



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
STUDIJŲ PROGRAMOS ANALITINĖ ŽURNALISTIKA
(valstybinis kodas - 621P52001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ANALYTICAL JOURNALISM (*state code - 621P52001*)
STUDY PROGRAMME
at Vilnius University

1. Prof. dr. Steven Knowlton (team leader) *academic,*
2. Assoc. Prof. dr. Martine van Selm, *academic,*
3. Assoc. Prof. dr. Baiba Holma, *academic,*
4. Assoc. Prof. dr. Dorte Madsen, *academic,*
5. Mr. Žilvinas Kulvinskis, *representative of social partners,*
6. Ms. Gabrielė Gendvilaitė, *students' representative.*

Evaluation coordinator – Ms. Dovilė Stonkutė.

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Analitinė žurnalistika</i>
Valstybinis kodas	621P52001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Žurnalistika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žurnalistikos magistras
Studijų programos įregistravimo data	2012.05.29

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Analytical Journalism</i>
State code	621P52001
Study area	Social Sciences
Study field	Journalism
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Journalism
Date of registration of the study programme	29 May, 2012

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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.	Current number of students per year (2014/2015)
2.	Guide How to Write a Master's Thesis (17 pages in English)

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

Master's level Journalism study programme at Vilnius University (hereinafter – VU) was established in 1997, targeted at holder of Bachelors degrees in the field. Since then, responding to evaluations by international experts, admission to the programme has been broadened to include holders of Bachelor degrees from other fields. The current aim is to offer professionals exceptional competencies in the labour market. It is the only journalism programme in Lithuania to offer specialisms in business and economics or in art and culture. Its focus is on print journalism, either traditional hard-copy newspapers and magazines or online publications. The present MA level programme was established in 2012. This is the first formal programme evaluation by international evaluators.

The Analytical Journalism programme is administered by the Institute of Journalism (hereinafter - IJ), which is a part of the Faculty of Communication. The programme is one of four programmes of study within the Institute. The others are: a full-time Bachelor programme (4 years); a part-time Bachelor programme (6 years); a generalist journalism programme (1.5

years); and the evaluated specialist programme in Analytical Journalism (2 years). The preparation of the self-evaluation report of the Master degree study programme of *Analytical Journalism* was carried out by the team set up by Order No. 160000-1-26 of the FC Dean of 29 April, 2014: Team Leader Prof. Dr. (HP) Žygintas Pečiulis, members: Assoc. Prof. Dr. Mantas Martišius, Dr. Algimantas Šindeikis (social partner), Chief Specialist Giedrė Grybauskaitė-Žmoginė, Study Coordinator Zita Kemeraitienė.

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 30 April, 2015.

1. **Prof. dr. Steven Knowlton (team leader)**, *Professor of Journalism, chair, M.A. International Journalism Studies, 2008-2011, Chair, B.A. Journalism, 2012-13, Dublin City University, Ireland.*
2. **Assoc. Prof. dr. Martine van Selm**, *Director of College of Communication, Department of Communication Science, University of Amsterdam, Netherlands.*
3. **Assoc. Prof. dr. Baiba Holma**, *Department of Information and Library Studies, Faculty of Social Sciences, University of Latvia, Latvia.*
4. **Assoc. Prof. dr. Dorte Madsen**, *Dept. of Intercultural Communication and Management, Copenhagen Business School (CBS), Denmark.*
5. **Žilvinas Kulvinskis**, *Head of Public Relations and marketing department at VŠĮ „Lietuvos radijas ir televizija“ (National radio and television), Lithuania*
6. **Ms. Gabrielė Gendvilaitė**, *student of Šiauliai University study programme Lithuanian philology and communication.*

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The primary aim of the programme is clear: “to prepare professional journalists who are able to work in a modern traditional and convergent media organisation, understand the principles of functioning of mass communication, analyse the facts and phenomena of politics, economics, culture and art relevant to the public, and present them in different journalistic genres.” (SER, p. 7)

Based upon experience with the generalist MA programme, begun in 1997, and upon subsequent studies and analyses undertaken by international evaluators and experts, the programme now under evaluation was designed to provide specialised training in several areas of professional journalism: politics, economics, art and culture.

