



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO  
**STUDIJŲ PROGRAMOS *TAIKOMOJI ISTORIJA***  
*(valstybinis kodas – 612V10003)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *APPLIED HISTORY* (state code - 612V10003)**  
**STUDY PROGRAMME**  
at LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Taikomoji istorija</i>
Valstybinis kodas	612V10003
Studijų sritis	Humanitarinių mokslų studijų sritis
Studijų kryptis	Istorija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	4 metai (nuolatinės), 5 metai (ištęstinės)
Studijų programos apimtis kreditais	225 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Istorijos bakalauras
Studijų programos įregistravimo data	2007-09-26 No. ISAK-1883 ; perregistruota 2010-05-03 No. V-635

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Applied History</i>
State code	612V10003
Study area	Humanities
Study field	History
Type of the study programme	University studies
Study cycle	First cycle
Study mode (length in years)	4 years (full-time), 5 years (part-time)
Volume of the study programme in credits	225 ECTS
Degree and (or) professional qualifications awarded	Bachelor of History
Date of registration of the study programme	2007-09-26 Nr. ISAK-1883 ; re-registered 2010-05-03 Nr. V-635

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## 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

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

The study programme Applied History is a four year BA programme (first cycle) offered by the Lithuanian University of Educational Sciences (LEU) at Vilnius. The programme is organized and run by the Department of Baltic Prehistoric Studies, Department of Philosophy, Department of Lithuanian History, Department of Universal History and Department of Catholic Religion Education and Centre of History Didactics of the Faculty of History (hereinafter – FH) of Lithuanian University of Educational Sciences (hereinafter – LEU or the University) in cooperation with the departments from other faculties of the University: Social Work and Sociology, Economics and Entrepreneurship Education from the Faculty of Social Education; Departments of German Philology and Didactics, French Philology and Didactics, Russian Philology and Didactics of the Faculty of Philology; Department of Physics and Information Technologies of the Faculty of Science and Technology<sup>1</sup>. The internal relations of departments are regulated by the resolutions adopted by the Senate of LEU.

The programme was registered in 2007 and has been re-registered in 2010. The programme was implemented in September 1, 2008. According to the SER amendments implemented to the programme were connected with the changes in the national system of educational and critical remarks of the evaluators and graduates of the programme. The self-evaluation team consisted of 9 persons (the vice-dean, head of department of Lithuanian History, 1 professor, 1 associate professor, 2 lectures, 2 assistants and 1 student).

### **1.4. The Review Team**

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 07/10/2014.

1. **Dr. Martin Hallik (team leader)**, *University of Tartu, Vice Rector for Academic Affairs, Estonia.*
2. **Prof. dr. Jean-Luc Lamboley**, *University of Lyon, Dean of the Faculty of History and Geography, France.*
3. **Dr. hab. Jakub Basista**, *Jagiellonian University, Lecturer at Institute of History, Poland.*
4. **Ass. prof. dr. Arūnas Streikus**, *Vilnius University, Lecturer at Faculty of History, Lithuania.*
5. **Daina Habdankaitė**, *student of Vilnius University, study programme Philosophy, Lithuania.*

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<sup>1</sup> Until 2013, when the study subject *Informatics* was taught.

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The aims and intended learning outcomes of the Study Programme *Applied History* (previously referred to as objectives) are announced in the system AIKOS (<http://www.aikos.smm.lt/programos.htm?m=program&a=displayItem&id=61205H108>). The aims of the Study Programme (which received accreditation in 2007) were 'reflected in graduates' knowledge, cognitive, practical and transferable skills. The aims are defined well and fit with learning outcomes. The aim of the study programme of *Applied History* is to train competent specialists in history, who are able to carry out applied research on history and to work in archives, museums, historical research centres, educational institutions, in the sector of public administration, business structures, mass media companies and in non-governmental organisations. The programme aims and learning outcomes comply mostly with expectations of employers and social partners. Graduates are mostly employed as specialists in designated spheres, like tourism. Graduates knowledge is found to be useful by their employers' opinion. Although the applied character of the programme should be even more distinctive to be compatible with learning outcomes according to students' and employers' answers. Skills and knowledge of practical use of history subject should be more prominently presented in the programme.

