



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**Telšių vyskupo Vincento Borisevičius kunigų seminarijos**

***RELIGIJOS MOKSLŲ PROGRAMOS***

**(60102H201, 601V80002)**

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**

***of RELIGIOUS STUDIES (60102H201, 601V80002)***

**STUDY PROGRAMME**

**at the Telsiai Bishop Vincentas Borisevicius Priest Seminary**

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Religijos mokslai</i>
Valstybiniai kodai	60102H201, 601V80002
Studijų sritis	humanitariniai mokslai
Studijų kryptis	religijos mokslai
Studijų programos rūšis	vientisosios universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (6)
Studijų programos apimtis kreditais <sup>1</sup>	237
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	religijos mokslų magistras
Studijų programos įregistravimo data	April 3 <sup>rd</sup> 2001

<sup>1</sup> – vienas kreditas laikomas lygiu 40 studento darbo valandų

## INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	<i>Religious Studies</i>
State code	60102H201, 601V80002
Study area	Religious sciences
Study field	Humanitarian studies
Kind of the study programme	Integrated university studies
Level of studies	Second
Study mode (length in years)	Full-time (6)
Scope of the study programme in national credits <sup>1</sup>	237
Degree and (or) professional qualifications awarded	Master of Religious Studies
Date of registration of the study programme	April 3 <sup>rd</sup> 2001

<sup>1</sup> – one credit is equal to 40 hours of student work

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## I. INTRODUCTION

The Telsiai Priest Seminary has an approximately 80 years of complex history and a new area for Religious Studies begins only since 2001, then Telsiai Priest Seminary has become an independent private university, while the Priest Seminary was affiliated to the Faculty of Theology of the Lateran University (Rome). So the level of higher education is more ensured. The new accreditation process could disclose new potential for an achievable religious study programme. The assessment included a one-day field visit to the Telsiai Bishop Vincent Borisevicius Priest Seminary on 3<sup>rd</sup> November 2010. The final report focuses on issues raised in the Self-Evaluation Report as well as raising some issues not addressed in the Self-Evaluation Report, but which came to the attention of Assessment Team during the course of the Team's time in Lithuania, and, specifically, during the course of the field visit in the Telsiai Bishop Vincent Borisevicius Priest Seminary.

In addition to its examination of the Self-Evaluation Report, the External Assessment Team collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and other means:

- Meeting with administrative staff of the Faculty
- Meeting with the staff responsible for the preparation of the Self-Evaluation Report
- Meeting with teaching staff
- Meeting with students
- Meeting with graduates
- Meeting with employers of those who have graduated from the programme
- Visiting and observing various support services (classrooms, library, computer services, staff developments etc.)
- Examination and familiarization with students' final works, examination material.

After an introductory meeting with the administrative staff of the study programme, there was a meeting with the staff for preparation of self-evaluation report and then with the teaching staff and the students. In the afternoon the experts visited the various support centres – classrooms, the library, computer services and the resource centre. They got shared with the students' final works, examination material. There was also the opportunity to talk with graduates and the employers. At the end of the field visit, the initial impressions of the team were conveyed to the teaching staff of the programme.

The Team of External Assessment likes to express appreciation to the authorities of the Telsiai Bishop Vincent Borisevicius Priest Seminary for the manner in which we were made welcome and for the manner in which our queries and our exploration of various key issues were addressed in a professional and positive way by those with whom we came in contact at the Telsiai Bishop Vincent Borisevicius Priest Seminary.

The Assessment team pays tribute to the Centre for Quality Assessment in Higher Education in Lithuania. They have given much support to External Assessment Team before and during the visit to Lithuania.

## II. PROGRAMME ANALYSIS

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

The self-evaluation report details, how the religious studies programme of the seminary Telsiai could manage with the appointed objective to form priests in an ambitious higher education programme. Because there is a lack of priests of Lithuania, and particularly in the Telsiai Diocese in Western Lithuania the new programme has its aim to advance and to agree to the international requirements in an accreditation process. The past attests that during last 20 years 100 priests have graduated in the seminary in Telsiai, and the half of this number have been awarded Master's degrees. The self-education report contains a detailed of all intended outcomes of the level of the study programme in accordance Lithuanian National Qualification Framework (2007). There are three divisions regarding the outcomes: cognitive, functional and general. They are elaborated corresponding with the documents Ratio Studiorum pro Lituania (2006), and the Dublin Descriptors and Learning Outcomes. The visit on the spot has confirmed that the study-programme is elaborated capable of changing to effectuate further correction.

