



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ UNIVERSITETO
STUDIJŲ PROGRAMOS *ISTORIJA IR POLITIKA* (*valstybinis
kodas – 621V30001*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *HISTORY AND POLITICS* (*state code – 621V30001*)
STUDY PROGRAMME
At ŠIAULIAI UNIVERSITY

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Istorija ir politika</i>
Valstybinis kodas	621V30001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Istorija pagal tematiką
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė, 2 metai
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Istorijos magistras
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 2012 m. balandžio 25 d. įsakymu Nr. SR-2162.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>History and Politics</i>
State code	621V30001
Study area	Humanities
Study field	History by Topic
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time studies, 2 years
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of History
Date of registration of the study programme	25 th April 2012, under the order of the Minister of the Ministry for Education and Science of the Republic of Lithuania No. SR-2162.

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I. INTRODUCTION

1.1. Background of evaluation process

The evaluation of on-going study programmes is based on the **Methodology for Evaluation of Higher Education Study Programmes**, approved by the Order No. 1-01-162 of 20th December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter, SKVC). Evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and the Self-evaluation Report prepared by a Higher Education Institution (hereafter, the HEI)*; 2) *a visit of the Review Panel at the higher education institution*; 3) *preparation of the evaluation report by the Review Panel and its publication*; 4) *follow-up activities*.

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

The programme is **accredited for 6 years** if all evaluation areas were 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 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.	Study Modules Assessment Criteria (submitted 25-03-2015).
2.	Master Thesis Assessment Scheme (submitted 25-03-2015).

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

The principal means for the Review Panel to gather information and statistics about the evaluated Institution and its programmes was the Self-Evaluation Report (hereafter, the SER). According to the SER (p. 5-6):

‘The second cycle (master) study programme *History and Politics* (hereinafter the Programme) is implemented by ŠU Humanities Faculty (hereinafter the Faculty). The Faculty was founded in 1997, after the reorganisation of the Faculty of Philology of Šiauliai Pedagogical Institute (the Department of the Lithuanian Language has been functioning within Šiauliai Teacher Training Institute since 1948). The Faculty implements studies of all three cycles: first cycle (Bachelor), second cycle (Master) and third cycle (Doctor) degree studies, has a profound harmony between theory and practice, is recognized not only in the region but also all over the country /.../

The History Department is responsible for implementation of the Programme. Obligatory and optional (alternative) study subjects are taught by lecturers of the Faculty, Social Sciences Faculty and visiting lecturers from other scientific and educational institutions.

The Programme has been functioning since 2012/13 academic year. It was accredited by Centre for Quality Assessment in Higher Education, 25 April, 2012, Order No. SV6-18.’

1.4. The Review Panel

The Review Panel was composed according to the *Description of the Review Team Member Recruitment*, approved by the Order No. 1-01-151, 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The visit to the HEI was conducted by the Panel on 05/05/2015.

1. Dr. Hab. Jakub Basista (the Chair of the Team)

Lecturer at Jagiellonian University Institute of History, Poland.

2. Prof. Siegfried Beer

Professor at the University of Graz Department of History, Austria.

3. Mr Peter D’Sena

Academic Developer, University of East London, United Kingdom.

4. Assoc. Prof. Vyantas Vareikis

Head of the Department of History at Klaipėda University, Lithuania.

5. Mr Gintautas Rimeikis

Graduate of the first cycle study programme in History at Lithuanian University of Educational Sciences, student of the second cycle study programme in Management of Education and Leadership at Lithuanian University of Educational Sciences, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Šiauliai University (hereafter, ŠU) and its Humanities Faculty are young in institutional terms and its Masters Programme in *History and Politics* is even younger, being only at the end of the first year of its second cycle. Hence, both institutional knowledge and experience of it is fairly limited. The programme complies with all legal and qualification requirements that are university, nationally and EU-related.