The learning outcomes of the Study Programme comply with: 1) the description of the learning outcomes of the first cycle outlined in the Description of Study Cycles (approved by the Order of the Minister of Education and Science No. V-2212 of 21 November 2011) ; 2) the description of the learning outcomes of the Bachelor's degree (*Framework of Qualifications for the European Higher Education Area* (QFEHEA), 2004)<sup>2</sup>; 3) Level 6 of *The European Qualifications Framework* (EQF), (2008), following Annex II of the Recommendation<sup>3</sup>; Level 6 provided for in the Lithuanian Qualifications Framework<sup>4</sup>.

The programme aims and intended learning outcomes of studies correlate with the conferred qualification degree according to SER and based on the information received during the on-site meetings. They also comply with the main legal acts and documents that regulate the learning outcomes.

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<sup>2</sup> It is usually referred to as *Dublin Descriptors*, [http://www.unibuc.ro/uploads\\_ro/35714/Dublin\\_Descriptors\\_2004Doctor.pdf](http://www.unibuc.ro/uploads_ro/35714/Dublin_Descriptors_2004Doctor.pdf)

<sup>3</sup> See: [http://www.ehea.info/Uploads/qualification/Recommendation\\_joint\\_degrees\\_9-June-2004.pdf](http://www.ehea.info/Uploads/qualification/Recommendation_joint_degrees_9-June-2004.pdf).

<sup>4</sup> Approved by the Resolution of the Government of the Republic of Lithuania of 4 May 2010.

## **2.2. Curriculum design**

The content of the subjects for this study programme is consistent with the type and level of the studies. The programme is implemented in 2 different ways: full-time as well as part-time, 225 ECTS in both cases are obligatory to obtain. The credits are distributed, according to SER annex no 6, between study years for full time programme as follows: 52 credits for first year, 57 credits for second year, 57 credits for third year and 59 credits for fourth year. The programme meets the general requirements based on the Republic of Lithuania Law on Higher Education and Research article 47 point 3. “The regular volume of studies of a full-time form for one year shall be 60 credits, but not less than 45 credits. “ The programme meets as well the second part of the article 47 point 3 concerning the requirements for part-time study. The study process is distributed on 5 years, 45 credits for each year for part-time study. The programme total 225 ECTS does indeed meet this requirement, because the total number is not less than 180 and does not exceed 240 credits.

The study plan of the Study Programme registered in **2007** was developed on the basis of ‘The Regulations of Basic, Special Vocational and Integrated Studies’ approved by the Order of the Minister of Education and Science No. 1551 of 22 July 2005. According to the evidence gathered from SER and meetings with SER group, the Study Programme has been changed **5** times. Some of the changes have been formal (adoption with laws and state-wide regulations), some have influenced curriculum design more profoundly. In the autumn of **2013**, having carried out the opinion surveys of students and held the meeting of administration of the Faculty with students, it turned out that the students of the assessed Study Programme *Applied History* asked for a longer duration of alternatively chosen practices to be able to acquire the competences necessary for their future career. Therefore, the Study Programme Committee revised and reorganised the study plan: 7 credits were withdrawn from the block of general university education and transferred to alternatively chosen practices. Instead of 6 practices (3 obligatory and 3 alternatively optional), 5 practices have been left (2 obligatory and 3 alternatively optional ones). The volumes of alternatively optional practices increased from 3 credits to 6 study credits. Such decision was approved in the meeting of the Council of the Faculty of History of 17 December 2013.

Students are already provided with a possibility of choosing one of the study subjects of social sciences in the block of general university education. According to meeting with the students and employers, the IT skills are on a good level.

The SER group mentioned that there should be created more study aids study methodological materials. The necessity of this type of materials was confirmed by the students as well.

The SER shows very clearly, that courses World History I and World History II are very superficially covering a vast period of history. There can be mentioned overlapping in courses World History II and History of Western Europe. Repetitions in topics are clear according to study plans. The overlapping problem was also confirmed during the on-site meetings. What more concerns the content, it was mentioned by the graduates that some of the subjects did not emphasize the applied history side enough and that the teaching methods did not differ from the general history subjects.

