



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO

STUDIJŲ PROGRAMOS *KULTŪROS ISTORIJA IR
ANTROPOLOGIJA* (valstybinis kodas – 612V34002)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF *CULTURAL HISTORY AND ANTHROPOLOGY* (state code –
612V34002)

STUDY PROGRAMME
At VILNIUS UNIVERSITY

1. **Dr. Hab. Jakub Basista (the Chair of the Team)**, *academic*,
2. **Prof. Siegfried Beer**, *academic*,
3. **Mr. Peter D'Sena**, *academic*,
4. **Assoc. Prof. Vygantas Vareikis**, *academic*,
5. **Mr. Gintautas Rimeikis**, *students' representative*.

Evaluation Coordinator Ms Eglė Grigonytė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kultūros istorija ir antropologija</i>
Valstybinis kodas	612V34002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Istorija pagal tematiką
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė, 4 metai
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kultūros istorijos bakalauras
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 2012 m. kovo 30 d. įsakymu Nr. SR-1688

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Cultural History and Anthropology</i>
State code	612V34002
Study area	Humanities
Study field	History by topic
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time studies, 4 years
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Cultural History
Date of registration of the study programme	30 th March 2012, under the order of the Minister of the Ministry for Education and Science of the Republic of Lithuania No. SR-1688

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

CONTENTS

I. INTRODUCTION.....	4
1.1. Background of evaluation process	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/Additional information.....	5
1.4. The Review Panel.....	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design	7
2.3. Teaching staff	9
2.4. Facilities and learning resources	10
2.5. Study process and students' performance assessment.....	12
2.6. Programme management	14
III. RECOMMENDATIONS	15
IV. EXAMPLES OF EXCELLENCE	16
V. SUMMARY	17
VI. GENERAL ASSESSMENT.....	19

I. INTRODUCTION

1.1. Background of evaluation process

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

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

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

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

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

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

1.2. General

The application documentation submitted by the HEI follows the outline recommended by SKVC. Along with the Self-evaluation Report and Annexes, the following additional documents have been provided by the HEI during the site-visit:

No.	Name of the document
1.	Module description ‘ <i>Kultūros paveldas ir turizmas</i> ’.
2.	‘ <i>Moderniosios dailės istorija (XIX-XX a.)</i> ’ module description by Lecturer M. Drėmaitė.

3.	<i>Cultural History and Anthropology</i> programme students' Bachelor theses (2012-2014) list.
----	--

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

The Bachelor of *Cultural History and Anthropology* study programme is offered by Vilnius University's Faculty of History in its Department of History of Theory and Cultural History. The programme was successfully evaluated in 2001 and revalidated again 2010-2012. Within the EU structural funded support project *The renewal of the first cycle study programmes at Vilnius University Faculty of History* all three Faculty of History's first cycle study programmes were renewed. Then, the study programme's structure was developed to have a modular structure. The programmes were renewed with the aim of creating a model for learning and teaching based on competences and providing knowledge in a wider context of the humanities and social sciences. An intention was to develop better opportunities for students to purposefully choose a more personalised study strategy before their final specialisation. Then, two specializations were added to the Programme – *The History and Anthropology of Ethnic Minorities* and *Cultural Tourism* (the SER, p. 5).

1.4. The Review Panel

The Review Panel was composed according to the *Description of the Review Team Member Recruitment*, approved by the Order No. 1-01-151, 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The visit to the HEI was conducted by the Panel on 07/05/2015.

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

Lecturer at Jagiellonian University Institute of History, Poland.

2. Prof. Siegfried Beer

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

3. Mr. Peter D'Sena

Academic Developer, University of East London, United Kingdom.

4. Assoc. Prof. Vygantas Vareikis

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

5. Mr. Gintautas Rimeikis

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the Bachelor of *Cultural History and Anthropology* study programme is to provide knowledge and understanding of history and research methods in history in order to develop an understanding of different cultural, political and anthropological discourses and provide competences in conducting research into cultural history and work in dynamic professional surroundings (the SER, p. 6). Information about the programme aims and intended learning outcomes, the competences developed by the programme and admission requirements are publicly available on the official Vilnius University and Faculty of History websites. Additionally, information is available via the study programmes catalogue, the official AIKOS website and a number of special leaflets.

The aims and principles of the programme are both well-defined and articulated and focused on the development of critical faculties of students and they essentially correlate with the intended learning outcomes. The programme's intended learning outcomes were formulated following the Description of Study Cycles and the requirements outlined in the *Description for the First Cycle Studies*. The modules have had their intended learning outcomes mapped across the entire course of the programme. It is also worth mentioning that this programme, though comprising of two structural parts – *Cultural History* and *Anthropology*, focuses its the key intended learning outcomes on the implementation of knowledge and abilities related to the specific nature of understanding cultural history. Only two intended learning outcomes out of six included in the areas of knowledge and its application refer to the specificity of socio-cultural anthropology: 'Knowledge of the main socio-cultural anthropology and cultural history terms', 'Knowledge and ability to apply historical anthropology methods', the SER, p. 7. There are only few references made to inculcating students' future abilities in the domains of socio-cultural anthropology under the heading of the sphere of abilities (ability to research, special abilities, social abilities, personal abilities). These important abilities seem to be relatively overlooked.