The programme management undertook market research and concluded that the curriculum now being offered “should meet the employers’ demand for competent mass media experts and analysts who are able to create a high quality content of specialised journalism.” (SER, p.7)

The idea of a Master’s programme that provides specialist training in two of four subject areas (politics and economics or art and culture) is an ingenious effort at providing advanced training in desirable journalism specialisations with a relatively small number of students. The

programme is well thought-out and seeks to provide graduates for a segment of the labour market that is not otherwise specifically targeted anywhere in Lithuania.

The learning objectives, learning outcomes and assessment procedures are tightly integrated, clear and coherent. Table 1 of the SER is an exemplary statement of general and subject-specific competencies of learning outcomes related to those competencies and of individual courses in which those outcomes are to be achieved. For but one example: Under the category of subject-specific competencies, there is the competency: “Special competences of a creative analytical journalism professional: development of skills to analyse and interpret politics-economics/culture-art processes,” one of the learning outcomes promises that students “will be able to observe, record, analyse, interpret and creatively present” either political and economic material or cultural and art material. This outcome is, in turn, connected to five courses in the political and economic track – Economic and Financial Analysis, Multimedia Creative Expression, Creative Practical Training, Creative Project of Analytical Journalism and Political Communication - or to five courses in the arts and culture track – Aesthetics of Photography and Cinema, Multimedia Creative Expression, Creative Practical Training, Creative Project of Analytical Journalism and Music Criticism. This part of the self-evaluation document was exemplary and could serve as a model for other programmes within the Faculty.

The name of the programme, Analytical Journalism, is highly unusual in European higher education institutions, but it accurately describes the goals and aims of the programme. As the SER attests, one of the elements, which distinguish this programme from Bachelor Journalism programmes at VU and elsewhere, is the specialisations that this programme offers. The four areas of specialisms on offer lend themselves to and are well suited for *analysis* as opposed to straight news *reporting*. This is the only programme in Lithuania to offer this set of specialisms.

The courses on offer in the programme were included in the programme, according to the SER, after extensive consultation with leading news organizations in Lithuania. “The areas of specialisation of the study programme were determined by the needs of the Lithuanian Mass media.”

The programme’s designers went to considerable length to make the distinction between bachelor’s level journalism programmes and this master’s level programme. And the modules are designed to build upon bachelor’s level programmes. “The study process seeks to make better use of the competences acquired during bachelor studies.” (SER, p. 7)

Programme aims and learning outcomes are published together with the study programme on the Faculty’s website (www.kf.vu.lt). The university has also promoted the programme through the issuance of press releases and appearances on Lithuanian broadcasts.

2.2. Curriculum design

The curriculum design meets legal requirements. The Dublin Descriptors (the Bologna Working Party on Qualifications Frameworks (2005); the Framework for Qualifications of the European Higher Education Area, the Republic of Lithuania Law on Higher Education and Research (Official Gazette *Valstybės žinios*, 2009, No. 54-2140); Order on the Approval of the General Requirements for Master Degree Study Programmes of the Minister of Education and Science of the Republic of Lithuania (Official Gazette *Valstybės žinios*, 10.06.2010, No. 67-3375); VU Study Regulations (22.06.2011). The learning outcomes are based on the provisions of the Code of Ethics of Lithuanian Journalists and Publishers (2005), the Republic of Lithuania Law on the Provision of Information to the Public (Official

Gazette *Valstybės žinios*, 27.07.2006, No. 82-3254), and on the principles of journalism competences formulated by the EJTA (European Journalism Training Association) organisation (<http://ejta.eu/the-tartu-declaration/>).

The three-semester curriculum of coursework is designed to provide core competencies to all students each semester, while allowing students to pursue one of two tracks – culture and the arts or politics and economics. There are nine core competencies, three general and six subject-specific. The three general competencies are: Formation of student value attitudes (the principles of democracy, respect for constitutional values, citizenship, tolerance, and ethics); the development of written and verbal communication in their mother tongue; and the formation of the skills of analysis, synthesis and critical thinking, as well as practical application of theoretical knowledge. The six subject-specific competencies are that students should develop their skills of application of communication and information theories and methodologies; the ability to analyse the development and functions of mass media organisations; the ability to recognise, group and analyse journalistic content; the ability to apply creative skills; plus special subject-specific and special creative knowledge and skills in the selected field (politics-economics or culture-art). The fourth semester is devoted to the preparation of the final thesis. This organization of courses is highly commendable.

This is an ambitious curriculum and appears to be a reasonable compromise between a generalist degree and a narrow specialist programme – a degree in business reporting, say, or political journalism.