Also the students mentioned the wish to have more world history courses, especially Asian history was mentioned. As it was noted, a lot of material is squeezed together into one course. The SER team made practically the same notice about the need to cover more history topics. It would be wise to include more interesting and innovative study subjects that would further distinguish applied history from general history, e.g. the course Historical humour is rather interesting. This understanding correlates very well with evaluation team notice about the programme capacity. The review team highly recommends to increase the number of credits for this programme, that it would be 240 ECTS instead of 225 ECTS. This change would enable to extend the number of history courses and make the programme compatible with similar programmes in the EU. Students' feedback shows, that they would appreciate more study subjects.

Proportion of in-class study and independent study fall into the range of Lithuanian regulations, but according to the interviews there should be considered more contact hours to achieve better the aim of practical usage of history as subject.

During the meetings the experts found that English language proficiency should be much better. Excellent command of English and other modern languages like German and French play crucial role in internationalization and taking part in international scientific activities. They are also important for students to have better career perspectives, for example in tourism sector and museums.

Information literacy (how to search relevant data from databases and other sources) teaching is missing, as turned out from the meeting with students. For achieving several different learning outcomes, advanced information literacy skills are needed.



### 2.3. Teaching staff

The Bachelor Study Programme *Applied History* is implemented by 42 teachers: 10 professors, 15 teachers have been granted pedagogical title of associate professor, 9 lecturers (5 out of them have doctor's degree) and 5 assistant lecturers. The number of teaching staff and their qualifications are mostly adequate to provide the programme and ensure learning outcomes. Nevertheless, there are cases of teaching staff where scientific interests do not coincide with themes of the study programme as it turns out from the SER. Only a limited number of teachers do their research in the field of applied history. In case of 4 teachers the modest list of scientific works, indicated in the SER, rises question of their qualification for their current post and there is no ground to say how their research is related to the study programme. It is worth mentioning that the legal requirements for the staff qualification were not reflected in the SER. However the Dean of the faculty mentioned, that there is needed at least 3 peer-reviewed articles additionally to PhD dissertation to be elected associated professor.

According to SER the teachers published 29 scientific monographs, 2 scientific studies, 4 overviews of scientific works and 257 scientific articles in reviewed journals and one-time publications, reviewed conference proceedings and publications of sources from 2009 till 2013. Majority of publications are in Lithuanian language. Though it is obvious that the teaching staff is experienced in terms of teaching history, still more attention should be paid in increasing teachers' publication international impact through peer-reviewed publishing in English to get broad international feedback, especially in the field of applied history.

The ratio between teachers and students is 1 to 15.7 students<sup>5</sup>. This ratio is considered adequate for the BA level in the teaching of history.

The average age of teachers working in the Study Programme *Applied History* is 49.5 years. Under 30 years old – 3 teachers, less than 10%. At the same time there are 7 teachers at the age of retirement. It would be recommended to look into the matter of teaching staff turnover strategy. More attention should be paid to involvement of young teaching staff. Nevertheless, the structure of the teaching staff meets the requirements of the legal acts.

The teachers and students relation is generally positive. The experts learned that teachers are giving oral feedback to students' home-works; this information was gathered from meetings with teachers and students.

Although some of the earlier graduates did stress out that teachers used to lack knowledge specifically in terms of applied history, the current students noticed during their study years the

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<sup>5</sup> See: Norms of Numbers of Students to One Teacher and One Administrative Staff Member in the University Undergraduate Study Programmes and Coefficient of Study Field. In: The Resolution of the Government of RL 'On Approval of Methodology for the Identification and Allocation of Resources from the State Budget to Higher Education Institutions'. 11 October 2004, No. 1272, p. 9–10.

improvement of the teachers' ability to include elements of applied history into the lecture courses. The SER indicates that from 2009 to 2013 the teachers of the programme went to teach according to Kazakhstan (1 teacher) and Belarus (1 teacher) as well to Poland (2 teachers), to Latvia (1 teacher), to Turkey (1 teacher). Four teachers arrived to teach at the Faculty of History of LEU: 2 teachers from Turkey (Karadeniz Technical University), 1 teacher from Holland (European Association of Historians and History Educators, EUROCLIO) and 1 teacher from the USA (Indiana University). During the period of 2009–2013 6 teachers working in the Study Programme *Applied History* went to foreign higher education institutions according to ERASMUS programme (4 teachers) and other exchange programmes (2 teachers), whereas 11 teachers came to teach according to ERASMUS exchange programme. These numbers of incoming and outgoing teaching staff can be considered sufficient.

