



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Aleksandro Stulginskio universiteto
STUDIJŲ PROGRAMOS "ŽEMĖS ŪKIO EKONOMIKA"
(valstybinis kodas –6211JX067)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "AGRICULTURAL ECONOMICS" (state code -6211JX067)
STUDY PROGRAMME
at Aleksandras Stulginskis University

Review' team:

1. **Prof. habil. dr. Tatjana Volkova (team leader)** *academic,*
2. **Prof. dr. Andreas Stephen,** *academic,*
3. **Prof. dr. Emil Spassov Panusheff,** *academic,*
4. **Rūta Kavaliauskienė,** *representative of social partners'*
5. **Jūratė Paužaitė,** *students' representative.*

Evaluation coordinator -

Ina Marija Šeščilienė

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

| | |
|--|---|
| Studijų programos pavadinimas | <i>Žemės ūkio ekonomika</i> |
| Valstybinis kodas | 6211JX067 |
| Studijų sritis (studijų krypčių grupė)* | Socialiniai mokslai (<i>Socialiniai mokslai</i>)* |
| Studijų kryptis | Ekonomika |
| Studijų programos rūšis | Universitetinės |
| Studijų pakopa | Antra |
| Studijų forma (trukmė metais) | Nuolatinė (2); iššęstinė (3) |
| Studijų programos apimtis kreditais | 120 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Ekonomikos magistras (socialinių mokslų magistras)* |
| Studijų programos įregistravimo data | 1997-05-19 |

* skliaustuose nurodomi nauji duomenys, kurie pasikeitė nuo 2017 m. sausio 1 d. įsigaliojus Studijų krypčių ir krypčių grupių, pagal kurias vyksta studijos aukštosiose mokyklose sąrašui bei Kvalifikacinių laipsnių sąrangai.

INFORMATION ON EVALUATED STUDY PROGRAMME

| | |
|---|---|
| Title of the study programme | <i>Agricultural Economics</i> |
| State code | 6211JX067 |
| Study area (Group of study field)* | Social sciences (<i>Social sciences</i>)* |
| Study field | Economics |
| Type of the study programme | University studies |
| Study cycle | Second (Master) |
| Study mode (length in years) | Full-time (2), part-time (3) |
| Volume of the study programme in credits | 120 |
| Degree and (or) professional qualifications awarded | Master of Economics (Master of social sciences) * |
| Date of registration of the study programme | 19-05-1997 |

* in brackets new data provided, valid from 1 January, 2017 after List of study fields and groups of study fields Framework of qualification degrees came into force.

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

| | |
|--|-----------|
| I. INTRODUCTION..... | 3 |
| 1.1. Background of the evaluation process | 3 |
| 1.2. General..... | 3 |
| 1.3. Background of the HEI/Faculty/Study field/ Additional information | 5 |
| 1.4. The Review Team..... | 5 |
| II. PROGRAMME ANALYSIS..... | 5 |
| 2.1. Programme aims and learning outcomes..... | 5 |
| 2.2. Curriculum design | 6 |
| 2.3. Teaching staff | 7 |
| 2.4. Facilities and learning resources | 9 |
| 2.5. Study process and students' performance assessment..... | 10 |
| 2.6. Programme management | 11 |
| 2.7. Examples of excellence | 13 |
| III. RECOMMENDATIONS..... | 13 |
| IV. SUMMARY..... | 13 |
| V. GENERAL ASSESSMENT | 15 |

I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

| No. | Name of the document |
|-----|--|
| 1. | Description of regulations and procedures for preparation and defence of final works of the second cycle (masters) study programmes. Approved under decision by Economics and management faculty Council on 11 February 2015, Proceedings No T-01/2015 |
| 2. | ASU Internal study quality assurance system description/ Approved by ASU Senate 18 June 2012; Minutes No 521 |

1.3. Background of the HEI/Faculty/Study field/ Additional information

Aleksandras Stulginskis University (hereinafter – ASU) is the only university-level school of higher education in Lithuania pursuing consistent and integrated research and studies in agriculture. Agricultural Economics (hereinafter – AE) study programme is delivered at the Faculty of Economics and Management comprised of two institutes. The Institute of Economics, Accounting and Finance is in charge of implementation of research activity and research in the fields of Economics, Accounting and Finance. The Business and Rural Development Management Institute pursues research and studies in the fields of Management and Public Administration. The Faculty also has the Entrepreneurship Development Centre which provides entrepreneurship practice placement for all students at the Faculty.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 11/10/2017.

