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EVALUATION REPORT

OF *PHOTOGRAPHY TECHNOLOGIES* (65304M102)

STUDY PROGRAMME

at VILNIUS COLLEGE OF TECHNOLOGIES AND DESIGN

Grupės vadovas:
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Išvados parengtos anglų kalba
Report language - English

Vilnius
2010

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Fotografijos technologijos***
Valstybinis kodas	65304M102
Studijų sritis	Meno studijos
Studijų kryptis	Audiovizualinis menas
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	3 (N), 4 (I)
Studijų programos apimtis kreditais[1]	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Profesinis bakalauras
Studijų programos įregistravimo data	**2002 08 30**

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[1] – vienas kreditas laikomas lygiu 40 studento darbo valandų

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	***Photography technologies***
State code	65304M102
Study area	Arts
Study field	Audiovisual
Kind of the study programme	College Studies
Level of studies	First cycle
Study mode (length in years)	3 years full-time, 4 years part-time
Scope of the study programme in national credits	120
Degree and (or) professional qualifications awarded	Professional Bachelor's Degree
Date of registration of the study programme	30 August 2002

Studijų kokybės vertinimo centras

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I. INTRODUCTION

The International Peer Review visit of the expert panel to the Photography Technologies programme at Vilnius College of Technologies and Design (VCTD) took place on Thursday, 2 December 2010. The self assessment report and associated documentation (in English) had been submitted to the expert panel in advance. All meetings (with faculty administration staff, staff responsible for preparation of Self-Assessment Report, teaching staff, students, graduates, employers) and observations (of facilities) were carried out in accordance with the preliminary Agenda. The atmosphere of the meetings was open and informative. Finally, the key general conclusions and remarks were introduced by the Team Leader of the expert panel to the representatives of the College. These conclusions have formed the basis of the present report.

Photography Technologies is the only college programme of its kind in the Republic of Lithuania, leading to a Professional Bachelor's Degree. It aims to satisfy the requirements of Level 6 of the EQF and NQF. The programme commenced in 2002, and since 2008 it has been provided by VCTD which was established the same year after a merger between Vilnius Technical College and Vilnius College of Construction and Design. VCTD is a state higher education institution providing higher professional education in the study areas of technologies, arts (design) and social sciences. The analysed study programme is provided by the Design Faculty.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1.1.Uniqueness and rationale of the need for the programme

The need for the programme is well presented in the self assessment report (paragraph 6 and Table 2). It contains a comprehensive statistical outline of the national demand for photography specialists, labour market data, demand analysis, and information on the development of the publishing and media sectors in Lithuania.

It is stated in the self assessment report (paragraph 8) that: 'the implemented study programme is the only college study programme in the Republic of Lithuania'. However, there is no sufficiently clear description of the unique characteristics of the programme – for instance, what advantages does it provide in terms of sustainable education and training as a Level 6 'bridging course', encompassing both a higher educational and vocational qualification; what are the paths and possibilities for the graduates of the programme to proceed further with their studies and at what level?

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

The self assessment report (paragraph 9) states that: 'The programme purpose serves the college mission and strategic plan that is to prepare technology and art area specialists that correspond to the demand of Lithuanian labour market and the level of the modern technologies under the conditions of rapid change and increasing competition'. The expert panel found

evidence to suggest that the aspirations expressed by the mission statement are being broadly realised within the daily work of the programme.

With regard to state directives, the self assessment report (paragraph 10) points out that 'The analysed study programme is not meant for the preparation of state regulated profession' and (paragraph 1) that it operates on the basis of the Statute of VCTD, Faculty regulations and other local instruments of law.

With regard to the international context, the self assessment report (paragraph 8) presents a long list of 'similar study programmes all over European countries.' However, there are no comparative data on similar competitor programmes internationally, nor any information on co-operation between kindred institutions and the programme.