#### 1. 1. **Programme demand, purpose and aims**

The programme of Religious Studies can fulfil a right demand into the system of Church-education in Lithuania. The growing and remaining number of the applicants for the priesthood is a sign of the uniqueness and rationale need of this programme. After the political change the Telsiai Priest Seminary has a vocation to offer the Religious Study Programme for those, who feel and devoted for the ministry as a Roman Catholic priest, and therefore in Western Lithuania there is an acceptable request and aim to have accredited programme of Religion. The Master's degree is not necessary to be a priest, and probably from this point of view many details in Telsiai are rather poor. There are a lot of shortcomings, which are not essential but visible, indeed.

The Telsiai Priest Seminary Study-programme is in accordance, with all criteria of institutional directives (*The Descriptors of Master Study Programme 2005; The Bologna-Declaration, 1999; Lisbon-Strategy, 2002; The Role of Universities in a Europe of Knowledge, Brussels 2003; European Qualification Framework, 2005; Lithuanian National Qualification Framework, 2007*), state directives (*Law of Higher Education and Studies of Lithuania, 2009*) and other international directives. As the Telsiai Priest Seminary combines the first and the second study and cycles, the students, who are eminently seminarians, they receive a Diploma of Master of Religion. The seminary is working closely with the Lateran University; hence all ecclesiastical prescriptions are in consideration. Based on this criterion the programme is satisfactory. The External Assessment Group emphasises that the qualification of the professors could be raised.

The programme of Religion of Telsiai Priest Seminary is great of importance, because it fills a lot of ambitious demands for those, who are ready to be priest and to develop themselves. There is an essential peculiarity, since the study programme run by the Telsiai Priest Seminary, is unique in Western Lithuania with affiliation to the Pontifical Lateran University in Rome. After six years continuous studies based on integrated studies it seems real to have a Master's Degree, granted by the state, but however, the Master degree is not necessary to be a priest.

## **1. 2. Learning outcomes of the programme**

The study programme referring the learning outcomes has more emphasis on the future activities, and therefore accentuates cognitive, functional and general competences, inasmuch as there will be important for a priest. As the whole study programme is adapted to form future priests, the learning outcomes are based to attain special competencies. The scheme duly indicates the intended learning outcomes of the study programme of Religious Studies. Based on the criteria of comprehensibility and attainability of the learning outcomes the Telsiai studying programme is good. In fact it has higher requirements than those established by legal acts.

Cognitive, functional and general competences are descriptive, easily comprehensible, and hence attainable, because professors and students have evaluated in common the intended learning outcomes. The groups of competences are interrelated, and ready to analyse various phenomena of the Catholic Church. According to the elaborated learning outcomes has been avoided, and the implementation is controlled by Telsiai bishop, the rector of the seminary and the Council of Studies and Science of the Seminary. Based on this criterion the programme is satisfactory.

The system of the learning outcomes of the programme could be modified according to the education and study norms of the Catholic Church, and the requirements of the Lithuanian higher education. The modification of the outcomes was made by virtue of the announcement of the *Lithuanian Qualification Framework (2007)* and fact of affiliation of the Telsiai Priest Seminary to the faculty of theology of Lateran University. Based on this criterion the programme is satisfactory. Some shortcomings exist, e.g. the reasonable renewal of learning outcomes is not very clear.

## **2. Curriculum design**

The curriculum of the study programme is in accordance with the legal prescriptions of the *Ratio Studiorum (2006)*, the document of the Congregation for Catholic Education, and in accordance with the Lithuanian acts. The whole programme is well distributed for 6 years and 12 semesters.

According to the submitted self-assessment material and information obtained during the meetings, the experts understand that the program Religious studies is generally consistent with General Requirements for the Degree conferring First Cycle and Integrated study programs as well as General Requirements for the Degree conferring Second Cycle study programs): the program has 237 credits, not more than 7 subjects per semester during first four years of studies and not more than 5 during last two years. 20 credits are allocated for the final project.

### **2.1. Programme structure**

The whole study programme of Religion Studies including lectures, practical training and individual work well balanced and corresponds to the document the *Ratio Studiorum (2006)*.

The hour distribution during the 6 years study and scaling of the subjects per 12 semesters, and the partition of 237 credits for the study volume are well explained. The scope of the subjects during the university education are adequate to the regulations of *Ratio Studiorum (2006)*, and based on the legal prescriptions of the Ministry of Education and Science of Lithuania (2005). The proportion of the special education after the acquirement of Philosophical

subjects and general university education is acceptable. The peculiarities are the theological subjects during 4 years.