- 1. Prof., dr. Tatjana Volkova (team leader),** *Professor at BA School of Business and Finance in Riga, Latvia.*
- 2. Prof. dr. Andreas Stephan,** *Professor of Economics and Finance at Jönköping University International Business School, Sweden.*
- 3. Prof. dr. Emil Spassov Panusheff,** *Senior Research Fellow at Institute of Economics at Bulgarian Academy of Sciences, Bulgaria.*
- 4. Rūta Kavaliauskienė,** *Risk officer at SEB bank, Lithuania.*
- 5. Jūratė Paužaitė,** *previous student of Lithuania University of Health Sciences, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme objectives (goals) are well defined, clear and publicly accessible. There are two objectives of the program emphasizing both teaching and learning, as well research activities. The first objective is: to expand and enhance knowledge in agricultural economics and related science fields, and educate the abilities that are necessary for further doctoral studies and/or

solution of highly specialized issues as part of the professional activity. The second is related to research activities: to enhance knowledge and develop abilities necessary for research activity and/or innovative and knowledge-integrating professional activity.

LOs are well defined and correspond to the type and level of studies level and the level of qualifications. The goals and LOs are in line with the study field Economics and with the Descriptor of the study field in Economics. AE programme goals and expected learning outcomes meet the requirements of the legal acts. The goals and LOs are accessible to public on the University website. The links between goals, learning outcomes and subjects of the study programme are provided.

The need for the study programme preparing Economists with special focus on Agriculture sector was emphasized by stakeholders, also by students during the visit. There is a need for research activities development in agricultural sector and preparing for Ph.D. studies in Lithuania. The graduate level programme in Agricultural Economics is the only one offered in Lithuania. The Alumni whom the team met during the site visit are mainly working as consultants, managers, auditors, economists, etc. and were satisfied with career opportunities after graduation.

The revision and amendment of programme goals and expected learning outcomes was conducted after external assessment of the AE programme in 2010 by involvement not only of academic community, but also with involvement of the social partners. Special attention was paid to the practical application of theoretical knowledge in the light of changing policies on production of agricultural, food, fibre, and bioenergy products, market and agricultural as well as rural development under the conditions of growing uncertainty, dynamism and globalism. Such close cooperation with stakeholders ensures that the programme objectives and intended learning outcomes are linked to the state, societal and labour market needs.

The team learned during the site visit that companies are expanding their profile for agricultural business in Lithuania and the need for specialists with higher level of competencies in agricultural sector will increase.

The demand of agricultural economists is caused by the development of agricultural raw material processing, food industry and bio-economy sector as whole, as well rapid growth of the agricultural infrastructure, increasing uncertainty of the agricultural business environment. Programme objectives and intended LOs correspond to the vision and mission of the ASU. The vision of ASU is "... University is open to challenges and changes, adopts the best experience of the world class universities, develops internationality, serves own country, seeks continuous improvement and leadership among the universities of the same area".

The mission of ASU is: "We, ASU community, are creating and disseminating scientific knowledge, sincerely striving for safe and healthy food and full-fledged living environment for every citizen of Lithuania". Thus, programme objective to expand and enhance knowledge in agricultural economics and related science fields fully supports the implementation of mission of the University. The programme is in line also with ASU strategic directions of development

emphasizing improvement of studies and promotion of graduates 'employment, focus on high quality and updated studies, as well as needs of students and employers, development of scientific activity, increasing internationalization, active development of knowledge dissemination in the society and versatile life-long learning, etc.

The title of the programme, intended learning outcomes, the content of the programme and the qualification to be obtained are well-tuned. This is based on the existing practice at ASU to establish direct links between the aims of study programmes, expected learning outcomes, study subjects and their methods of teaching has started already in 2004. This has enabled the Faculty to rationalize the expected learning outcomes, consistently link them to the labour market demands.