The SER on the whole is complete and lucid, though in places perhaps a little optimistic. The topical connection between history and politics is convincing, particularly in its emphasis on societal needs in Northern Lithuania and the importance of social partners/employers and the impressive support of the programme by locality and region. The principle of employability for its students is stressed and its success with the first group of graduates underlines this strategy – all graduates of the programme are employed (the SER, p. 11, and the section 5.11, p. 26).

The principle of orientation towards intended learning outcomes appears to be understood both by staff and students. This pertains to academic proficiency, as well as professional requirements. The result of efforts to educate students for interdisciplinary work and independent research, as claimed in the SER, can only be really gauged by the quality of the final thesis. The latter must be seen as the vital intended learning outcome.

The programme aims and intended learning outcomes are well formulated and in line with contemporary trends, even if a certain disproportion between the constituent parts (history and politics) was observed (detailed information is provided in 2.2 section of the final report). Programme aims and intended learning outcomes are publically accessible on the Internet only in the Lithuanian language, at: <http://www.su.lt/stojantiesiems/priemimas/magistranturos-studijos/7548-istorija-ir-politika>.

Attention should be paid that the Dublin descriptors for the second cycle do not appear to be adequately enough observed. In particular there is lack of strong evidence, that this programme's graduates 'can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements' (quoted from

Dublin descriptors for the second cycle)¹, especially when we relate it to politics on a national and international level.

The issue of learning levels, i.e. differentiating demands on first and/or second-year students – is not specifically addressed as well. There seems, however, to be awareness for the need of both general competences and subject-specific competences.

As for compatibility between the programme's name, aims and intended learning outcomes, academic demands and field work opportunities, quality of studies (contact and self-study) and personal growth, there appears to be a viable balance and good opportunities for individual student development. This may also be due to the small-scale nature of student numbers (every year from 6-10 students are admitted on the programme) on the programme and good faculty/staff support.

As important as local and regional needs can and must be, there appears to be too little focus in the programme aims and intended learning outcomes on general national concerns, let alone European or international issues. Granted, this needs time to develop both in terms of staff experience and networking possibilities.

2.2. Curriculum design

Legal requirements appear to have been met and methodologies provided by such expert bodies as the CLIOH.NET and the TUNING project seem to be by and large observed. However, evidence from the meetings during the site visit suggests that individual staff members and students were unfamiliar with them. It is advised that more effort should be made to implement more full and thorough understanding of intended learning outcomes, the European Credit Transfer System (ECTS) and workload on both sides of the teacher's desk.

As it is indicated in the SER, the curriculum is designed in the form of a 'modular structure'. While this is a modern approach to curriculum design, the contents of the examined programme do not justify fully such an approach. All 'modules' consist of one course, usually worth 6 ECTS. In no case were similar or parallel 'modules' grouped to form a real teaching module. Thus in the final report these components will be referred to as study subjects, rather than modules. A modular structure would be very welcome indeed, but would call for a deeper restructuring of the curriculum.

¹ http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/dublin_descriptors.pdf

The programme is solidly structured: there are 5 study subjects per semester with an allocation of 6 ECTS-each; compulsory study subjects and individually chosen alternatives are well balanced; and student self-study proportionately varies between 60 and 72% – both acceptable ratios.

Subjects are spread evenly over the four semesters and they are not repetitive. Their description in the SER points to appropriate levels and methods of instruction for a Masters programme, to make the acquisition of the intended learning outcomes accessible.

From the description of the study subjects one gets the impression that history elements prevail too heavily. This is visible when analysing the curriculum of the programme, where both among mandatory subjects and the alternative ones there are very few subjects, which can be considered strictly politics subjects (the SER, Appendix 5, the mandatory subjects which can fall within the category are: *History and Politics: Research and Controversy*, *Political Doctrines of Modern Times: Theory and Practice*, *Politics and Diplomacy* yielding only 18 ECTS; among the alternatives are possibly: *Political Rhetoric*, *The Creation and Development of Modern Local Self-government in Lithuania*, *Culture and Practical Policy* yielding another 18 ECTS, if all are chosen by students).