The subjects of the study programme are quite coherent and divided into 6 years (2 years Philosophy and 4 years Theology). The first two years include other pedagogical, psychological, catechetical and pastoral subjects. During this initial period there are other subjects to learn, covering foreign languages, introduction into the Christian faith, some catechetical practice, methodology and rhetoric for the homiletic practice.

The second period of the study programme deals with theological subjects together four years taking aim at the whole Christian Science. After a general introduction to Holy Scripture and Greek language the programme goes on the Old and New Testament exegesis. Fundamental Theology, Dogmatic Theology and Moral Theology summarize the top of the Religious study. The Study programme well emphasizes the ecumenical aspect of every theological subject. It is unique the course of Bioethics during Semester 8. The elaboration of the Pastoral Theology and Psychology is well explained.

The study programme is divided into three main subareas: compulsory, optional and free seminars. These give to the future priest a basic knowledge for practical ability (as deliver a sermons, hear confessions and dealing with the parish duties).

The mostly in Italian written theological literature is not sufficient to have a global view of the scientific theological world. This part ensuring the consistency of the study subjects truly follows the ecclesiastical norms of Ratio Studiorum of the Congregation for Catholic Education (2006). Based on this criterion of the consistency of study subjects the programme is good.

## **2.2. Programme content**

The Telsiai studying programme is based on the regulations of Ratio Studiorum (2006) and agreed with the legal acts of the Minister of Education and Science of the Republic of Lithuania (2005) and with the General Requirements for Study Programmes of the Minister of Education of the Republic of Lithuania (2000). The programme content is well ensured. The distribution of credits per semester is adequate. Based on this criterion the programme is excellent.

The program content is basically comprehensive. The teachers pay a lot of attention to discuss with students during the lectures. The method of studying in work group develops comprehensiveness. The peculiarity of the preparation for the priesthood covers daily possibilities to apply learning outcomes (prepare lectures, sermons and catechesis). During the whole study programme the students are faced to adopt and practice learning outcomes. It is well guaranteed. The External Assessment Group evaluates that the rationality of program content is good.

## **3. Staff**

### **3.1. Staff composition and turnover**

The statutes of the Priest Seminary assure for the staff a satisfactory level of scientific and moral adequacy. The qualification of teachers seems corresponds to the Order of the Minister of Education and Science of the Republic of Lithuania (2005), and the Telsiai Priest Seminary has to achieve some requirements.

The composition of the staff is well based, the number is rational (29 people) for a scientific and practical study programme, and however the qualification of the teachers is not satisfactory. The qualification is only poor level in this respect.

The turnover is adequate because there is attempt to invite the best teachers for the study programme and the staff is obliged to promote in the academic degree and develop themselves with further studies. They are temporarily replaced by other equivalent teacher. The Pontifical Lateran University offers the possibility to have a well prepared staff for the Study programme at the Telsiai Bishop Vincent Borisevicius Priest Seminary. The composition of the staff of the study programme is good.

### **3.2. Staff competence**

The teachers' career is well explained by the self evaluation report, but the majority of the teachers have other practical and pastoral work experience besides their scientific commitment. As the professors are basically priests they have great effort to write articles, attend seminars and refresh their theological cognition.

The teachers and their study programmes are coordinated by the vice-rector for study affaires, ensuring that the study programme could correspond to the orders of the Ministry of Education and Science of the Republic of Lithuania and to the regulations of Ratio Studiorum. However the teachers' activities sometimes do not correspond to the programme.

The self evaluation report mentions that the teachers are given opportunities to increase their scientific education, but the material does not give enough information for estimate it. Based on this criterion the programme is satisfactory. The assessment of staff competence is something between poor and good with some shortcomings.

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

### **4.1. Facilities**

According to the Self-Evaluation Team the material resources of the Seminar are firm and constantly improving. When we consider the number and occupancy of reading rooms, classrooms and technical premises they are adequate proportioned to the number of students. The same is valid for computers and technical and hygiene conditions as well.

The library of the Seminary was renovated two years ago. Anyway, there is still a hope that in the future Seminary library could have better facilities. The quantity of literature in foreign languages (other than Italian) is unsatisfactory. There are enough reading places and computers in the library. The visit to the library proved that, first it lacks full time librarian who would take care of managing the collection, and secondly, many of approximately 30 000 books were literature, not valid for scientific purposes. Self-Evaluation Report mentioned that students are able to use the books and collections of Klaipeda University Staff library. Students did not confirm this in the interviews.