2.2. Curriculum design

The team shares the view that the postgraduate program in AE is developing in a good direction. The programme structure is in line with the legislative requirements. From the titles of courses, it is very clear that this program is in Economics. At the same time team has noticed that the program design is aiming to balance the program with Management part based on the needs of labour market and graduates who are working in agricultural business sector, on policy making level, also in the National Bank, and municipalities, and management skills are improving professional activities. Such balance has been achieved at the study program level as the content of the program is mainly aligned around Economics as academic discipline studies.

The content of subjects (modules) corresponds to the type and cycle of studies. The team has learned that based on competencies received at the undergraduate level students can deepen their competencies at the graduate level. There are also bridging studies for students who come from other studies before they enter postgraduate program thus ensuring necessary competencies for learning progression. The academic staff provides additional consultation in case when it is needed.

The scope of the programme is sufficient to achieve the learning outcomes. Subjects of study programme are taught in a consistent manner and they are not repeated. This is ensured by developing logic structure of courses and reflected in document "Logical Links Between Groups of Subjects". Although some titles of the study subjects could be adjusted to international practice, e.g. World Food Economics to Global Food Economics.

The content of subjects and study methods applied enable to achieve the intended LOs. There are too many LOs for some courses, e.g., study course Agricultural economics and sustainable development has 18 LOs. This makes difficult to assure proper study course LOs assessment and leads to fragmentation of study course. The academic staff has to build shared understanding how many LOs per CP have to be formulated. The same applies towards the LOs assessment. The description of evaluation criteria towards the level of LOs achievement has to be developed. The studies are organized in a such way that students in the 1st semester already starting work on Master Thesis and this is highly appreciated by Alumni.

The content of the programme corresponds to the latest academic, artistic or technological achievements as are covering such agricultural sector development issues as sustainable development, climate change, international trade, production quality, etc. Although some new courses could be considered as, e.g. Agricultural and Food Industrial Organization; Bio economics, Energy Economics, Natural resources and Environmental Economics, Big data analysis, etc., thus integrating the latest academic and technological achievements in the program. Publishing scientific article before Master Thesis defence is a specific initiative aiming at developing student' s research skills. Students are publishing scientific articles in Students scientific conference proceedings thus developing academic writing skills and sharing the research findings with the community. This practise helps to reach on the aims of the study program. The communication of research results with wider community could be encouraged.

The literature of some study courses could be more updated as for some courses, e.g. Scientific Research Work 1, World Food Economics, the latest literature given is in 2011. The list of obligatory literature should be shortened up to 1 – 2 main textbooks.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements. There are 9 academic staff from ASU providing the program. All subjects with the exception of the “Strategic Business Management” are taught by the teachers of the Institute of Economics, Accounting and Finance. During the self-analysis period the structure of staff was following: 35.7-42.9 percent taught professors, 35.7-50 percent – assoc. professors, 0-7.1 percent – lecturers with doctoral degree, 7.1-14.3 – lecturers having long time period teaching experience (SER, p.14). The number of the teaching staff is adequate to ensure learning outcomes.

Academic staff who is involved in AE Programme participate actively in scientific–project activities, carry out contracted scientific research financed by the Ministry of Agriculture of the Republic of Lithuania, Ministry of Education and Science of the Republic of Lithuania, Ministry of Economy of the Republic of Lithuania, Research Council of Lithuania, Lithuanian Agricultural Advisory Service, European Commission and European Social Fund. The research results are published in national and international scientific journals. About 5% of total publications are published in scientific periodical journals with citation index referred in the database of the Institute for Scientific Information; 20% – in the scientific periodical journals without citation index referred in the database of the Institute for Scientific Information; 42% – in the scientific periodical journals listed in the international databases approved by the Research Council of Lithuania; 33% – in other reviewed scientific journals. (SER, p.18). This proves that the qualifications of the teaching staff are adequate to ensure learning outcomes. The need to pay more attention to balance academic and research workload was emphasized during the site visit.

