *Law* (forms of studies, funding, etc.) is presented in common context of the College study programmes: in fairs *Science. Studies. Career.* in Vilnius, an international business fair in Utena, a publication *Where to Study?*, events of Open Days, during the visits to schools, on the internet site of the College [www.utenos-kolegija.lt](http://www.utenos-kolegija.lt), an open information, guidance and counselling system (*AIKOS*).

Every full-time academic group has a tutor appointed from the beginning of the first year (a teacher who works in the study programme of Law). A tutor contacts a group constantly: helps students to adapt to the College environment, tells them the newest information, advice, etc. An open forum for tutors to meet, discuss the needs of each group and formulate a consistent approach to their work with their group could be beneficial.

Students have the opportunity to consult with the subject teachers. The Study Plan (Annex 2) to the SRA foresees hours for consultations of all the subjects. 1 hour per week is devoted for both individual and group consultations of students. The consultations are included into the schedule which is announced in on the internet site of College, the Students’ and Teachers’ announcement boards.

Students are consistently provided with social support. Following the order No V-163-3 of 22 March 2011 of the Rector of Utena College regarding the *Regulations of Scholarship Distribution at Utena University of Applied Sciences*, students may be awarded onetime scholarship which does not exceed 3 basic payment rates and following the *Regulations of Scholarship Distribution at Utena University of Applied Sciences* approved by the order of the Rector of Utena UAS No V-185 of 24<sup>th</sup> September 2012 students may be awarded onetime scholarships. The state Study Fund may also award students with social scholarships. During 2011-2012, 38 students of the study programme of Law received incentive scholarships, 6 students - onetime scholarships and 43 – social scholarships; in 2012-2013 – 30 students received incentive scholarships, 3 – onetime and 34 – social scholarships.

College full-time and part-time students (during their session period) who come to study from remote locations may reside in students' homes located in several sites within Utena town: Maironio str. 18 (130 places), Aukštaičių str. 9 (160 places) and Aušros str. 73 (70 places). The order of students' home management, accommodation and rules for behaviour is regulated by the *Provisions of Students' Home of Utena University of Applied Sciences*<sup>3</sup>. The priority for accommodation goes to orphans, students coming from big or socially supported families, disabled with 30% or less level of working capacity – under provision of all necessary supportive documents and first year students.

To assess the achievements of the students at the College, a unified system – an accumulative assessment is applied (article 44 of the *Regulations of Studies*). The final assessment of a subject is an accumulative mark which is calculated according to the methodology planned by the description of a subject (module). Students accumulate marks, perform various assignments during the whole semester, write course papers, essays, have interim accounts, and take part in practicals. The weight of the constituting part of the mark depends on the specific character of a subject and is indicated on the subject descriptor. The greater weight within an accumulative mark is devoted to an examination which values 60% of the final assessment. Appropriate systems for the detection of plagiarism are in place.

Taking into account the fact that the renewed study programme was started to be implemented in 2011, there are no graduates of the study programme (full-time students will graduate in spring 2014). However, regarding employment opportunities of the graduates of the study programme it should be noted that the College trains and educates professionals who are able to work in the area of pre-trial investigation, legal service, etc. The graduates will have rather wide employment opportunities starting with a court hearing secretary finishing with a lawyer or a jurist in a private business company. Social partners, some of who taught part time at the College, were supportive of the students and their likely employability.

The Team found that:

- the admission requirements are well-founded;

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<sup>3</sup> The Internet access: <http://www.utenos-kolegija.lt/index.php?824488111>

- the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;
- students are encouraged to participate in research, artistic and applied research activities;
- the higher education institution ensures an adequate level of academic and social support;
- the assessment system of students' performance is clear, adequate and publicly available;
- professional activities of the majority of graduates meets the programme providers' expectations.

BUT that there were no real opportunities for students to participate in student mobility programmes;

AND recommends that these be put in place to enhance the employability chances of future graduates.

## **6. Programme management**

Management of the programme takes place through several levels: departmental (the head of the department, teachers, students), the faculty (the Dean, the Vice-Dean, the Faculty Board, practice placements supervisor), College administration (the Rector, Vice-Rector for Academic Activity, the Head of the Internal Audit Service, the Head of the Department of Studies, the Head of the Department of International Relations) and self-government institutions of the College (the Board, the Academic Board, Students' Representation, etc.).