One outstanding deficiency, as already alluded to above, lies in the narrow local and regional emphasis in the content, as evidenced throughout the programme from the introductory subjects to the defence of the thesis. To put it bluntly, the scope of this curriculum, though credibly adapted to new trends in the historical sciences and to students' and social partners' needs and demands, gives the impression of being a bit too provincial. Moreover, there appears to be a shortage of instruction devoted to international institutions and organisations, as well as the methodology of their functioning and how they are researched. This should be rectified as the programme hopefully grows and becomes more directed towards international and global issues.

The way the curriculum is designed means it aims primarily at a maturing of the student towards writing an academic Master thesis on a self-chosen topic of academic and socio-political relevance deploying good methodical research skills, using primary sources and secondary literature. The structure of the thesis is clearly specified and consistent monitoring of the student's progress in writing this final paper appears to be secure.

However, the analysis of several examples of the students' final theses has raised not only quality issues, but also quantity questions, since a length of only 105.000 characters is significantly short of international Master thesis standards, particularly since it is work that is

intended to represent more than a whole semester's work. It was also felt too little attention was again given to an equal distribution between historical and political topics, with the former prevailing in all works. Furthermore, one gets an impression that more preparatory work for thesis writing might be necessary and certainly would be advantageous. More on this and related topics is given in section 2.5.

Student practices are incorporated well into curriculum time, but the practical execution of them appears to be limited to local archives and institutions of culture. The Review Panel was not advised of any practice held at a strictly political institution of either a national or international character.

2.3. *Teaching staff*

Staff, as described in the SER, appear to be adequately qualified in terms of experience, depth of specialization, and in experience of research and publication. According to the SER (p. 15) there are 7 full-time lecturers working on the programme (3 professors and 4 associate professors) and 5 visiting lecturers (from Lithuanian University of Educational Sciences, Vilnius University and 2 lecturers who work in other institutions in Šiauliai). 4 of the visiting lecturers have a PhD. Staff qualifications are in compliance with the requirements set in the regulatory documents². Research interests of staff are in compliance with the programme and study subjects intended learning outcomes (the SER, p. 15).

Contact time and supervision make up a good portion of the staff workload and the division of supervisory duties regarding thesis work is considerate to both staff and students and moreover, due to the small-scale nature of the programme (in the last years 6, 7, 10 students were admitted to the programme per year), the teacher to student ratio compares well to Central European contexts, though an occasional outside lecturer, even for a short duration or a semester, preferably from beyond the Baltic Region, would have invigorative effect and enhance the necessary and widely expected trend towards more international orientation and collaboration. One gets the impression that Šiauliai University as a whole and also its Humanities Faculty, are suffering from self-isolation which may also explain the strong local bias (the SER, p. 18). The mobility of teaching staff is always a difficult proposition, but it is fast becoming a professional necessity everywhere in academia. Developing in this area would strengthen the international outlook of the programme as a whole.

² General Requirements of Master Degree Study Programmes approved by the Order of the Minister for Education and Science of the Republic of Lithuania.

Evidence suggests that financial restraints have led to so little emphasis by staff on international politics and international history (i.e. old-fashioned diplomacy and statecraft issues). Though it means that students and graduates remain strongly oriented towards the local, regional and also national market for employment. There is a case, however, for suggesting that there is a growing need for all Baltic States to expand their visions to European and global dimensions and so the Department should aim to make greater efforts to participate in larger national and perhaps even more importantly, in international research projects like CLIOHRES. This would be of benefit to both staff and students. Additionally, including students in the research projects of staff members would strengthen the formers' research skills, so badly needed for increasing the quality of the final theses.

The Review Panel was informed that efforts to enhance teaching quality are being made, though the degree and extent of staff engagement and participation is not clear from the SER or site visit. There appears to be no system of incentives and/or penalties for individual professional pedagogic development.

2.4. Facilities and learning resources

Premises, facilities and buildings for teaching and self-study are impressive for a small university. Classroom equipment is modern and technically advanced. The reconstructed building of the Faculty was designed to meet all the contemporary criteria of security and an effective learning environment. It is worth mentioning that during the reconstruction special teaching classrooms for group work were designed and organised – a rarity at many traditional institutions. Wi-Fi is available in all the buildings and is free of charge. Taking into account the small number of students, they enjoy excellent conditions at the Faculty.