Teaching staff turnover is low and ensures an adequate provision of the programme. There were slight changes in the staff structure during the analysed period for objective reasons but did not negatively impact on quality of teaching. The main academic and research interests of teachers are following: competitiveness and sustainable development in food and fibre chains, development of agricultural and food markets under regionalization and globalization, natural

and environmental economics and policy, agricultural and rural development policy, economic localization, bio economy development. These research interests are ensuring that the qualifications of the teaching staff are adequate to ensure LOs.

The conditions for professional development of staff necessary to implement the programme are in place. The opportunity to participate in the international conferences is provided and academic staff actively participate in conferences using opportunities offered by faculty. Academic staff improve their pedagogical, methodological and professional qualification during traineeships, various courses and workshops in Lithuania and abroad. Regarding the research activities, it was mentioned during the meeting with academic staff it is difficult to be competitive on international level, especially in international projects Horizon 2020 as research financing opportunities are limited, also on national level. The academic staff is very motivated and engaged in delivering the program.

Academic staff is familiar with Descriptor of the study field of Economics thus ensuring that study subjects are aligned with the Descriptor requirements. The new post-doc positions are offered at the University, although there is a huge competition for these places. The results are not yet announced, but faculty staff appreciates this development. If post-docs status will be awarded to the young faculty members, the research would be strengthened at the faculty.

There is annual performance assessment introduced and appreciated by academic staff members as is helpful to plan and organize the activities. More attention could be given to academic staff training on videos recording, preparation study materials for distance mode of studies in English language thus ensuring further competence development of academic staff.

There were 3 incomings and 3 outgoing academic staff members in 2016/2017 academic year. Foreign academic staff is invited to deliver lectures on topical issues of the AE programme. Institute of Business and Rural Development Management has organized “Foreign professors’ week” in autumn of 2014, 2015 and 2016. The topical lectures were taught by 25 professors from abroad. This information was announced publicly. Lectures were opened for the students of all study programmes in ASU. This practise could be continued as students would appreciate more guest lecturers, including foreign faculty.

2.4. Facilities and learning resources

The team had a very positive impression about facilities and learning resources as premises for studies are adequate both in their size and quality. The University campus is located in an easy to reach distance from Kaunas, is well maintained and well suited for Agricultural studies.

Total number of rooms intended for the studies in the Faculty of Economics and Management is 18. The teaching and learning equipment (computer equipment, consumables) are adequate both in size and quality. There are 4 computer rooms in the Faculty. 0.42 sq.m. of premises area and 0.08 sq.m. of computer room area are per student of the Faculty, 1 specialized auditorium – distance learning studio. All premises are in the same building. Computer equipment is renewed every 3 years. There is possibility to use demonstration equipment in any lecture room or hall.

The higher education institution has adequate arrangements also for students' practice.

Computers and IT technologies are applied in 50% of subjects. There are used such data processing programs as Statistica, Stata, SPSS (mostly for working with questionnaires), MS Microsoft Excel (working with different types of economic datasets, various economic indicators). International data bases are used in AE programme, e.g. UN and WTO database – for analysis of international trade flows, WTO Database, EUROSTAT database, OECD organization database, FAO database, FADN data base, etc. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. In 2017, mixed distance teaching and learning in virtual environment Moodle was developed for all study courses under AE programme. The MOODLE platform is actively used by students and staff as the program is provided for part – time studies mode.

There is a modern library, providing support and necessary scientific and academic literature for ensuring efficient and effective learning process. The most recognized international databases of various areas of science (Science Direct, Springer, Taylor & Francis, Academic Search Complete) and other databases dedicated to fields of social sciences (Emerald, Business Search Complete, etc.) have been subscribed. Students and teachers have access to the subscription databases at the University or at home via VPN.

2.5. Study process and students' performance assessment

Entrance requirements are well-founded, consistent and transparent. Information on the possibilities to study under the Programme and qualifications awarded is available to public at AIKOS database. Since 2013 the students have been opting for part-time studies, and there was no admission to full-time studies. The popularity of part-time studies increased due to the lesser intense. So, these studies are more compatible with work and family aspirations.

The academic staff has to build shared understanding how many LOs per CP have to be formulated. The same applies towards the LOs assessment. The description of evaluation criteria towards the level of LOs achievement has to be developed.