The arrangement of four core courses plus one course in the selected option each semester represents an innovative structure and, again, is an attractive compromise between a narrow specialist degree in, say, business journalism, and a purely generalist programme.

Further, the *subject area* of the taught courses is consistent with the type and level of the studies. However, the course offerings are highly theoretical, as opposed to practice-based. Finding the right balance at a university between theory and skills classes is always a delicate judgement. It is arguable that in the programme's initial offerings, the courses could be heavily theoretical on the grounds that "the study process also seeks to make better use of the competences acquired during bachelor studies." (SER p.7) But since students are now admitted who did something other than journalism as undergraduates, there is an even more compelling reason to increase the number of instances in which students report and write real journalism.

According to the SER (p.6) "The aim of master studies is to prepare reviewers and commentators, able to create analytical written content for traditional press and the internet". And clearly, a strong theoretical grounding is essential to a high-level journalism education, particularly one, such as this, that aims to produce critics and analysts, rather than news reporters. That theoretical background will be of enormous use to the graduates of this programme when they enter the marketplace. Still, students, alumni and social partners – and international standards for similar programmes – are in accord that more practice-based classes should be introduced into the curriculum. The module in music criticism, for example, asks students to do research papers and take tests, but it does not appear to ask students to attend musical performances and produce critical reviews. Several other subject areas could similarly be either replaced or supplemented with more practical work.

In the same vein, the evaluation team recommends strongly that the programme administration consider replacing the requirement for a MA thesis with a roughly equivalent amount of work devoted to a final professional journalism project. Students unanimously said the programme was lacking in practice-based courses and would welcome a chance to take up a serious

professional project instead of the thesis. At a minimum, this project should be considered as an optional alternative to a thesis.

As currently constituted, the programme is heavily focused on print media. The profession in recent years has become much more multimedia oriented than in times past and increasingly journalists entering the profession are expected to have a broad range of reporting and editing tools at their disposal – print, still photographs, audio and video. The evaluation team recommends that the programme administration consider incorporating more of these other media into the curriculum.

At the same time, students expressed a desire for a greater emphasis on international journalism, if not practical experience in international reporting, then instruction in how international news organizations operate and are structured -- how, say, the BBC is like and unlike Al Jazeera and CNN in how it gathers and reports the news, what are its news values, what are its standards and operating procedures, and so on.

The scope of the programme is well thought-out, with learning outcomes attached to each desired programme competency and an integral part of particular courses. The scope is sufficient to ensure learning outcomes.

The content of the programme reflects the world of print journalism in all its forms, hard copy and online. There is some attention paid to other media – audio and video, although the evaluation team believes there should be more. Training journalists to work in the 2020s and beyond is a very difficult task. They need both contemporary media skills and a solid theoretical grounding in communication and the specialist fields. The programme does incorporate the latest developments in art and technology.

2.3. Staff

The staff of the *Analytical Journalism* study programme consists of 17 members (4 professors, 6 associate professors and 7 lecturers with doctoral degrees). 9 of them are full-time employees of the Faculty, while others are part-time employees working on a fixed term contract basis. Programme staff members are employed in accordance with the Labour Code, Vilnius University Statute and Vilnius University Provisional Regulations for the Certification of Pedagogical and Research Staff and Organisation of Competitions to Fill Open Vacancies. Full-time teachers won open competitions for their positions that were organised by Vilnius University and work on a basis of 5 year fixed term contract, which can be renewed should they win a new competition for the same or different position. Following Vilnius University Provisional Regulations for the Certification of Pedagogical and Research Staff and Organisation of Competitions to Fill Open Vacancies and considering the feedback on teachers' performance provided by the Students' Representation of the Faculty of Communication at Vilnius University, the FC Certification Committee decides whether an applicant (teacher) meets the established qualification criteria. The qualifications of the teaching staff are adequate to ensure learning outcomes. Teaching staff come from a range of academic disciplines related to journalism or to one of the specialist tracks or the other.

According to the CVs provided to the evaluation team, many members of the teaching staff, including the director of the programme, Prof. Žygintas Pečiulis, have significant professional experience in the field of journalism. This would make it much easier than would otherwise be the case to add practice-based coursework to the programme.