It seems (from students' opinions) that the ratio of suitable practical training places is appropriate. In the interviews students described their training periods in hospitals and parishes, and they valued a lot the possibility to do practical work. The only critical questions are how the cooperation between theory and practice organized and what is the feedback and supervision

during the practical period. How students choose the practice places was not clear. Do they have a list were to choose from or do the students do it themselves? In all, the External Assessment Team concludes that the training periods seem to be relevant for the forthcoming work as a priest but the process can be further developed in some details.

There were a list of 25 teachers' CV's and they showed that eleven (11) of them had no scientific nor methodological works/publications. Many non full-time teachers are not very productive in publishing textbooks or research reports.

However, the premises are described only for students, avoiding explication of conditions and workplaces for the staff, especially the teachers who do come outside the seminar obviously need workplaces and equipment for planning the lectures.

## **4.2. Learning resources**

The library of Telsiai Seminary subscribes 10 Lithuanian and 8 foreign scientific periodicals and journals (Italian, German). The collection of more than 30 000 various books and textbooks has been collected in the library of the Seminary. The books and textbooks are written in Lithuanian, Russian, Polish, Italian, French, German, English, Latin and other languages. The Self-Assessment Team estimates that 40 per cent of literature is published in Lithuanian and 60 per cent in foreign languages. The ratio mentioned above is satisfactory but instead of that, the number of foreign journals is modest. The self-evaluators did not report how many new journal and periodicals does the library get per year.

The members of External Assessment Team asked students to tell their learning facilities. The number of textbooks was satisfying but, however, they needed other printed learning material to support the oral lectures and teaching.

The opening hours of the library are flexible, because it is always open for students and staff. Some fundamental theological compiled works and encyclopaedias (for example TRE = Theologische Realenzyklopädie) should belong to the collections of the library.

Electronic data bases were just mentioned in the Self-Evaluation Report. What they are and where they are available did not come up during the visit; so the External Evaluation Team leaves open the question of accessibility and validity of data bases.

Summarizing, the facilities and learning resources are sufficient of many parts but not fully satisfying the scientific needs. The library is getting new books every year, so, the quality is improving step by step.

## **5. Study process and student assessment**

### **5.1. Student admission**

The candidates are admitted following the documents *Students Entrance Conditions to Integrated Studies 2009* approved by the Bishop of Telšiai and *the Code of Canon Law of 1983* (Canon 241) and *the Statute of the Seminary*.

According to the self-evaluation report there is no competition of studying places. Special requirements are gender, vocation, contest scores, letter of recommendation, maturity (spiritual, human, intellectual) and health. The most important requirement is that candidates are motivated by their priestly vocation. One can critically ask, are for example spiritual and human maturity easily measurable entities or are they more objectives of education? The number of drop-outs

(for lack of vocation) illustrates that the admission has some problems. Unquestionably the External Assessment Team emphasizes the importance of propedeutic course. Both staff and students were satisfied with that: it eases teachers' work and gives a better start to students' studies.

Telsiai Seminary reports that they do not need any special ways of attracting students to the institute. Best students can get financial support to continue their studies in foreign universities. Some successful students are sent abroad to improve their skills of foreign languages. Also, in the end of the academic year the most successful students are given a financial prize. Probably the students know how to apply financial support for the studies. They should know, too, the criteria of the awards. For an outsider the system was not clear, nor transparent.

According to Self-Evaluation Report (Table, page 25) all of those seven (7) students who attended preparatory course in the year 2005 started their 1<sup>st</sup> course studies next year 2006. The corresponding numbers of other years are following: 2006 – 2007, 5 out of 7; 2007 – 2008, 4 out of 7; 2008 – 2009, 5 out of 7. Although External Assessment Team earlier in this report stressed the importance of propedeutic course, not all of them who attend it will or can start their studies in Telsiai Theological Seminary.

The Self-Evaluation Group of Telsiai Seminary concludes (page 25) that the number of students is about the same every year. But if you look at the factual numbers, there is quite a lot deviation. In the year 2005, 37 students; 2006, 33 students; 2007, 30 students; 2008, 26 students; 2009, 29 students. So, there is a slight trend of decrease in the number of students. The last year, year 2009, is an exception of this trend.