Organisation of the study process ensures proper implementation of the programme and achievement of the intended learning outcomes. Part-time studies are up to 1.5 time less intensive than full-time studies. Mixed-mode distance teaching and learning is applied to part-time studies at the Faculty of Economics and Management, with a share of the contact classes executed under distance teaching mode, while the remaining share is executed during weekends (on Fridays or Saturdays – once or twice a month). For part-time studies, classroom work accounts for 19 % (1 credit is allocated to 5 hours of classroom work), while individual studies, research work, preparation and defence of research thesis are allocated with 81 % of the study programme volume. Students the team met during the site visit were very satisfied with the organization of studies and the study schedule. Diverse methods of teaching and learning are applied during the studies. From 2011 virtual learning environment Moodle has been used at the University. Since 2012 part-time students have been able to study under partial distance learning study mode.

A fair learning environment is ensured. Students are encouraged to take part in scientific, artistic or applied science activities. Due to the requirement of publishing scientific paper before Master Thesis defence, students actively participate in the student's scientific conference. The Master thesis topics are in line with the title, aims and LOs of the program. During the visit students confirmed that they are informed about Erasmus exchange possibilities. Due to the situation that majority of students are working and have families the participation in Erasmus exchange programs is limited. The student's academic and social support is in place, scholarships are ensured. There is a Career centre which offers advice on professional career development opportunities.

Students mentioned that more practical activities would add value to studies, e.g. more data and indicator analysis and their longer-term impact on agricultural policy level, both national and EU levels. More studies in English would develop language proficiency to carry out professional responsibilities of graduates.

The system of assessing student achievements could be improved to assess the learning outcomes. The description of evaluation criteria towards the level of LOs achievement has to be developed.

Professional activities of the majority of programme graduates correspond to the expectations of programme management and employers. The employers were highly satisfied with graduates' competencies and assured that the level of understanding, skills and attitude are on the very good level. The programme corresponds to the state economic, social and cultural and future development needs. Students are provided with opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The Study program is managed by Study Program Committee. Dean is preparing Faculty report on study program overall development which is discussed at Faculty Council. All information about the Programme, its changes and execution is continuously provided to the students in various forms: is published by the Institute supervising the Programme; it is available at the Faculty and University website; it is announced on the Faculty and Institute billboards. The descriptions of the Programme and all study subjects taught are presented on the University website.

Data and other information regarding programme implementation are collected and analysed periodically. The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. The student-centred learning approach is applied, also student's involvement in improvement of study programme.

The surveys of students are carried out and analysed. Some questions related to teaching and learning are lacking: aim of the course, learning outcomes, facilitation of a good learning environment, etc. Some questions in surveys are not enough clear and difficult to understand

without additional explanation. In the introduction of the questionnaire “Student’s opinion about the study subject” the explanation who has to fill the questionnaire (e.g. those who attended at least 50 % of the course) and shared agreement among management and academic staff when it has to be filled (before or after course assessment) would be helpful to gather necessary feedback.

For the benefit of program development better planning of the program has to be encouraged. As it was mentioned by the management team during the site visit there is a plan to offer the program in English and that “... theoretically we have resources”. The team has learned that the joint study program with partner Universities in Estonia and Latvia “Agrifood business” also has been prepared and thus will bring new competencies for the benefit also to graduate program Agricultural Economics.

The clear goals and KPIs for development of program have to be established thus helping to identify better areas for development aligned with the goals achievable. The random selection programs comparison carried out by is not so beneficial as the benchmarking with the selected best study program (s) in Agricultural Economics would be more beneficial to identify the further program development directions. Strong relationship with social partners been observed during the site visit. Main social partners are from Ministry of Agriculture, National Paying Agency under the Ministry of Agriculture, Chamber of Agriculture of Republic of Lithuania, Lithuanian Agricultural Advisory Service, Lithuanian Institute of Agrarian Economics etc. Social partners are involved in various projects, self-evaluating report, discussions about final thesis etc. They support scholarships and special classrooms. Social partners are involved in the Commission of Master Thesis defence thus helping to get their insights for improvement processes of the program. Social partners are invited also as a guest lecturer what is helpful for bringing a real experience in the class and enriching the learning experience of students.