The staff have a strong record of foreign visits, lectures and research. For example, Prof. Dr. Irmina Matonytė spent 10 months in Russia at Immanuel Kant Federal University, Kaliningrad in 2012 and an additional nine months at the University of North Carolina-Greensboro, USA, in 2004-05. She also had shorter periods in Spain and France. The programme's director, Prof. Dr. (HP) Žygintas Pečiulis, has had research internships at two different universities on three occasions from 2002 to 2012. Assoc. Prof. Dr. Kęstas Kirtiklis has spent a total of eight months on research trips to universities in Berlin, Germany, in Colorado, USA and at the University of Surrey, UK. Other members of the teaching staff have had shorter research trips, lectureships and expert activities.

Over the past five years, programme staff have published 115 articles in scientific journals, and delivered academic papers at more than 60 international conferences. Further, the evaluation team found the teaching staff to be highly dedicated to their work. Students had high praise for the teaching staff's willingness to be helpful.

Students are enthusiastic about their studies and are dedicated to the ideals of the profession they are entering. This is a strong testament to the work of the teaching staff.

As a group, the quality of the Masters' theses was not particularly high, in the judgement of the evaluation team. Since the programme is only three years old and has had low enrolment since the beginning, there has been only one cohort of students to complete their Master theses. Seven students began the programme, but three dropped out, leaving only four to complete the programme to date. These four theses, plus completed ones from the class of 2015, were certainly adequate, but were almost wholly descriptive, rather than synthetic and analytical.

The balance between young staff and more senior staff is somewhat skewed toward the senior end; there are eight members of staff over 50; only five are under 40. There is a total of 17 members of the teaching staff (4 professors, 6 associate professors and 7 lecturers with doctoral degrees). Nine are full-time employees of the Faculty of Communication, while others are part-time employees working on a fixed term contract basis. Their academic credentials and their professional work experience is fully adequate to ensure learning outcomes.

All members of VU academic staff receive professional skills training every five years as it is a part of their certification process. Academic Staff Professional Development Regulations were adopted in 2008 (03.07.2008, VU Senate Commission Resolution No. SK-2008-8). Vilnius University Personnel Directorate houses a Staff Professional Development Centre. Its main functions include staff training and professional development planning, organisation and cooperation with VU units. VU has developed a University Teacher's Guide and it also holds teaching excellence training courses.

It is clear from the admirable publishing record of the teaching staff, plus the publication record and the attendance at international conferences that the university and the faculty both support and endorse scientific research within the teaching staff on the programme. Programme teachers write and publish articles in the areas of their scientific research in national and international scientific publications and present the findings of their research in scientific conferences. Over recent 5 years programme staff published 115 articles in scientific journals reviewed in international databases and delivered over 60 reports at national and international scientific conferences (the data are presented in Annex 2). Publishing scientific articles and taking part in scientific conferences is a part of the certification process for the VU teachers.

2.4. Facilities and learning resources

The programme is housed in the 18th century buildings on the edge of Old Town section of the city. The buildings have been sufficiently renovated to function adequately for the purpose. The building is fully Wi-Fi enabled, largely obviating the need for dedicated computer labs.

Lectures and seminars for students of the Master degree study programme of *Analytical Journalism* are held at the lecture rooms of the Institute of Journalism, Faculty of Communication, Vilnius University. Lectures, seminars and consultations can be held in 8 lecture rooms (seating 15 to 45 students). The Institute has a total seating capacity of 222 in the eight lecture rooms.

Classes requiring an auditorium can also be held at the premises of the Faculty of Communication (Saulėtekio al. 9) (room seating capacity ranges from 18 to 100 seats) or Vilnius University Central Library group work rooms (Universiteto g. 3). Leisure area facilities (Bernardinų g. 11) are equipped with computers and scanners for students' use. Students have access to wireless internet in all rooms.

Students can use TV and radio studios to perform their practical assignments: record, edit, review or listen to audiovisual material. Students of *Analytical Journalism* use audiovisual equipment in the seminars of *Multimedia Creative Expression*. The following equipment is available for audiovisual exercises: digital video cameras (12), video camera tripods (8), digital cameras (4), VCRs (8), DVD players (2), monitors (3), TV sets (6), audio recording devices (13), stationary tape recorders (3), mixing channels (3), professional microphones (8). Professional audio and video editing software *Adobe Premiere PRO CS5.5* is available. During practical training students may use the facilities of media organisations (editorial offices).