The renovated library, with over 500 study places, is outstanding in terms of working places and electronic support. The size of the collections is actually astonishingly good for a university less than 20 years old and there is good access to electronic data bases and so it compares well with many other universities. It can only be hoped that students take full use of such abundant and attractive facilities. Learning materials as presented on site and described in the SER (p. 21) are sufficient and adequate.

In the third semester students are required to participate in a scientific practice. There appear to be no standardized procedures for selection of institutions where students should carry out their

scientific practices and what the minimum requirements of such practices are. Looking from an international perspective this could be an area for further improvement.

2.5. Study process and students' performance assessment

Regulations for admission are transparent (an applicant should have completed university undergraduate studies in Humanities or Social Sciences. A competitive score comprises of the average mark of the final thesis or qualification exam and diploma supplement. Applicants who do not have History bachelor degree have to take bridging studies and to pass particular study subjects) and announced on the University's website (the SER, p. 21-22), however due to the small number of applicants admission is not competitive, but administrative. Social support for students seems to be ensured (the SER, section 5.5, p. 23). Declining enrolment is explained in the SER as being due to mainly demographic factors.

The majority of the students seem to be involved in scientific research activities of varying intensity and it is laudable that students' research work can be published in University publications and publications of local institutions and NGOs. This makes for transparency and gives students pride in their work. Organizing student conferences or promoting student participation in general academic events, which is being implemented at the Faculty and in the municipal environment at that (pre-doctoral) level, is an excellent idea.

Opportunities for student mobility exist (the SER, section. 5.9, p. 25, also information is provided on the website of the University), but it seems that they have only rarely been taken up. As it appears from the SER only 1 student on the programme took advantage of Erasmus opportunities, while 2 other participated in international student conferences (the SER, p. 25). This promotes and strengthens a kind of provinciality which needs to be overcome.

Academic support for students seems to be sufficient. And the impression from students' statements is that there is a high level of contentedness with the programme. Students also professed that most of them also maintained a job during the time of their studies and then practically all graduates of the *History and Politics* Master programme (one year of graduates so far) apparently moved into mostly local and regional jobs after finishing their studies. According to the SER, 'they all have jobs'. One graduate entered *History* doctoral studies in Vilnius University. Another graduate work in Šiauliai State College, 4 graduates work as History teachers in gymnasiums, two are managers, and one works in the museum' (the SER, p. 26). Social partners and employers have a high opinion of this programme and it receives unqualified

support from them as well as from graduates. The issue of students' honesty is being dealt with sufficiently – strict means of reacting when the dishonesty appears are combined with precautionary means (the SER, section 5.12, p. 26).

What is not clear is how students' self-assessment could be better monitored and gauged and, more importantly, how the quality of their final theses could be improved. The Master theses revealed several important shortcomings. In many cases they were relatively short by general European standards and most of them were either in whole or large part descriptive, rather than analytical. In addition, practically all leaned towards history, not politics and the history topics tended to focus on local matters – not even national Lithuanian, not to mention global issues. This aspect of student outcomes needs to be carefully addressed and some solutions introduced. Possibly answers lie in stronger tutoring in research methodologies, as well as diversification in the content offered.

To stress the issue again and strongly – most of the Masters theses were structured by emphasis on narrative and descriptive approaches and critical analysis and an interpretative focus seemed to be lacking. While such an approach is not uncommon and found in numerous educational institutions, especially when dealing with historical topics, where 'what had happened?' is always an important question, the contemporary scholarship and modern educational trends, support pursuing the question of 'why has something happened?' paving the way for young people's analytical skills to develop. The Review Panel strongly suggests a shift towards a much stronger execution of analytical and critical skills in students' final theses.

Also, as English summaries are important, they need to be of higher standard linguistically – in some cases they were incomprehensible. As already mentioned, the final paper of a Masters programme should also comply with international standards by being geared more to a length of 180.000 characters.