#### ***2.4. Facilities and learning resources***

Generally the facilities are really adequate and suitable for studying. There are enough classrooms (11) and seats for students. All the amphitheatre and a number of classrooms for work of academic groups contain the necessary audio and video equipment and multimedia. The experts noticed that there were a number of active-boards were available and in practical use. The internet connection seems to be working everywhere in the faculty. Wi-Fi is available in the premises of the Faculty and on the 1st-3rd floors. Wireless internet connection is available in several classrooms on the 4th floor as well.

Full-time students go to various small towns of Lithuania in groups, whereas part time students search for the respondents following the theme presented by a practice tutor in own town (village, settlement). The situation described in SER is valid according to the interviews with students.

The faculty library itself is rather good. There are also near future plans to extend it by making several individual workstation rooms. Along with the required general subject literature, the LEU Library stores teaching and methodological aids prepared by teachers of the Faculty of History and other faculties involved. Although it was mentioned both by the SER group and the students, that there could be more methodological materials, as there exists shortage of specific teaching and methodological aids for students of the Study Programme *Applied History*. There are too few group-work rooms (booking is required!) and opening hours of the library are quite insufficient if this library should be the main and most important library for their studies. There is a good selection of international scientific databases available for the students. Students are

able to use them over proxy server everywhere they have online connection, thus they have the proper conditions to work at home remotely.

The Study Room of History of Lithuania accumulates literature sources and research works on history of Lithuania. The exceptional feature of the Study Room is the richest collection of foreign textbooks (or their copies) of history in Lithuania. It would be more useful if this room would be a part of the library's premises. Although the library itself is good, it was noticed on-site the particularly low number of students in the library. It was confirmed during the meetings that the students tend to use National Library services more often than the university's library services according to students' experience.

Although the premises are good, the teaching staff expressed their wish for more modern equipment in classrooms and more opportunities for professional development. This way they could implement new and more attractive ways of teaching applied history.

Another thing that could be improved is the computer-class, as it is out of date because computers are more than 7 years old and the furniture is not quite ergonomic.

## ***2.5. Study process and students' performance assessment***

The organisation of the study process ensures an adequate provision of the programme. Students are entitled to selection of optional study subjects and they are provided a wide choice of practices in schools, publishing houses, museums, archives, etc. It is important to note that programme providers have made some significant changes during last 2 years and one of them was introducing more practices with 6 of them in total during the study time. As an outcome, students seem to get enough of practice time in general but, according to both students and some of the social partners, time for each of the practices (1 week, 3 days, etc.) is too short for students to be able to conduct any significant research or project on site.

Student feedback is assured systematically on three levels: by university, by faculty and by initiative of students. Although the first two levels provide regular and systematic feedback, it appears to be insufficient to cover particular programme content and teaching process related questions which are discussed on eye-to-eye meetings with administration and teaching staff. It is recommended to ensure more systematic and anonymous student feedback within the programme itself.

More than half of the study time is devoted for individual work. The notable fact is that student opinion was taken into consideration in 2011 and the amount of contact working hours

for full-time students has been raised to. This shows that programme developers take in mind student opinion when making decisions on the structure of the programme.

Judging from self-evaluation report and on-site visit, students' participation in research and applied science activities is driven mainly by Students' Scientific Society of the Faculty of History illustrates student motivation to involve in academic activities. On the other hand, bigger support from teaching staff and administration could assure more effective student involvement in scientific research. The scope of students' academic publications and taking part in conferences is sufficient for BA level studies, but there is clearly some potential to make it wider.

Even though students are provided with possibility to take part in student mobility programmes by a number of partnering universities in Poland, Turkey, Portugal, etc., the level of student mobility could be a lot higher. At the moment approximately 2 students each semester leave for Erasmus practice to Parma and 2-3 students annually go on research practice for 2 weeks to Wrocław. It can be observed that students prefer shorter mobility programmes to semester's length studies abroad. This tendency requires closer attention from study process organisers in order to assure bigger scope of internationalisation of the programme, especially when the number of incoming students is rather stable with about 5–7 students from Wrocław periodically arriving to LEU.