1.1.1.3.Relevance of the programme aims

The self evaluation report (paragraph 11) states that 'The aim of the programme is to educate graduates able to provide photography services to the clients, work as a photojournalist, make photo advertisements, and make video shooting.' While there is evidence to support this aim the expert panel noted that this definition is restricted predominantly to the vocational aspects of the programme rather than its higher education aspects.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

The intended learning outcomes of the programme are defined in the self evaluation report (paragraph 13) as 'necessary abilities and knowledge of photography technologist – from photography concept to photography presentation.' These, overall, programme intended learning outcomes are attainable within three years of full-time and four years of part-time study.

1.2.2. Consistency of the learning outcomes

The intended outcomes are formulated within the syllabi of the individual subjects (Study Programmes, Annex 1). The self assessment report includes some evidence and examples of structural interrelation between the intended learning outcomes of particular subjects and the overarching learning objectives of the programme; also (paragraphs 13 and 14) between the intended learning outcomes of the different subjects. At the same time, the expert panel is of the opinion that the intended learning outcomes for some courses need to be fine-tuned in order to become more realistic and attainable and to take into consideration not only the final product, such as films, but also the skills and abilities developed during the learning process.

1.2.3. Transformation of the learning outcomes

The self assessment report (paragraphs 17 and 18) claims that intended learning outcomes are reviewed on a regular basis and provides a number of specific examples of renewal by the Study Programme Committee (which includes stakeholders), on the basis of labour market forecasts, technological innovations and developments in the field of photography technologies, stakeholders' proposals, graduates survey results, etc.

2. <u>Curriculum design</u>

2.1. **Programme structure**

2.1.1. Sufficiency of the study volume

The programme consists of 4800 hours or 120 credits. The workload (self assessment report, Table 3), number of subjects in a semester, students' work-week, vacation duration, and final project workload meet the general requirements of the Lithuanian Ministry of Education and Science for the volume of study programmes, and health and safety regulations.

2.1.2. Consistency of the study subjects

The overall structure of the programme demonstrates progression through the years of study by moving from general to more specific aspects, and from theoretical to practical elements. Subjects are grouped into semesters on the basis of this general principle and function as interrelated components of the semestrial and overall programme structure. Students can choose one of the three branches of specialisation: Technologies of Photography Services, Photojournalism, and Art of Video shooting.

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts

The programme content takes as a point of reference the *Standards of Photography Technologists Training* confirmed by the Ministers of Education and Science (order Nr. 1970/A1-279).

As part of the Lithuanian higher education system, it is in compliance with the legislative acts of the Ministry of Education and Science, and the Students' Safety and Health Requirements.

2.2.2. Comprehensiveness and rationality of Programme content

The self assessment report (Paragraph 23) states that programme content is divided into general subjects, study basic subjects and special (professional) study subjects. Neither the self assessment report, nor discussions with the staff could provide the expert panel with a full understanding of the logic of the inclusion of some particular subjects in one of these three categories. The expert panel considers that staff and management needs to undertake a review of the curricular structure of the programme and to re-classify its components in more coherent terms, such as core, optional and free-choice subjects.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

The self assessment report presents a staff composition profile which is appropriate for the effective delivery of the programme. A total of 32 teachers contribute to the programme (Self assessment report, Appendix 3.2). As the data in Table 4 show, the teacher: student ratio has undergone some degree of optimisation, varying from 1:15 in 2005, to 1:11.7 in 2007, and to 1:13.97 in 2009.

The annual workload of teachers is regulated by the legislative acts of the Republic of Lithuania, as indicated in the self assessment report. The support and technical staff, including laboratory staff and computer specialists, meets the specific needs of the programme.

3.1.2. Turnover of teachers

Teaching staff comprise 27 full-time teachers (88.6 %) and five invited teachers (11,4 %). The self assessment report (paragraph 32) provides statistical evidence that: 'Permanent teachers teach the students of the analysed Study Programme. Their changes during the assessment period are minimal.' On the one hand, this is indicative of the sustained commitment and motivation of the teaching staff. On the other hand, it is the general view of the expert panel that the programme would gain from establishing a greater degree of diversity and a stronger

international orientation with regard to staff composition, for example by inviting external/international experts on a more regular basis.