## **5.2. Study process**

The programme structure of Telsiai Seminary demonstrates that when the workload of students per semester is measured by ECTS credits, it is fairly equally distributed to all 12 semester. But if the workload is measured by the number of hours, there are differences between classes. The first semester has a workload of 240 hours but the ninth semester has even 435 hours, which is, at least partially, explained by the practice of pastoral theology. However, full harmony that is the aim of the schedule does not necessarily come true.

The members External Assessment Team acquainted themselves with the weekly schedule of the students of Telsiai Seminary. All members of the Team found the schedule very dense. Luckily there was space for individual and independent studying, too. A good sign from Telsiai Seminary is that the requests of teachers and students are taken into consideration while planning the schedule. Some students told that though the practical training during weekends is enriching on the one hand, it on the other hand, encumbers them quite much.

No exact numbers of drop-out rates were stated by the Self-Evaluation Group. Every year one or another student leaves the seminary. The staff interprets drop-outs as a sign of a sane society. One can ask, as well, is it a question of unsuccessful recruiting process. No ideas to prevent the drop-out students were presented. Not any information of students' participation in research was presented.

Some students of the Seminary go abroad for a month. Self-Assessment Group in their reflection mentions the mobility of teachers a kind of problem, which they would like to improve; although they do not have any resolution to this problem. In all mobility of teachers as well as the mobility of students are in poor grade and need improvement. The seminary has no exchange programs (e.g. Erasmus, Sokrates etc.).

### **5.3. Student support**

Because Telsiai is a small institute, it lacks the official and formal information mechanism. Instead of systematic info teachers try to support personally students in their academic efforts.

No information of retaking or repeating the exams were illustrated. We do not know from the Self-Evaluation Report, is an individual studying program possible to make. However, during the interview students told that they can arrange some individual practices with the teachers. Apparently the need for counselling on career possibilities in minimum, but there's much to do with the counselling on studying issues.

There are many good and supportive practices in Telsiai Seminary. Psychological, health care, accommodation and food are free for all students. Social support is successful.

### **5.4. Student achievement assessment**

Study prefect determines the evaluation criteria and they are approved by the Bishop of Telsiai. The evaluation criteria range is from 1 to 10. The minimum passed is 5, which means that half of the goals appointed should be achieved. The system looks transparent and gives teachers equipments to assess students' performance. Assessment criteria are public, for the teachers tell them to students. Of course they should have them in written form, as well.

According to the Self-Evaluation Report teachers can arrange student surveys to get feedback on the quality of their teaching. These surveys can be written or oral ones. In the lack of any evidence of the feedback it is difficult to evaluate the transparency or functionality of the feedback system.

The committee that assesses the graduation papers consists of 5 persons. Only one of those five must be a professor or doctor. If you take a look of the grades of final theses it seems that they are very good quality. The average is high, namely 8.71 with the scale 1 – 10. When the External Assessment Group had a possibility to review the Graduate theses of graduates, we found them not so qualified. Some of them did not fulfil the scientific criteria of Master's thesis. The two most remarkable weaknesses were the lack of clear scientific research method and how the method is applied to the research data or texts.

### **5.5. Graduates placement**

Telsiai Priest Seminary did not present detailed statistics about the student placements upon graduation. They just state that all of graduates are placed in various parishes. The meeting with graduates and employers provided information that graduates are easily employed and that the graduates easily stay at Telsiai diocese.

## **6. Programme management**

### **6.1. Programme administration**

Some information about program monitoring, for example data collecting were reported, but no results. Teachers are encouraged to improve the quality of teaching by surveys, but however,

that kind of action is not compulsory. There's written in the self-evaluation report: "all the teachers and various stakeholders who take an active part in the process of the inner improvement of the quality of the studies". That is a great opportunity, but anyway, the report does not prove these stakeholders are and how they could participate in the process. One positive thing is students' active role in program management.

## **6.2. Internal quality assurance**

Preparation of assessment parameters was not clarified. Supposedly the quality evaluation is open and public because students and teachers are joining the meetings where these issues are discussed.

Possibilities for many stakeholders are available, but there are only few concrete examples. Of course the teachers' professional development and the studies in foreign countries can improve the quality the program but they do not necessarily guarantee the internal quality, i. e. the transparency and coherence of the studying processes, which are usually stood for internal quality assurance. There are some good practices in Telsiai Seminary, like students' immediate feedback from their supervisors during the practical training.

In conclusion the External Evaluation Team can say that the administration of the programme seems rather good. There are some potential that can only be the results of small familiar boarding school. They can be further developed to real advantages of the Seminary.