The process of granting incentive scholarships is run by central administration and is clear with minimum average mark of 9.5 required to get a scholarship. Information for students about study process is provided systematically and effectively in booklet form, via faculty's internet site and with the academic help from tutors and supervisors. There is a career centre providing courses about career perspectives and organizing visits to business enterprises and organizations. Students, met by the experts, appeared to be familiar with the system of assuring the dissipation of information about career perspectives. Also the formal assessment introduction of student performance is assured by informing students on the content of each programme at the beginning of each semester.

Even though the formal procedure is sustained, there are some rather severe problems with teaching discipline as a few students and graduates pointed out that some teachers do not attend their own lectures and there are some discrepancies between the examination questions and the subject content. The forms of final and halfway assessments are very rich in diversity, from written papers to business projects, tourism route planning, etc. A lack of unified philosophy of assessment should be indicated. Thus these points should be taken into great consideration.

Also according to the meeting with SER group, the students have weak ability to work independently in an effective way. It would be recommended to implement new ways of study process in order to increase the students' capability to work independently.

The experts also found out that students were worried about the insufficient information in writing BA thesis. Also the time for writing BA thesis and practice coincided. This problem with schedule should be solved by the staff responsible for implementing this study programme.

The expert team also learned that that the bachelor thesis evaluation methods were not clear for all students. This unawareness might cause a serious damage to students' academic success. Thus this problem should be seriously revised as well. Also concerning the BA thesis, the summaries do not have translation of titles very often, so there might be minor homogeneity issues. The Reviewers would recommend implementing unification in relation to paper bachelor thesis. Also the scope and the structure of BA thesis is very different. This again indicates certain problems with requirements to BA thesis' standards.

## ***2.6. Programme management***

The Dean of the Faculty is in charge of organisation and coordination of the Study Programme *Applied History*. The Study Programme *Applied History* is administered (it includes implementation of decisions issued by the Council of the Faculty of History, the LEU Senate and the Council, orders of the Rector and the Dean of the Faculty) by the Vice-dean for studies, heads of the Departments and assistants to the heads of Departments for full-time and part-time studies according to SER. Revision, amendment and renewal of the Study Programme (following the newest legal act, which regulate studies in Lithuania) are initiated by the Committee of Study Programme of *Applied History* (hereinafter – CSPAH<sup>6</sup>) submitting proposals to the Council of the Faculty of History for consideration. The Council of the Faculty approves (or rejects) suggestions provided by CSPAH and makes decisions. CSPAH is in charge of the content of the Study Programme according to SER. However it was mentioned during the meeting with the SER group that CSPAH started to function just since 2013, when the petition of students has been received regarding programme's quality.

Taking account the feedback from the students, there should exist a proper internal quality assurance system. The students brought up a rather serious problem in the programme management. There has been an insufficient reaction to the students' feedback indicating problems with teachers. Students mentioned that there are a couple of teachers who does not

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<sup>6</sup> The Resolution of the LEU Senate No. 251 of 13 November 2013, *Regulations of Study Programme Committees of Lithuanian University of Educational Sciences*. The structure of the Study Committee of Applied History is presented in **Annex 10**.

attend lectures or coming late as a routine. These teachers' problems are well known to all students. This kind of problem can be described as a serious disciplinary problem what must be resolved as soon as possible. Nevertheless, the management most likely paid attention to the problem already.

The opportunities for students practice are adequate. There is an opportunity for the students to have practice in different institutions. For example the teaching practice at school is completed in Lithuanian schools of general and basic education. The practice in archives is completed in state, public or private institutions. Another alternative for practise is organized as well in heritage protection institutions, publishing houses, in media and in travel agencies.

The distribution of responsibilities of the implementers of the Study Programme *Applied History* is properly regulated in the internal documents of LEU (62.5 % of the respondents). 54 % of the respondents assessed distribution of responsibilities between administration and teachers of the Department favourably. 33.3 % of the respondents pointed out that they are unaware of criteria for distribution of responsibilities among implementers of the Study Programme *Applied History*. 50 % of the teachers think that the administration of the Faculty (the Deans Office and departments) allocate sufficient attention to assurance of quality of the Study Programme, 25 % think that this concern is not sufficient, whereas 25 % did not have their clearly expressed opinion according to SER. This outcome is rather critical, showing only 50% satisfaction rate with administration active involvement to the quality assurance.