3.2. Staff competence
3.2.1. Compliance of staff experience with the study programme

The submitted documentation and discussions with staff and students have provided evidence that programme staff have appropriate knowledge, expertise and experience to ensure an effective teaching and learning process. The average pedagogical experience is 15 years and some 90% of the teachers of professional subjects pursue artistic, creative or scientific careers. Acknowledged photography artists, practising professionals, members of various creative organisations and visiting lecturers from the business community are members of the teaching staff. This is important in establishing the reputation and attractiveness of the programme.

3.2.2. Consistency of teachers' professional development

According to Annex 3.2 of the self evaluation report, teaching staff for the academic year 2009-2010 included 18 lecturers, three assistants, and three associate professors (docents). Three members of the teaching staff are qualified to doctoral level; all others have a master's degree. The curriculum vitae of the teachers (Self assessment report, Annex 3.3.) demonstrate an impressive level of participation in refresher courses, foreign language courses, seminars, practices, workshops, and other professional activities. The self assessment report (paragraph 40) provides a number of specific examples of teacher development initiatives. Discussions with staff and students confirmed that the pedagogical and methodological practices of teaching staff are subject to periodical review and appraisal.

The expert panel considers that staff development is encouraged and facilitated. One less positive aspect of staff development identified in the self assessment report (paragraph 37) is that 'not all teachers have enough experience in international collaboration' and (paragraph 41) that '...international exchange fields should be developed more. The expert panel strongly endorses this ambition to embrace greater internationalisation.

4. Facilities and learning resources

4.1. Facilities
4.1.1. Sufficiency and suitability of premises for studies

The physical infrastructure of the programme comprises a range of facilities that support student learning within the specialised field of study. Full-time and part-time students use the same facilities. They are situated in the central building, 54, Antaklanio Street, in the Design Faculty, and in the Faculty of Technical Sciences, 16, Olandu Street, where some modern studio photography facilities are planned for 2012. At the Design Faculty the programme has five classrooms (160 work places), two photography studios, two laboratories, three computer classrooms and an editing room. The total number of classrooms allocated for programme use is 29, two of which are used for shared courses where student numbers are high.

Students use the Central College Library and the Library of the Faculty of Technical Sciences. The Central College library has three reading rooms, an internet room and a language learning centre. There are 167 places in College reading rooms, 47 of them offering computer access.

The premises are in a proper and sound condition. The classrooms and laboratories used for studies meet the requirements of work safety and hygiene.

4.1.2. Suitability and sufficiency of equipment for studies

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The self assessment report indicates that equipment replacement and modernisation are key strategic priorities for the management of the programme. During the last five-year period investments were made for replacement of out-of-date equipment in classrooms for general and theoretical subjects (projectors, blackboards) and for digitalisation (computers, laptops, multimedia, internet). A wide range of software applications is available, for photographic review, scanning, film editing, photograph editing and information technologies studies.

External sponsorships and European structural funds have been sought in order to finance the purchase of equipment. The programme is co-beneficiary of the project 'Study Infrastructure Modernisation of Vilnius College of Technologies and Design' financed by the European Social Fund. Of the Lts 683, 495 in the budget allocated for equipment purchase, some Lts 175, 265 is earmarked for the programme.

4.1.3. Suitability and accessibility of the resources for practical training

Linkage of theory with practice and regular practical training are among the strong aspirations of the programme. In accordance with this educational philosophy, resources provision for practical training are monitored systematically and renewed as appropriate. During the last five-year period laboratory materials, such as development chemicals, photograph paper, nd additional parts for cameras, were purchased. The programme's photography facilities were also modernised. In 2008 a dry-process laboratory was established, and printing equipment with a scanner, four computer work places, air-conditioning, television, as well as a shooting laboratory (editing room) were provided. In 2008-2009 the photography laboratory, studio laboratory and chemical laboratory were upgraded. At present there are plans for modernisation of the lighting equipment. In addition, there is a practical training centre in Nida which is used for students' creative practice including annual participation in seminars of the Lithuanian Photographic Artists Union.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