2.6. Programme management

University, Faculty and Departmental committees are allocated with responsibility for overseeing the implementation of the programme. More locally, programme management and quality assurance are continuously and collegially discussed. Departmental self-evaluation seems firmly established and study subjects evaluations are routinely carried out. The Review Panel was able to analyse the self-evaluation procedures based only on the SER (p. 28-30) and the

procedures presented in that document appear sufficient in quality and quantity. No serious doubts were raised by students and graduates during meetings with the Review Panel.

The meetings with the Review Panel have shown great acceptance of, even satisfaction with this programme by staff, students, alumni and social partners, not least about its usefulness and relevance. On the whole, ŠU and its Faculty of Humanities seem to be aware of the widely accepted standards of CLIOHNET and Tuning. This creates a solid base for developing the programme further.

More diversity in subject and personnel, if financially feasible, might be a useful way for expansion and solidification of the programme. In particular elements of internationalisation of the programme through guest lectures (using, for example, the Erasmus Plus Project) or possibly even guest lectures would greatly enrich the programme and add the badly needed international dimension. Since the programme deals with history and politics it may be useful to involve practitioners in politics such as, for example, EU Parliament deputies, consuls and even ambassadors, in some tutoring and guest lecturing. Another way forward would be to create more study subject choices in politics and political history; and creating a greater emphasis on support for foreign language development.

Management of student affairs and interests in regard to this programme is already well-developed and so, in this respect, the programme has a good foundation and there is potential for improvement.

III. RECOMMENDATIONS

The overall assessment of the programme is positive, yet there is huge potential for development, growth and change. Considering the fact that the programme is new, the suggestions below, might help in its development. First and foremost it is important that all participants of the programme have a clear, in-depth understanding of the curriculum, how it was composed and what its constituent parts are. It is advised that more effort should be made to implement more full and thorough understanding of the intended learning outcomes, the European Credit Transfer System (ECTS) and workload on both sides of the teacher's desk.

1. There is a visible lack of balance between the two constituent parts of the programme, – history and politics – which is a unique combination in Lithuania. Steps need to be taken to strengthen and develop study subjects devoted to both theoretical and methodological aspects of politics. Revision of the module system application would be welcomed as well.
2. In direct connection with the above lies the need for greater internationalisation of the programme. A global focus and an attempt to include global players in the teaching process appear to be vital and necessary. This should include a number of elements such as the creation of new subjects (possibly optional), including more foreign language lectures, tutorials and possibly even complete subjects with an international and/or global focus. Invitations to and participation of international practitioners in politics is also a viable and interesting possibility.
3. Special attention should be given to the analysis of the processes of writing the Masters thesis with continuous instruction and more practice in academic writing throughout all four semesters and deeper methodological instruction. This should result in more analytical work both researching and writing in a thesis, which would, as stated earlier, also need to be longer. Special care needs to be taken to include carefully and precisely written English language summaries, which provide the title in English along with a description of sources and methodologies used.
4. Programme management should seriously consider broadening the base for student practices. First, it should better facilitate student practices outside the Šiauliai region and also even possibly facilitate international practices, for example in Lithuanian embassies abroad and involve political institutions and organizations along scholarly and cultural lines.

IV. EXAMPLES OF EXCELLENCE

Šiauliai University has been able to create an exceptional material base for learning, which includes excellent classroom space equipped with all necessary technical devices, including an excellent library, very good computer facilities and access to many databases.

Special attention should be drawn to the excellent cooperation between the Faculty, students, stakeholders and social partners. All players appear to form one big family supporting each other in realising the programme.

V. SUMMARY

Šiauliai University's Masters programme in *History and Politics* is, in its construction, unique in Lithuania and not commonly found around the world. At the same time the focus of the programme is local and only reaches outside national contexts at times. Due to the character of the University and the city with its environs, this is understandable and this approach has huge support from the community. On the other hand it limits the potential paths of development of students and graduates. It is hard to imagine a graduate from the programme getting a job in one of EU institutions or even the Lithuanian diplomatic service without additional training.