The stakeholders and specialists are quite involved in terms of developing this programme. The social partners from institutions hosting students for practice were taken into account formulating assignments of practical activities.

The whole information about the quality of studies is received from various sources: 1) expert evaluation of SKVC (the study programme underwent assessment in 2007); 2) opinion surveys of students, teachers and employers. The assessment of the Study Programme was conducted in June of 2007. Suggestions of the assessment were generally introduced in the programme.

However during the meetings with administration, teachers, students and alumni the experts were given evidence that there is a missing standardized system for improving teachers teaching skills.

The general view of the programme management is decent. There are some minor issues which are currently being worked on and will surely materialize successfully in time. However the experts' team had noticed that the there is one essential flaw of this area – internal communication problems between the administration and the teaching staff.

Also in terms of this programmes' admission, there should be paid a lot of attention to low number of admission of the last couple of years, especially 2013. There is still work to be done to make the programme attractive to potential students. It would be wise to start developing a proper marketing system for this programme.

### **III. RECOMMENDATIONS**

1. It is recommended to ensure more systematic and anonymous student feedback within the programme itself.
2. The programme should be 240 ECTS instead of 225 ECTS to meet European standards, offer more applied history related and other optional courses.
3. It is highly recommended to implement a standardized system for improving teachers teaching skills.
4. Disciplinary problems regarding the teaching staff and assessment must be resolved as soon as possible.
5. Introducing courses like "Historical humour" for marketing reasons has a great potential in attracting foreign students attention if it will be translated into English.

### **IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)\***

#### **V. SUMMARY**

The programme aims are defined well and fit with learning outcomes. The programme aims comply mostly with expectations of employers. Graduates knowledge finds to be useful by their employers' opinion. The applied character of the programme should be even more distinctive to be compatible with learning outcomes according to students' and employers' answers. The programme aims and intended learning outcomes of studies correlate with the conferred qualification degree according to SER and interviews. They also comply with the main legal acts and documents that regulate the learning outcomes.

According to the evidence gathered from SER and meetings with SER group, the Study Programme has been changed **5** times. Students' feedback has been taken into account. The content of the subjects is consistent with the type and level of the studies. However there were indicated problems regarding the overlapping of study subjects, as well as a necessity to increase the number of study subjects. Also the meetings showed that English and other languages proficiency should be much better, as it will be necessary for the graduates of this programme in their professional careers.

The number of teaching staff and their qualifications are mostly adequate to provide the programme and ensure learning outcomes. The ratio between teachers and students is 1 to 15.7 students<sup>7</sup>. This ratio is considered adequate for the BA level in the social sciences. The structure of the teaching staff meets the requirements of the legal acts. It would be advised to look into the teaching staff turnover strategy.

The facilities of the faculty are good in order to develop this programme. There are enough classrooms and seats for students. However there are too few group-work rooms in the library. There is a good selection of international scientific databases available for the students. Students are able to use them over proxy server everywhere they have online connection. However the computer class workstations should be renewed, as the computers are entering their 7 year life cycle, which is considered rather old.

The experts have observed a significant decline in admitted students' number which indicates a need for more effective programme management and curriculum revision in order to make it more attractive for upcoming students. Student feedback is assured systematically on three levels: by University, by Faculty and by initiative of students. Although the first two levels provide regular and systematic feedback, it appears to be insufficient to cover particular programme content and teaching process related questions which are discussed on eye-to-eye meetings with administration and teaching staff. It is recommended to ensure more systematic and anonymous student feedback within the programme itself. Information for students about the study process is provided systematically and effectively in booklet form, via Faculty's internet site and with the academic help from tutors and supervisors. The experts could indicate that there are some teaching discipline problems with a few students pointing out that some teachers do not attend their own lectures and some discrepancies between the examination questions and subject content. There are some serious concerns regarding the bachelor thesis, as the time for writing BA thesis and practice coincided, also the assessment methods and criteria were not fully clear for the students. The issues regarding bachelor thesis should be taken into serious review.