Students use the College Central Library and the Library of the Faculty of Technical Sciences. The libraries provide a comprehensive teaching, reference and study resource for students and staff. There are 400 titles, which including multiple copies amounts to 1,350 volumes. In total students have access to books, textbooks, albums, catalogues, articles, monographs and other publications predominantly in Lithuanian, English, Russian or German. There are more than 50 titles of professional literature in the Photography Technologies Department. The College Library purchases around 15 copies of each major title. Presentations by publishers of new publications are held periodically; during such presentations, students and teachers recommend the literature to be acquired by the Library.

The self assessment report (paragraph 44) states that library working hours are open Monday to Thursday from 08.45 to 18.00 and on Friday from 08.45 to 16.00. During the sessions, libraries work time is prolonged. The expert panel considers that accessibility to these resources should be extended. In particular part-time students who combine their studies with work commitments would benefit for this. The expert panel suggests that there should be an extension of library opening times, not only during the week but also during weekends, especially during examination sessions.

4.2.2. Suitability and accessibility of learning materials

All relevant information about books, publications, scientific articles, methodical material, as well as specialised databases, free electronic journals, etc., can be found on the college website. Passwords for entering the database are gained for personal usage by all VCTD community members.

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Computer software is renewed annually. Legal software is used in order to install the newest technologies and modernise the study programme. Further purchases amounting to 337,873 Lts are planned by 2012.

5. Study process and student assessment

5.1. Student admission

5.1.1. *Rationality of requirements for admission to the studies*
The number of students admitted to state-financed places on the programme is regulated by the Ministry of Education and Science. The College can also admit non-state-financed students, in accordance with its own capacities. Up until 2009 students were recruited directly by the College, but since then applicants to the full-time and part-time modes of studies have been recruited by participation in the Association of the Lithuanian Higher Education Institutions' general admission programme. The most important admission criterion is the competition score. This score comprises equal weightings for an entrance competition (examination) and performance in final school subjects (Lithuanian and foreign languages, art). According to the self assessment report (paragraph 55), these indexes suffice to define relevant requirements for applicants.

5.1.2. *Efficiency of enhancing the motivation of applicants and new students*
Various ways of promoting interest in the programme, mostly as part of the general promotional activities of the Faculty of Design, are described in the self assessment report (paragraph 57. These include Open Doors Days; visits of school pupils to the College; visits of teachers and students of the College to schools; annual participation of students and staff in exhibitions; regularly updated promotional information on the College website; and advertising in various publications. Prospective students receive information, advice and guidance three months before the admission examinations. Since 2009, VCTD has conducted 'taster' photography classes where prospective applicants can acquaint themselves with the College environment.

The variety of the motivation-enhancing activities described above is impressive. At the same time, a matter of some concern is that, according to the statistical data provided in the self assessment report (Table 13) there was a decline in the overall number of part-time student applications in 2009 compared with the previous years. The self assessment report (paragraph 96) ascribes this decline to 'study cost and economical downturn influence.' However, the expert panel suggests that it would be expedient to review and analyse more specifically the reasons for this phenomenon, in order to ascertain whether some contributory factors are within the power of the College to influence and, if so, to consider appropriate measures for the prevention of further decline.

5.2. Study process

5.2.1. *Rationality of the programme schedule*
The students' workload consists of class work and individual work hours. Students spend approximately 27 to 28 hours a week in class. The maximum workload per day is eight academic hours. The timetable is made in accordance with the specificity of the classes and the rational use of available rooms, computer equipment, etc.

The self assessment report (paragraph 59) states that special emphasis is placed on the development of students' practical creative projects. Staff and students confirmed that they view this as a distinctive feature of the programme.

5.2.2. *Student academic performance*

The programme employs diverse forms of monitoring student academic performance: examinations (there are three to four examinations during each examination session); continuous assessment of coursework; and presentation of individual assignments.