The programme is well constructed in terms of aims and intended learning outcomes. It is monitored and continuously adapted and geared towards qualifications and employability. However, it needs to be more balanced towards politics generally and international and global issues specifically.

The study subjects are sufficiently balanced, though the subjects are locally and regionally oriented. Additionally, work on preparing for the final Masters thesis needs special attention; with such a great emphasis placed on it, its length requirement should be expanded and more stress put on the analytical skills demonstrated within it.

Teaching staff are well qualified and committed though, again, their research focus seems mainly geared to local and regional Lithuanian issues. Topical expansion, within the staff base, to embrace more European and global matters is a necessity (see above).

Facilities and learning resources are modern and up-to-date.

Here lies the crux: Šiauliai University programme for *History and Politics* needs to be raised up to an international Masters standard. This can best be achieved by demanding a longer and more analytical final thesis, perhaps more closely monitored by the chosen or allocated staff adviser.

The overall managerial structure of the programme is well developed. This programme has good potential for expansion and additional foci. Currently, it is well received by all concerned.

VI. GENERAL ASSESSMENT

The study programme *History and Politics* (state code – 621V30001) at Šiauliai University is given a 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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	2
6.	Programme management	4
	Total:	19

*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:	Dr. Hab. Jakub Basista
Grupės nariai: Team members:	Prof. Siegfried Beer
	Mr. Peter D'Sena
	Assoc. Prof. Vygantas Vareikis
	Mr. Gintautas Rimeikis

**ŠIAULIŲ UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
ISTORIJA IR POLITIKA (VALSTYBINIS KODAS – 621V30001) 2015-07-20
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-213 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių universiteto studijų programa *Istorija ir politika* (valstybinis kodas – 621V30001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	4
	Iš viso:	19

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

V. SANTRAUKA

Šiaulių universiteto antrosios pakopos studijų programa *Istorija ir politika* savo sandara yra unikali Lietuvoje ir apskritai gana reta pasaulyje. Vis dėlto programa yra labiau orientuota į vietos kontekstą, per mažai dėmesio skiriant tarptautiškumui. Atsižvelgiant į universiteto pobūdį ir miesto bei jo apylinkių istoriją, toks programos vykdytojų požiūris yra suprantamas. Atitinkamai jį labai palaiko vietos bendruomenė. Kita vertus, tai riboja studentų ir absolventų tobulėjimo ir karjeros galimybes. Vargu, ar baigusieji šią studijų programą galės įsidarbinti Europos Sąjungos institucijose, Lietuvos diplomatinėse atstovybėse be papildomų įgūdžių įgijimo.

Kalbant apie studijų programos tikslus ir numatomus studijų rezultatus bei programos sandarą, programa yra tinkamai sudaryta. Ji periodiškai peržiūrima ir atnaujinama, kad įgyta kvalifikacija atitiktų darbo rinkos poreikius ir užtikrintų įsidarbinimo galimybes. Vis dėlto ši studijų programa

turėtų būti labiau orientuota į politikos dalyką bendrai bei tam tikru mastu į tarptautinius ir globalius klausimus.

Programos studijų dalykams yra būdingas tinkamas balansas, tačiau pažymėtina, kad jie yra labiau orientuoti į vietos ir regiono kontekstą. Taip pat pabrėžtina, kad magistro baigiamojo darbo rengimui reikėtų skirti daugiau dėmesio; nors magistro baigiamajam darbui ir yra teikiama didelė reikšmė, reikėtų apsvarstyti galimybę padidinti jo apimtį bei labiau akcentuoti analitiškumo svarbą.

Programos dėstytojų kvalifikacija yra tinkama, jie atsidavę darbui, tačiau jų mokslo tiriamoji veikla daugeliu atvejų apsiriboja tik vietos ir Lietuvos regioninių klausimų nagrinėjimu. Tematikos plėtojimas, siekiant apimti daugiau Europos ir globalių klausimų, yra būtinybė (kaip paminėta pirmiau).

Materialieji ir mokymosi ištekliai yra šiuolaikiški.