The programme management system is formally well established. Information about the quality of studies is received from various sources: 1) expert evaluation of SKVC (the study programme underwent assessment in 2007); 2) opinion surveys of students, teachers and employers. The assessment of the Study Programme was conducted in June of 2007. Suggestions of the assessment were generally introduced in the programme. Meetings with administration,

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<sup>7</sup> See: Norms of Numbers of Students to One Teacher and One Administrative Staff Member in the University Undergraduate Study Programmes and Coefficient of Study Field. In: The Resolution of the Government of RL 'On Approval of Methodology for the Identification and Allocation of Resources from the State Budget to Higher Education Institutions'. 11 October 2004, No. 1272, p. 9–10.



teachers, students and alumni confirmed that there is a missing standardized system for improving teachers teaching skills.

## VI. GENERAL ASSESSMENT

The study programme Applied History (state code – 612V10003) at Lithuanian University of Educational Sciences 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	3
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	3
	<b>Total:</b>	<b>16</b>

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

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

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

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

Grupės vadovas: Team leader:	Dr. Martin Hallik
Grupės nariai: Team members:	Prof. dr. Jean-Luc Lamboley
	Dr. hab. Jakub Basista
	Ass. prof. dr. Arūnas Streikus
	Daina Habdankaitė

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS TAIKOMOJI ISTORIJA (VALSTYBINIS KODAS – 612V10003) 2014-12-  
08 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-590 IŠRAŠAS**

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## **VI. APIBENDRINAMASIS ĮVERTINIMAS**

Lietuvos edukologijos universiteto studijų programa *Taikomoji istorija* (valstybinis kodas – 612V10003) vertinama **teigiamai**.

*Studijų programos vertinimas balais pagal vertinamąsias sritis.*

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>16</b>

\* 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)

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## **V. SANTRAUKA**

Programos tikslai gerai apibrėžti ir suderinti su studijų rezultatais. Šios programos tikslai daugiausia atitinka darbdavių lūkesčius. Darbdavių nuomone, absolventų žinios yra naudingos. Programos taikomasis pobūdis turėtų būti dar labiau išryškintas, kad atitektų studijų rezultatus, atsižvelgiant į studentų ir darbdavių atsakymus. Programos tikslai ir numatomi studijų rezultatai susiję su suteikiamu kvalifikaciniu laipsniu, remiantis SS ir interviu. Jie taip pat atitinka pagrindinius teisės aktus ir dokumentus, kuriais reglamentuojami studijų rezultatai.

Remiantis savianalizės suvestinėje (SS) pateiktais ir per susitikimus su SS grupe surinktais įrodymais, ši studijų programa keista **penkis** kartus. Atsižvelgta į studentų atsiliepimus. Programos dalykų turinys atitinka studijų formą ir lygį. Tačiau nustatyta problemų, susijusių su studijų dalykų sutapimu, taip pat reikėtų padidinti studijų dalykų skaičių. Be to, per susitikimus

pastebėta, kad anglų ir kitų kalbų mokėjimas turėtų būti kur kas geresnis, nes jos bus reikalingos šios programos absolventų profesinėje karjeroje.

Akademinio personalo narių skaičius ir jų kvalifikacija yra pakankami programai įgyvendinti ir studijų rezultatams pasiekti. Dėstytojų ir studentų santykis rodo, kad vienam dėstytojui tenka 15,7 studento<sup>8</sup>. Manoma, kad šis santykis yra tinkamas socialinių mokslų bakalauro laipsniui įgyti. Akademinio personalo struktūra atitinka teisės aktų reikalavimus. Patartina nuodugniau apsvarstyti akademinio personalo kaitos strategiją.

Fakulteto turima įranga yra tinkama šiai programai įgyvendinti. Studentams pakanka auditorijų ir patalpų. Tačiau bibliotekoje yra mažai vietų darbui grupėmis. Studentai gali pasirinkti įvairias tarptautines mokslines duomenų bazes. Studentai turi galimybę jomis naudotis per tarpinį serverį visur, kur yra interneto ryšys. Tačiau turėtų būti atnaujintos kompiuterių auditorijos darbo vietos, nes kompiuteriai naudojami jau septynerius metus, todėl laikomi pasenusiais.