Drop-out data are collected and analysed. The self assessment report (paragraph 61 and Table 6) expresses concern that during the evaluated period non-completion rates were high: an average of 39%, of which 10% are attributed to 'bad progress'. This led the College to re-structure the curriculum. Mathematics became optional rather than compulsory and the subjects Applied Physics and General Chemistry of Photographic Processes were integrated into the subject Theory of Photographic Processes. It is too early to judge the success of this change but the College believes there are already positive signs.

5.2.3. *Mobility of teachers and students*

The self assessment report (paragraph 62) states that: 'Teachers' mobility is enough'. But while incoming teacher mobility increased to its highest level (three) in 2010 (self assessment report, Table 9), the figures in Table 8 show that outgoing teacher mobility has been decreasing, with its lowest value in 2009; no data were available for 2010.

With regard to student mobility, the self assessment report (paragraph 63) also states that the number of applicants for ERASMUS student mobility is increasing. However the data in Table 10 appear to contradict this statement. Incoming student mobility is practically non-existent (self assessment report, Table 11). The mobility of part-time students has not been developed (self assessment report, paragraph 11).

The expert panel considers that student and staff mobility should be enhanced as part of the necessary measures for the internationalisation of the programme.

5.3. Student support

5.3.1. *Usefulness of academic support*

From the self assessment report (paragraph 64) and the site visit the expert panel formed the impression that the academic and administrative infrastructure of the programme provides effective academic support for its students. Information on the academic calendar, the curriculum and other relevant issues is updated regularly and disseminated. At the beginning of each academic year there is a first year students' orientation meeting with the Faculty administration, Erasmus coordinator, librarians and other support services. Members of the teaching staff provide subject-specific consultations and tutoring throughout the course of study.

From the discussions and observations, the expert panel gained a favourable impression of the overall learning environment provided by the programme and of the engagement of staff and students with the study process. The expert panel was also impressed by the diversity and quality of student work.

5.3.2. *Efficiency of social support*

Social, cultural, artistic and sporting activities are considered an important aspect of the programme. In compliance with Regulations for Scholarships and Benefits Payment of the Ministry of Education and Science, and within the limits of available scholarship money, students are eligible for various forms of targeted financial support and social benefits, including

grants related to students' progress, low-income (social) grants, and disbursement of one-off grants for creative or sport achievements. Students within the Faculty of Design have access to two sports halls.

According to the self assessment report (paragraph 71) all students who apply are provided with hostel accommodation. Part-time students are also accommodated in hostels. A canteen service is also provided.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity
The Programme seeks to assess the knowledge and skills acquired by students through a range of assessment tasks and forms. The self assessment report (paragraph 65) claims, and the meeting with students confirmed, that a clear outline of assessment procedures, including the nature of the assessment tasks and the assessment criteria, is provided to students at the start of each study discipline. Term papers are defended in public. To ensure objectivity, students are assessed by examination committees.

5.4.2. Feedback efficiency
The self assessment report (paragraph 75) and meetings with students and staff confirmed that student progress is monitored and discussed by teaching staff, and that feedback on progress is provided regularly to students, often in the form of individual and/or group tutorials, and in the context of class discussions.

Students, on their part, can provide feedback on the efficiency of the assessment process through the annual survey.

5.4.3. Efficiency of final thesis assessment
The final thesis assessment procedure requires students to defend their thesis, in public, to an examination committee (Qualification Commission). According to the recommendations of the Ministry of Education and Science, and in order to ensure objectivity and a balance between internal and external evaluation, the committee consists of five members: two or three external evaluators (employers' representatives, teachers from kindred institutions, distinguished practising professionals), one of whom is appointed as chairperson and internal evaluators (members of the programme teaching staff). Each committee member assesses the final project independently. The final determination is made at the meeting of the Qualification Commission and is recorded in the minutes.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education
According to the self assessment report (paragraphs 80 and 81) no assessment and recognition system of achievements gained through informal and self-education means has been established in the Faculty. The development of such a system is not a current priority.