All lecture rooms are equipped with stationary multifunctional equipment (computers, multimedia projectors) and wired and wireless internet access. This complex equipment facilitates the use of modern presentation technologies, conducting interactive communication sessions and reviewing video and audio materials during lectures and seminars. The biggest room is equipped with an LCD TV and a DVD player for reviews and it also allows the use of interactive digital TV for training purposes.

All academic staff working at the Institute of Journalism have access to computerised work stations with wired and wireless internet access, printers and scanners. They also have access to copy and scanning equipment located at the administration premises of the Institute of Journalism.

Specialised literature in the fields of communication and information can also be accessed at the National Open Access Scientific Communication and Information Centre at the VU Library, which was opened in 2013. The Centre has a special Communication Reading Room that provides access to the information technology laboratory equipped with a photography tripod. The reading room sits 77 people and provides access to 20 computers. Additionally students can use other VU scientific library facilities as well as Martynas Mažvydas National Library of Lithuania, the Library of the Lithuanian Academy of Sciences, and Adomas Mickevičius Public Library.

The Journalism Institute's library is housed in university buildings dating from the 16th century. The buildings have been renovated to a high standard of both utility and aesthetic value and are a

delight. There are study carrels, rooms for group work and individual reading spots in many corners of the buildings. These appear to be well used.

The institute's library is well stocked. The book shelves have a good collection of specialist material, plus multiple copies of the most frequently used text books. This is a welcome recognition that most students in the programme are not able to purchase many textbooks because of cost.

The library has self-service kiosks allowing students to check out books with their university ID cards.

The university and the programme have made adequate arrangements for students' practice. As noted above, there are university publications – newspaper and academic journals – in which student work is published. Students have access to the Journalism Institute's radio and television studios, which are serviceable for their needs, and have access to computer labs with adequate sound and video editing software.

2.5. Study process and students' performance assessment

Applicants are accepted to the master degree study programme of *Analytical Journalism* in accordance with the Rules of Admission to the Study Programmes of Vilnius University. The procedure for admission to studies depends on students' completed Bachelor's programme study area and field. Students with a BA in Journalism or a related field, such as Public Relations, Information Services, Publishing, etc., whether from Vilnius University or elsewhere, may be admitted directly. Students with undergraduate degrees in other fields must take an oral admission examination of their knowledge of mass media and of the proposed specialisation, either politics and economics or art and culture.

Enrolment has been a concern since the programme opened three years ago. In its first year, the programme admitted seven students, but three dropped out, leaving only four students - too few students to offer the full complement of both tracks. However, in the second and third years enrolments have marginally increased so that both tracks could be offered. Having barely enough students enrolled to offer the programme would make it far less likely for the programme administration to approve a student's wish to study elsewhere for a semester, since the likelihood of getting "replacement" students from other countries coming to study in Lithuania is low, given the complexity of the Lithuanian language. This paucity of students is likely to remain a serious concern, but staff is certainly aware of the danger.

Students said that lecturers are clear at the beginning of term about expectations of the class and about grading procedures and other mechanics of the programme.

The programme recently reduced the number of contact hours in 11 of the modules and increased accordingly the number of hours expected from independent study. As a result, barely 30 percent of the study time is devoted to classroom work and the remaining 70 percent is set aside for independent study. This is hardly ideal – 35-65 or even 40-60 are to be preferred – but given that most students have outside work, this seems to be a defensible change. Additionally, classes now begin for the most part at 3pm in order to allow students to work during the day. Again, this is not ideal, but is a workable solution to a problem that would otherwise likely lead to significant dropout rates.

Students said they were listened to when they had complaints and reported that the student evaluations of their courses were a welcome input to the programme operation.

Student research works are published in the research journal „Žurnalistikos tyrimai”. The team met with a majority of the students in the two years of study. More than half of the current cohort of students said they were involved in research projects.

The rigour of the study process is adequate, but the students are very able. Several of them told the evaluation team that the programme could and should be more demanding. Students said that in the courses where they do write stories, they are asked to write just one story. The students agreed they could easily do four. The evaluation team agrees.

Students are sceptical, but remain idealistic. One told the evaluation team, “If we are disappointed by the quality of the media in our country, then we should do something about it.”

The university manages a very attractive lab newspaper and publishes journals to showcase student work. These provide adequate in-house arrangements for student practice.

The organization of the study process satisfactorily ensures an adequate provision of the programme and for students to achieve the stated learning outcomes.