Vertinimo grupės nariai pastebėjo, kad gerokai sumažėjo priimamų studentų skaičius, ir tai rodo, jog reikalingas veiksmingesnis programos valdymas ir studijų turinio persvarstymas, kad ji taptų patrauklesnė būsimiems studentams. Studentų grįžtamasis ryšys sistemingai gaunamas trimis lygmenimis: universiteto, fakulteto ir studentų iniciatyva. Nors pirmaisiais dviem lygmenimis gaunamas nuolatinis ir sistemingas grįžtamasis ryšys, atrodo, kad jo nepakanka, norint išanalizuoti su konkrečiu studijų programos turiniu ir dėstyimo procesu susijusius klausimus, kurie aptariami tiesioginiuose susitikimuose su administracija ir dėstytojais. Rekomenduojama užtikrinti sistemingesnį ir anonimiškesnį studentų grįžtamąjį ryšį įgyvendinant programą. Informacija apie studijų procesą studentams teikiama sistemingai ir veiksmingai; fakulteto interneto svetainėje skelbiama brošiūra; akademinę pagalbą ją rengiant teikia dėstytojai ir vadovai. Vertinimo grupės nariai pažymi, kad yra dėstyimo drausmės problemų, nes keletas studentų atkreipė dėmesį į tai, jog kai kurie dėstytojai neatvyksta į paskaitas, todėl iškyla egzaminų klausimų ir dalyko turinio neatitikimų. Iš kilo rimtų abejonių, susijusių su bakalauro baigiamaisiais darbais, nes bakalauro baigiamojo darbo rašymo ir praktikos laikas sutapo; be to, studentams nebuvo visiškai aiškūs vertinimo metodai ir kriterijai. Klausimai, susiję su bakalauro baigiamaisiais darbais, turėtų būti nuodugniai persvarstyti.

Programos valdymo sistema yra tinkama. Informacija apie studijų kokybę gaunama iš įvairių šaltinių: 1) SKVC ekspertų vertinimo (studijų programos vertinimas atliktas 2007 m.); 2)

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<sup>8</sup> Žr. *Universitetinių pagrindinių studijų programų norminiai studentų skaičiai vienam dėstytojui ir vienam aptarnaujančiam darbuotojui, taip pat studijų krypties koeficientai. Pateikta: Lietuvos Respublikos Vyriausybės nutarimas „Dėl Lietuvos Respublikos valstybės biudžeto lėšų poreikio nustatymo ir jų skyrimo mokslo ir studijų institucijoms metodikos patvirtinimo“. 2004 m. spalio 11 d., Nr. 1272, p. 9–10.*

studentų, dėstytojų ir darbdavių nuomonės apklausų. Studijų programos vertinimas buvo atliktas 2007 m. birželio mėn. Per vertinimą pateikti pasiūlymai buvo įtraukti į programą. Susitikimai su administracijos darbuotojais, dėstytojais, studentais ir alumnais patvirtino, kad nėra įdiegtos standartizuotos sistemos, kurią naudojant būtų tobulinami dėstytojų dėstymo įgūdžiai.

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### **III. REKOMENDACIJOS**

1. Rekomenduojama užtikrinti sistemingesnę ir anonimiškesnę studentų grįžtamąjį ryšį įgyvendinant programą.

2. Programai turėtų būti skirta 240 ECTS kreditų (vietoj 225 ECTS kreditų), kad ji atitiktų Europos standartus, taip pat turėtų būti siūloma daugiau su taikomąja istorija susijusių ir kitų pasirenkamųjų studijų dalykų.

3. Ypač rekomenduojama įdiegti standartizuotą dėstytojų dėstymo įgūdžių tobulinimo sistemą.

4. Turi būti kuo greičiau išspręstos problemos, susijusios su akademinio personalo drausme ir studentų vertinimu.

5. Rinkodaros atžvilgiu daug galimybių atveria tokie dalykai kaip „Istorinis humoras“ pritraukiant užsienio studentų dėmesį, jei medžiaga būtų išversta į anglų kalbą.

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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.

Vertėjos rekvizitai (vardas, pavardė, parašas)