Labai svarbu, kad Šiaulių universitete vykdoma studijų programa *Istorija ir politika* būtų patobulinta ir atitiktų tarptautinius magistrantūros studijų programoms taikomus standartus. Norint tai pasiekti reikėtų užtikrinti, kad baigiamasis darbas būtų didesnės apimties ir analitiškesnis, jo rengimą turėtų atidžiau stebėti pasirinktas ar paskirtas dėstytojas.

Apskritai programos vadybos struktūra yra tinkama. Studijų programa turi daug plėtros galimybių. Šiuo metu programos socialiniai dalininkai ją vertina itin palankiai.

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III. REKOMENDACIJOS

Apskritai studijų programa yra vertinama teigiamai, tačiau jos plėtojimo, augimo ir pokyčių potencialas vis dar yra nemažas. Kadangi studijų programa yra nauja, žemiau yra pateikiami siūlymai galimai sudarysiantys prielaidas jos tobulinimui. Svarbiausia, kad visos programa suinteresuotos šalys aiškiai ir visapusiškai suprastų studijų turinį bei kaip studijų programa buvo sudaryta. Taip pat reikėtų daugiau dėmesio skirti dėstytojų ir studentų numatomų studijų rezultatų, Europos kreditų perkėlimo ir kaupimo sistemos (ECTS) ir darbo krūvio paskirstymo supratimui.

1. Nėra pusiausvyros tarp dviejų sudėtinių programos dalių – istorijos ir politikos. Minėtųjų dalykų derinys yra unikalus Lietuvoje. Reikėtų daugiau dėmesio skirti teoriniams ir

metodologiniams politikos aspektams. Modulių sistemos taikymo peržiūrėjimas taip pat yra rekomenduotinas.

2. Reikėtų didinti studijų programos tarptautiškumą. Tarptautinis kontekstas ir bandymas į mokymo procesą įtraukti tarptautinius dalyvius yra svarbus ir būtinas. Šiam tikslui į programą reikėtų įtraukti naujų (galimai pasirenkamųjų) studijų dalykų, skaityti daugiau paskaitų, taip pat vesti seminarų, ar net tam tikrus studijų dalykus dėstyti užsienio kalba, orientuojantis į globalius klausimus. Reikėtų apsvarstyti galimybę pasikviesti dėstyti politikos praktikų iš užsienio.
3. Ypač daug dėmesio reikėtų skirti magistro baigiamojo darbo rengimo procesui, per visus keturis semestrus nuosekliai ugdant studentų akademinio rašymo gebėjimus, pateikiant jiems išsamesnius metodologinius nurodymus. Tai turėtų užtikrinti baigiamųjų darbų analitiškumą, aukštesnę rašymo kokybę bei atitinkamai lemtų didesnę baigiamųjų darbų apimtį. Baigiamųjų darbų santraukos anglų kalba turėtų būti išsamesnės ir tikslesnės, jose turėtų būti nurodytas darbo pavadinimas anglų kalba, pateiktas naudotų šaltinių, taip pat tyrimo metodologijos aprašymas.
4. Programos vadovai turėtų rimtai apsvarstyti galimybę plėsti studentų praktikų bazę. Pirmiausia, reikėtų suteikti daugiau galimybių studentams atlikti praktikas už Šiaulių regiono ribų, taip pat užsienyje, pavyzdžiui, Lietuvos ambasadose, bei įtraukiant politines institucijas ir organizacijas.

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IV. IŠSKIRTINĖS KOKYBĖS PAVYZDŽIAI

Šiaulių universitete sukurta puiki mokymosi bazė: auditorijos aprūpintos reikiama technine įranga; biblioteka puikiai sutvarkyta tiek įrangos, tiek išteklių atžvilgiu; kompiuterinė įranga labai gera; suteikiama prieiga prie daugelio duomenų bazių.

Reikėtų atkreipti dėmesį į išskirtinai glaudų bendradarbiavimą tarp fakulteto administracijos, studentų ir socialinių partnerių. Jie visi – tarsi didelė šeima, palaikantys vienas kitą vykdant šią studijų programą.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.