## **III. RECOMMENDATIONS**

1. More possibilities (and commitment) to the staff for their professional and scientific development
2. New initiatives for suitability of assessment criteria and their publicity
3. Adaptability of the new courses into the teaching profile of the Telsiai Priest Seminary
4. More possibilities for easy access of the students to the printed and electronic teaching material
5. Management of the library, e.g. find a better place for the accommodation of the scientific books

#### IV. GENERAL ASSESSMENT

The study programme *Religious studies* (state code – 60102H201, 601V80002) is given **positive** evaluation.

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

No.	Evaluation area	Assessment in points*
1	Programme aims and learning outcomes	3
2	Curriculum design	4
3	Staff	2
4	Facilities and learning resources	3
5	Study process and student assessment (student admission, student support, student achievement assessment)	3
6	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	18

\*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

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ASSESSMENT FORM  
Telsiai Seminary (60102H201 – 601V80002)

Criterion	Assessment*				
	1	2	3	4	5
<b>1. Programme aims and learning outcomes</b>					
<i>1.1. Programme demand, purpose and aims</i>					
1.1.1. Uniqueness and rationale of the need for the programme		x			
1.1.2. Conformity of the programme purpose with the institutional, state and international directives			x		
1.1.3. Relevance of the programme aims		x			
<i>1.2. Learning outcomes of the programme</i>					
1.2.1. The comprehensibility and attainability of the learning outcomes				x	
1.2.2. Consistency of the intended learning outcomes			x		
1.2.3. Transformation of the learning outcomes			x		
<b>2. Curriculum design</b>					
<i>2.1. Programme structure</i>					
2.1.1. Sufficiency of the study volume				x	
2.1.2. Consistency of the study subjects				x	
<i>2.2. Programme content</i>					
2.2.1. Compliance of the contents of the studies with legal acts				x	
2.2.2. Comprehensiveness and rationality of the programme content				x	
<b>3. Staff</b>					
<i>3.1. Staff composition and turnover</i>					
3.1.1. Rationality of the staff composition			x		
3.1.2. Turnover of teachers				x	
<i>3.2. Staff competence</i>					
3.2.1. Compliance of staff experience with the study programme		x			
3.2.2. Consistency of teachers' professional development			x		
<b>4. Facilities and learning resources</b>					
<i>4.1. Facilities</i>					
4.1.1. Sufficiency and suitability of premises for studies				x	
4.1.2. Suitability and sufficiency of equipment for studies				x	
4.1.3. Suitability and accessibility of the resources					x

for practical training					
<i>4.2. Learning resources</i>					
4.2.1. Suitability and accessibility of books, textbooks and periodic publications			x		
4.2.2. Suitability and accessibility of learning materials			x		
<b>5. Study process and student assessment</b>					
<i>5.1. Student admission</i>					
5.1.1. Rationality of requirements for admission to the studies			x		
5.1.2. Efficiency of enhancing the motivation of applicants and new students			x		
<i>5.2. Study process</i>					
5.2.1. Rationality of the programme schedule			x		
5.2.2. Student academic performance			x		
5.2.3. Mobility of teachers and students			x		
<i>5.3. Student support</i>					
5.3.1. Usefulness of academic support			x		
5.3.2. Efficiency of social support					x
<i>5.4. Achievement assessment</i>					
5.4.1. Suitability of assessment criteria and their publicity		x			
5.4.2. Feedback efficiency		x			
5.4.3. Efficiency of graduation papers assessment			x		
5.4.4. Functionality of the system for assessment and recognition of achievements acquired in a non-formal and self-study way.			x		
<i>5.5 Graduate placement</i>					
5.5.1 Expediency of graduate placement					x
<b>6. Programme management</b>					
<i>6.1. Programme administration</i>					
6.1.1. Efficiency of the programme management activities			x		
<i>6.2. Internal quality assurance</i>					
6.2.1. Suitability of the programme quality assessment			x		
6.2.2. Efficiency of the programme quality improvement			x		
6.2.3. Efficiency of stakeholders' participation			x		

\* – **Values of scores:**

1 – based on this criterion the programme is unsatisfactory, as there are essential shortcomings that must be immediately eliminated;

2 – based on this criterion the programme is poor, as there are a lot of shortcomings which are not essential;

- 3 – based on this criterion the programme is satisfactory; the programme meets the established minimum requirements and has one or two shortcomings which are not essential;
- 4 - based on this criterion the programme is good; the programme meets the requirements higher than those established by legal acts;
- 5 – based on this criterion the programme is excellent; the quality of programme implementation is of an exceptionally high level.