Decision making regarding the implementation of the study programme, quality assurance, improvement and other important issues is performed in a collegial manner – by the department, Dean's Office, Rector's Office, the Faculty Board, the Academic Board, the Board, the Board for Quality in their respective meetings.

At ground level, the responsibility for the implementation and monitoring of the *Law* study programme lies on the Head of *the Department of Law*. This person is the main coordinator of the implementation of the study programme, who organises the activity of the department, methodological activity, scientific applied research, submits a draft plan to the Vice-Dean regarding the allocation of pedagogical load of the department teachers, cares for informational, material and technical provision of the study programme, periodically monitors the study programme implementation. The head of the Department together with other members of the department is in charge of the quality and implementation of the study programme, its match to the market needs, needs of science, and its constant renewal. Once a month, and even more often when there is a need, the head of the Department organises the meetings of the teachers within the department where they discuss relevant study-related issues, discuss and approve the tasks for examinations, the topics for course and the final papers, discuss students' achievements and academic progress, provide suggestions regarding the quality of studies and the improvement of study organisation. They also analyse occurring problems, evaluate quantitative and qualitative changes, and examine the data of students', employers' and teachers' surveys, the outcomes of scientific applied research and other relevant issues.

The responsibility of the managers of the study programme is defined by the following College documents: the Statute (2012), the Quality Guide (2012), the Strategic Activity Plan for 2011-2013, activity regulations of the earlier mentioned self-government bodies (e.g. the Board, the Academic Board), activity regulations of organisational subdivisions (a department, common departments, centres, services), position descriptions of the employees and other documents.

From discussions with College staff and students, the Team concludes that:

- responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;
- information and data on the implementation of the programme are regularly collected and analysed;
- the outcomes of internal and external evaluations of the programme are used for the improvement of the programme;
- the evaluation and improvement processes involve stakeholders;
- the internal quality assurance measures are effective and efficient

BUT believes that students could play a larger role in all of these and recommends that systems be put in place to ensure that this is the case.

### III. RECOMMENDATIONS

1. The College could be more proactive in reviewing and disseminating programme aims and learning outcomes in particular to their own staff who, in meetings, seemed unsure of some of the detail.
2. The Team was satisfied that the content and methods of the subjects/modules are generally appropriate for the achievement of the intended learning outcomes but that it be kept under more structured review with a view, in particular, of further enhancing the European content.
3. The Team felt that the staff base was adequate to teach the current programme, but that a greater focus on internationalisation was required if the programme, as well as individual members of staff, was to achieve its full potential.
4. The Team recommends that increased resources must be directed towards library development on a continuous basis. In particular, all relevant Lithuanian materials must be made available and more EU legal materials of relevance to the subjects taught in the programme should be added.
5. The Team recommends that genuine opportunities to engage in student mobility programmes be put in place to enhance the employability chances of future graduates.
6. The team believes that students could play a larger role in programme management and recommends that systems be put in place to ensure that this is the case.

#### IV. SUMMARY

The recommendations are outlined above. The College clearly strives to facilitate learning in an open and collegiate atmosphere which, to a large extent it does. Dealing with the recommendations will make it more likely that the health of the programme is sustainable in the long term.

Strengths of the programme:

1. There are clear employment opportunities for graduates of the programme.
2. Students are enthusiastic about the engagement of social partners in the programme which does seem to be a true strength.

Weaknesses of the programme giving rise to the Team's recommendations:

1. The College could be more proactive in reviewing and disseminating programme aims and learning outcomes in particular to their own staff who, in meetings, seemed unsure of some of the detail.
2. The Team was satisfied that the content and methods of the subjects/modules are generally appropriate for the achievement of the intended learning outcomes but that it be kept under more structured review with a view, in particular, of further enhancing the European content.
3. The Team felt that the staff base was adequate to teach the current programme, but that a greater focus on internationalisation was required if the programme, as well as individual members of staff, was to achieve its full potential.
4. The Team recommends that increased resources must be directed towards library development on a continuous basis. In particular, all relevant Lithuanian materials must be made available and more EU legal materials of relevance to the subjects taught in the programme should be added.
5. The Team recommends that genuine opportunities to engage in student mobility programmes be put in place to enhance the employability chances of future graduates.
6. The team believes that students could play a larger role in programme management and recommends that systems be put in place to ensure that this is the case.

## V. GENERAL ASSESSMENT

The study programme *Law* (state code – 653M90012) at Utena 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	2
3.	Staff	2
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>13</b>

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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