Students have the possibility to develop their creative skills by publishing articles in the training publication “Universiteto žurnalistas” (www.universitetozurnalistas.lt). The newspaper also publishes works prepared while studying course units such as *Multimedia Creative Expression*, *Creative Project of Analytical Journalism*, *Creative Practical Training*. Students may be involved in social activities at art and sports groups of Vilnius University.

Through the university’s sponsorship of lab newspapers and research journals, it encourages students to participate in research activities, both theoretical and applied. Students reported that they have many opportunities and venues to have their work published and also that their teachers encouraged them to do so.

The few students who have graduated so far are highly spoken of by the teaching staff and the programme management.

The programme offers adequate recognition of the social side of student life, and supports those students who have to work. Classes have in recent times been rescheduled so most now begin at 3pm or later to allow students to work. Also, the number of contact hours in most of the classes has been reduced, freeing up some time for students to engage in independent study, employment and social activities.

Information about the study process is provided by the Division for Studies of the Faculty of Communication. According to the set procedure, at the beginning of semester every teacher informs about the syllabus of the course unit he/she teaches, the assessment procedure, and requirements for attendance (this is indicated in the components of course units). Documents governing studies are publicly available (<http://www.kf.vu.lt/lt/studijos/dokumentai>).

Students are encouraged to participate in student mobility programmes, although to date only one has done so – a student who spent a summer in Tallinn, Estonia. The curriculum is very tight, which means that it is difficult to find a university that offers the same courses on offer in Analytical Journalism. This will remain a problem for the foreseeable future.

To date, there are very few graduates of the programme, but alumni who met with the evaluation team said they were satisfied with the course, and would take it again. The programme

management and the teachers told the evaluation team they were happy enough with the graduates' professional work. It is simply impossible at this very beginning stage of the programme to be more definitive than this, but the early signs are all positive.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The programme has a solid structure of management, involving a programme chair, members of the teaching staff, university administrators and, importantly, students. The programme study committee meets regularly and involves all stakeholders.

Information and data on the implementation of the programme are regularly collected and analysed. Surveys of students' opinion about programme were organized regularly, although students said the aggregate results of these surveys were not presented to them as they would like. That said, the students said enthusiastically that the head of the programme was willing to listen to student concerns and that changes – scheduling, for example – were made on the back of those suggestions.

Surveys of student opinion are conducted on several levels – programme and university wide. Data are analysed and changes are made based on these opinions and suggestions of students. Chairman of committee had also discussions with students about the programme.

Social partners from industry are active in the programme, providing internships to students and participating in study committee activities as requested. It seems likely from the limited exposure to the social partners that the evaluation team had that the social partners would be eager and willing to take an even larger role than they do now.

In theory students have the opportunity to participate in student mobility programmes, spending time abroad, but to date, only one has done so, a student who went to Tallin University in Estonia and that over a summer. Several students told the evaluation team that colleagues had tried to spend a semester abroad, but could not secure permission because the programmes of the home and potential visiting school were not sufficiently well-aligned. This seems almost certain to be an ongoing problem with a curriculum so tightly integrated. It is also true that enrolments are so close to the critical minimum to run classes, the faculty reasonably is reluctant to further reduce the numbers. This will remain a problem until the programme grows substantially.

The current external evaluation is the first for this programme, so it cannot be known at this juncture how the team's recommendations will be taken, but the staff and the programme managers certainly appeared to be receptive to the team's verbal comments made during the visit.

An important factor of internal study quality assurance is student surveys. They are conducted on several levels: University or Faculty questionnaire surveys, focus group discussions, information communication between the head of the unit, the chairperson of the Studies Committee or teachers and students. Within the University the function of the implementation and improvement of the system of study quality assurance is performed by the Directorate of Academic Affairs, which conducts electronic anonymous student surveys. At the end of each semester students of the first and second cycle studies (including the given programme) are surveyed about the courses studied during the semester and overall satisfaction with studies.

Teachers, the Committee, administration of the Faculty of Communication use systematised survey findings to improve the process of teaching and studies. Students report that they complete the surveys and find that the teaching staff is receptive to their comments, but they would like a more formal and systematic feedback from their input.

2.7. Examples of excellence

The design and integration of the programme aims, learning outcomes and assessment procedures is unusually strong. The curriculum is a bold effort to provide valuable specialisations with meagre resources. The renovated library in the old 16th century university buildings is a marvel and an inspiration.