5.5. Graduates placement

5.5.1. Expediency of graduate placement
The employment statistics provided in the self assessment report (paragraph 82) demonstrate a high level of employment for graduates: 91.4% of graduates were employed during the analysed period, although a slight decline, to 89.7% in 2009, is attributed to the economic downturn in the country.

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Graduates find work such as studio photographers, photojournalists in newspapers, magazines, news agencies and television cameramen. The results from the survey of employers indicate high levels of satisfaction with the graduates' theoretical knowledge and practical skills.

It is stated in the self assessment report (paragraph 83) that the collection of data on graduate placement is impeded through a lack of regular feedback on the part of the graduates. The expert panel suggests that former students should be invited to form a network of alumni who may act as informal mentors to the current students, provide work placements for them and inform the development of the programme.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

The Study Programme Committee which is chaired by the Programme Co-ordinator is responsible for the co-ordination, supervision and development of the programme. The Committee consists of seven members appointed by the College Director.

The duties and responsibilities of the Committee members are specified in detail in the self assessment (paragraph 84 and Table 12).

The site visit produced evidence that the programme is run ambitiously and efficiently. However, the expert panel considers that the programme team needs to explore ways of integrating its activities into the overall cultural ethos of the College.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

Although, there is no formal quality assurance and enhancement system, the quality of the programme is monitored by the Study Programme Committee, in accordance with the existing higher education standards and legislation. In addition, the entire teaching staff is expected and encouraged to participate regularly in the quality evaluation process through activities such as formal and informal discussions, self-evaluation activities and curriculum review. The expert panel has gathered through discussions with staff that matters of quality assurance and enhancement are subject of serious analysis and consideration.

Information about the quality evaluation criteria, methods and results is presented periodically to the Faculty Council and the Academic Board, and is made available through the College B-NET system to administrative and teaching staff.

6.2.2. Efficiency of the programme quality improvement

As a result of quality evaluation activities and results, improvement measures are implemented. For example, a thematic and methodical renewal of the subject Photo Equipments was undertaken, innovative teaching methods, such as project-based learning, were implemented and there were teacher development initiatives and dissemination of good practice.

Student feedback is also a regular element of the quality improvement process. The self assessment report (paragraph 93) and the meeting with students confirmed that student surveys are carried out regularly. In addition, students and student representatives have opportunities to provide feedback to prompt quality improvement measures such as revision of subjects, re-structuring of

the curriculum, introduction of audiovisual and multimedia aids in lectures and expansion of exhibition spaces.

6.2.3. Efficiency of stakeholders participation

The self assessment report (paragraph 91) and the meeting with employers provided evidence that programme management values the input of external stakeholders in informing them of changing professional requirements. Stakeholders are asked to provide feedback on the quality of student performance during practices at their companies. For example, employers have indicated that students need more instruction and training in lighting methods and further development of teamwork skills. The programme team has taken these comments on board.

III. RECOMMENDATIONS

Essential Recommendations

III.1.1. The limited exchange opportunities for students and staff need to be addressed through the development and implementation of a strong internationalisation strategy.

III.1.2. A review of the curricular structure and a more comprehensive re-definition of the components in terms of core, optional and free-choice subjects is needed.

III.1.3. The intended learning outcomes for a number of courses require revision in order to ensure that they are realistic and attainable and reflect the overall programme aims.

III.1.4. The College needs to encourage and support greater mobility for part-time students.

III.2. Additional Recommendations

III.2.1. Programme staff need to explore possibilities for greater integration into the cultural ethos of the College.

III.2.2. The College is recommended to consider extending Library opening hours, for a sufficiently long trial period.

III.2.3. The programme team is recommended to review and analyse the fall in the number of applications.

III.2.4. The College is encouraged to invite external experts on a regular basis to share ideas and perspectives.

III.2.5. There is a need to ensure more regular and productive communication between former students (alumni), current students and the programme team.

IV. GENERAL ASSESSMENT

The study programme *Photography Technology* (state code – 65304M102, (new code – 653W64001)) is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**16**

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

2 (poor) - 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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