The team has an overall impression that there is a very good relationship with Alumni, social partners and the acute need for economists in agricultural sector. Involvement in development of program: Chamber of Commerce (Kaunas) are involved in the activity. In addition to this experience some opportunities for cooperation with social partners, e.g. invite as social partners for Round table discussions, to prepare jointly case studies, to invite them to promote study program, etc. could be considered. More structured approach in building partnerships would be helpful in building strong relationships.

The internal quality assurance measures are effective and efficient as there is a strong Quality culture developed in the Faculty. The Internal Quality assurance system is in place. The culture of performance assessment contributes to the development of the program. The improvement of the program been noticed since last accreditation. There are strong internationalization efforts made at the faculty level to attract international students. The information about the study programme is public, relevant and easily accessible.

The social partners suggested that more systemic and systematic promotional activities have to be in place and should not focus so much on big cities, but also be spread more in regional schools and universities to increase the number of students in the study programme.

2.7. Examples of excellence *

* if there are any to be shared as a good practice

The studies envisage the starting Master Thesis writing from the first semester of studies and publishing a scientific article before Master Thesis defence.

III. RECOMMENDATIONS

1. To revise the number of LOs of study courses to avoid fragmentation of the study course content. To build shared understanding how many LOs per CP have to be formulated.
2. The description of evaluation criteria towards the level of LOs achievement has to be developed.
3. To ensure that promotional activities of the study program reach the potential students also in regions.
4. To ensure that more structured approach in building and developing relationships with social partners is in place.
5. To develop programme development goals with associated key performance indicators also by involvement of key stakeholders.

IV. SUMMARY

Main positive and negative quality aspects of each programme evaluation area.

Positive aspects:

- LOs are well defined and correspond to the type and level of studies level and the level of qualifications.
- The title of the programme, intended learning outcomes, the content of the programme and the qualification to be obtained are well-tuned.
- The scope of the programme is sufficient to achieve the learning outcomes. Subjects of study are taught in a consistent manner and they are not repeated.
- Publishing scientific article before Master Thesis defence is a good initiative aiming at developing students research skills.
- The qualifications of the teaching staff are adequate to ensure learning outcomes.

- The qualifications of the teaching staff are adequate to ensure learning outcomes. The need to pay more attention to balance academic and research workload was emphasized during the site visit.
- The facilities and learning resources as premises for studies are adequate both in their size and quality. The University campus is located in the easy reaching distance from Kaunas, is well maintained and well suited for Agricultural studies.
- There are good relations with social partners.
- The employers were highly satisfied with graduates' competencies and assured that the level of understanding, skills and attitude are on the very good level.

Areas for improvement:

- Some titles of the study subjects could be adjusted to international practice.
- There are too many LOs for some courses.
- The academic staff has to build shared understanding how many LOs per CP have to be formulated.
- There is a need to pay more attention to balance academic and research workload was emphasized during the site visit.
- The description of evaluation criteria towards the level of LOs achievement has to be developed.
- The clear goals and KPIs for development of program have to be established thus helping to identify better areas for development aligned with the goals achievable.

V. GENERAL ASSESSMENT

The study programme *Agricultural Economics* (state code – 6211JX067) at Aleksandras Stulginskis University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

| No. | Evaluation Area | Evaluation of an area in points* |
|-----|--|----------------------------------|
| 1. | Programme aims and learning outcomes | 4 |
| 2. | Curriculum design | 3 |
| 3. | Teaching staff | 4 |
| 4. | Facilities and learning resources | 4 |
| 5. | Study process and students' performance assessment | 3 |
| 6. | Programme management | 3 |
| | Total: | 21 |

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

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

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

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

| | |
|---------------------------------|---------------------------|
| Grupės vadovas: Team leader: | Prof. dr. Tatjana Volkova |
| Grupės nariai: Team members: | Prof. dr. Andreas Stephan |
| | Prof. dr. Emil Panusheff |
| | Rūta Kavaliauskienė |
| | Jūratė Paužaitė |