III. RECOMMENDATIONS

1. The programme should become more professional and less theoretical in the curriculum. Students, social partners and international standards all argue for more hands-on work.
2. The programme should consider abandoning the Master thesis and replacing it with a serious piece of professional journalism which would give the students invaluable experience and confidence as they enter the job market, and provide the core of their portfolio.
3. The programme should broaden the focus from print journalism to include still photography, audio, video and web design. Journalists entering today's market are expected to produce news and commentary across several media platforms.
4. The numbers of students entering the programme are, year on year, dangerously low. Recruiting and retaining quality of students is, of course, very difficult, but intensive efforts are called for to be sure that the numbers of enrolled students does not fall so low that critical portions of the curriculum have to be curtailed.

IV. SUMMARY

The programme aims and objectives are extremely well integrated. The grid of learning objectives, learning outcomes and assessment provisions could be a model for the rest of the faculty and the university. However, as currently constituted, the programme is more of a theoretical programme in journalism studies than it is in practical journalism.

The curriculum is an ambitious effort at providing quality journalism education with specialisations in politics, economics and the arts. That said the current curriculum needs more practice-based, professional courses. At the moment it is too theoretical to provide the best education and training for journalism professionals. The curriculum is too heavily focused on print to the near-exclusion of still photography, audio and video, platforms which tomorrow's journalists must be able to work in.

The teaching staff is cohesive and inspirational. Teachers have solid publication records and most have spent significant time abroad. However, supervision of theses is not high. The balance between young staff and more senior staff is somewhat skewed toward the senior end; there are eight members of staff over 50; only five are under 40. The staff has an admirable publishing record, presents at a great many international conferences and takes good advantage of research and lecturing opportunities abroad.

The library in the old university building is an exceptional structure. The holdings are very good. There are many copies of the most common textbooks. Wi-fi largely replaces the need for computer labs. Moodle is well-established. Although dedicated computer labs are not essential, they are highly beneficial. If the programme becomes more multimedia, as this evaluation recommends, resources will have to be committed to audio and video equipment. However, the equipment is certainly adequate for the moment and will be so into the near future.

Concerning the study process, the expectations of students are made clear. Feedback is sought from students and student concerns addressed. However, enrolments are dangerously low, close to the critical point at which course offerings would need to be cut as they were in the first year of the programme's operation, but not repeated since. Contact hours of courses were recently cut and lectures shifted to late afternoon in order to accommodate students' need to work while studying, hardly ideal, but tolerable. Students are not made fully aware of how their concerns are being addressed.

The programme is well managed. The teaching staff is coherent and tightly integrated. Students are satisfied with the programme, a solid indication of good management. That said, issues raised by the social partners, alumni and by the students themselves should be addressed. All of these constituencies told the evaluation team states that more practice-based material should be added and the content of some theoretical courses adjusted. Serious efforts must be undertaken to get enrolments up past the point of critical numbers.

V. GENERAL ASSESSMENT

The study programme *Analytical Journalism* (state code – 621P52001) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	20

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

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

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

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

Grupės vadovas: Team leader:	Prof. Dr. Steven Knowlton
Grupės nariai: Team members:	Assoc. Prof. Dr. Martine van Selm
	Assoc. Prof. Dr. Baiba Holma
	Assoc. Prof. Dr. Dorte Madsen
	Mr. Žilvinas Kulvinskis
	Mrs. Gabrielė Gendvilaitė

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
ANALITINĖ ŽURNALISTIKA (VALSTYBINIS KODAS – 621P52001) 2015-06-08
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-117 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Analitinė žurnalistika* (valstybinis kodas – 621P52001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 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)

<...>

IV. SANTRAUKA

Programos tikslai ir uždaviniai integruoti ypač gerai. Studijų tikslų bei rezultatų visuma ir vertinimo nuostatos galėtų būti pavyzdžiu kitiems fakultetams ir universitetui. Tačiau dabartinė programa yra daugiau teorinė žurnalistikos studijų programa, o ne praktinė žurnalistika.

Studijų turinys yra ambicingas, juo siekiama suteikti kokybišką žurnalistikos išsilavinimą su politikos, ekonomikos ir meno sričių specializacijomis. Kaip minėta, dabartiniame studijų turinyje reikia daugiau praktika pagrįstų profesinių dalykų. Šiuo metu jis pernelyg teorinis geriausiam išsilavinimui garantuoti ir žurnalistikos specialistams išugdyti. Studijų turinys per

daug sutelktas į spausdintinę medžiagą, beveik neapima fotografijos, garso ir vaizdo medžiagos, nors tai – pagrindinės ateities žurnalisto darbo priemonės.

Dėstytojai yra susitelkę ir įkvepiantys. Dėstytojų publikacijų sąrašas solidus, daugelis nemažai laiko praleidę užsienyje. Tačiau vadovavimas baigiamiesiems darbams nėra aukštos kokybės. Jaunų ir vyresnių dėstytojų santykis – vyresniųjų naudai: aštuoniems dėstytojams daugiau kaip 50 metų ir tik penki neturi 40. Dėstytojų publikacijų patirtis kelia susižavėjimą, jie rengia pristatymus daugelyje tarptautinių konferencijų, pasinaudoja mokslinių tyrimų ir dėstyimo užsienyje galimybėmis.

Senajame universiteto pastate esanti biblioteka – išskirtinė. Fondai labai geri. Populiariausių vadovėlių egzempliorių yra daug. Belaidis internetas pakeičia poreikį turėti kompiuterių laboratorijas. Gerai įdiegta Moodle aplinka. Nors specializuotos kompiuterių laboratorijos nėra būtinos, jos labai naudingos. Jei programa taptų labiau orientuota į daugialypę terpę, kaip rekomenduoja šiuo vertinimu, ištekliai turėtų būti orientuoti į garso ir vaizdo įrangą. Vis dėlto įranga šiuo metu yra ir artimiausiu metu akivaizdžiai tebebus tinkama.

Kalbant apie studijų procesą, studentų lūkesčiai yra aiškūs. Studentų grįžtamasis ryšys užtikrinamas, jų problemos sprendžiamos. Tačiau stojančiųjų skaičius yra pavojingai mažas ir arti kritinio taško, kuomet visos programos specializacijos nebūtų siūlomos, kaip tai atsitiko pirmaisiais programos vykdymo metais, nors tokia situacija daugiau nepasikartojo. Dalykų kontaktinių valandų skaičius neseniai buvo sumažintas ir paskaitos perkeltos į vėlyvą popietę, atsižvelgiant į studentų poreikį dirbti studijų metu – tai nėra idealu, bet toleruotina. Studentai nevisiškai supranta, kaip atsižvelgiama į jų problemas.

Programos vadyba gera. Dėstytojai yra nuoseklūs ir glaudžiai integruoti. Studentai patenkinti programa – tai rodo gerą valdymą. Kaip minėta, reikėtų spręsti socialinių partnerių, alumnų ir pačių studentų keliamus klausimus. Visi jie ekspertams sakė, kad reikia įtraukti daugiau praktinės medžiagos, pakoreguoti kai kurių teorinių dalykų turinį. Būtina imtis rimtų priemonių stojančiųjų skaičiui padidinti, siekiant išvengti kritinės situacijos.

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III. REKOMENDACIJOS

1. Programos turinys turėtų būti labiau orientuotas į praktiką, mažiau – į teoriją. Studentai, socialiniai partneriai ir tarptautiniai standartai reikalauja daugiau praktinio darbo.
2. Reikėtų apsvarstyti galimybę programoje atsisakyti magistro baigiamojo darbo. Jį galėtų pakeisti rimtas profesionalios žurnalistikos darbas, galintis suteikti studentams neįkainojamos patirties ir pasitikėjimo, nes jie patektų į darbo rinką ir tai būtų geras pagrindas prisistatyti.
3. Programa turėtų būti platesnė ir apimti ne tik spausdintinę žurnalistiką, bet ir fotografiją, garso, vaizdo medžiagą ir interneto dizainą. Iš žurnalistų, įsiliejančių į nūdienos rinką, tikimasi, kad jie gebės rengti naujienas ir komentarus keliose žiniasklaidos platformose.
4. Į šią programą priimamų studentų skaičius kasmet yra pavojingai mažas. Žinoma, labai sunku atrinkti studentus ir išlaikyti jų kokybę, tačiau reikia itin pasistengti, kad priimamų studentų skaičius nebūtų toks mažas ir kad nereikėtų sumažinti pernelyg didelės studijų turinio dalies.

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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)