The programme's aims and intended learning outcomes are discussed and renewed in formal meetings of the Study and Faculty Committees at the beginning of every semester (the SER, p. 10, 33) and also during the defence of final theses. Social partners are involved in the development of the study aims and intended learning outcomes of this programme through direct participation in its implementation, e. g. by teaching on programme modules or by attending the defence of Bachelor's theses. Notably, the aims and intended learning outcomes of this

Programme comply with high academic demands and requirements and, though there is neither sufficient nor precise statistical data on the labour market demands for graduates of this programme, it is reasonable to assume, based on the SER, that this programme takes into consideration the demands of the labour market based on the feedback from stakeholders.

Due to the fact that this programme was only introduced as recently as 2010 and has only actually been implemented since 2012, it is too early to make a large number of objective assessments about whether the whole set of intended learning outcomes of the studies have been realised effectively. However, the programme was not created *ex nihil* as it is based on the previous study programme and this allowed the Review Panel to assess to some degree certain intended learning outcomes of the studies which are reflected in the previous graduates' experiences and Bachelor theses. In comparison to the history study programmes offered by other Lithuanian universities, this programme stands out for its aim to not only train historians in the conventional sense, but also by the way it seeks to give a wider, holistic education about humankind and its socio-cultural environment.

The programme is notable for its approach to develop interdisciplinary study through a primary emphasis on interpretative work and its secondary emphasis on research. Hence the programme gives relatively less attention to primary sources, continuity (through the analytical tools for exploring identity, memory and oral history) and defining notions, processes, phenomena and an understanding of micro and macro history (in the studies of nationalism, anthropological methods, and a approach through the study of civilisations). The programme gives more attention to theoretical and historiographical approaches and concentrates on cultural history; these tend not to be developed sufficiently in the traditional studies and notions of history.

Finally, the programme's intended learning outcomes and competences have been established taking into account the *Tuning* methods and principles of the Bologna Process. Its competence-based intended learning outcomes are structured well and give students an opportunity to develop knowledge, personal and social skills during its achievement.

2.2. Curriculum design

The curriculum meets all legal requirements provided in the *General Requirements of First Degree and Integrated Study Programmes*. The 4 year (240 ECTS points), 8 semesters-long programme is implemented through a series of 15 ECTS points modules. The programme consists of three structural units: (a) modules of general university studies – 15 ECTS points; (b)

study field modules – 165 ECTS points; and (c) optional modules, dedicated to deepening knowledge and understanding of the major programme, with specialities in either *History and Anthropology of Ethnic Minorities*, *Cultural Tourism* or minor studies (60 ECTS points). 15 ECTS points are allocated to the final thesis (15 ECTS points are also allocated to the *Bachelor Seminar*) and because practical training is integrated in several modules (the SER, p. 24) there are enough ECTS points devoted to practices – 15 ECTS points.

The curriculum is traditional in its structure and, in common with most European universities – it begins with survey modules in the first year followed by more specialised subjects afterwards.

It should be noted that a general module *Introduction to Studies* is taught in the first year, and the second year has modules including an *Introduction to the Cultural History of Lithuania* and an *Introduction to Cultural History II. Europe*. However, a module which would give an introduction to the first or second year students in the terminology, content and methodologies of socio-cultural anthropology is not available.

The programme sets out generic and specific requirements for Bachelor theses and they include the need to 'display knowledge and skills, develop skills of scientific research and the basics of independent research work' (the SER, p. 17). The intention is that the Bachelor's project aims 'to develop ... the ability to independently define the objectives and tasks of the research ... to write a speciality text in the Lithuanian language ... and develop competences of critical and independent thinking, creativity, and decision making' (the SER, 2 Annex. Module description, p. 45-46). Preparation for integrating teaching and independent research work is conducted in the *Bachelor's Seminar* module in the sixth semester, but it would be more useful to introduce a module of this nature in earlier in the student experience in order to promote their abilities in and capacities to research.

Lack of a proper balance between the amount of time allocated to *Socio-cultural Anthropology* and *Cultural History* is worth mentioning; the Panel got an impression that the programme is meant to be binary, but the subjects and themes directly or indirectly linked to anthropological studies are given far less attention. Judging by the module descriptors, even in the *History and Anthropology of Ethnic Minorities* option, historical themes related to the history of national minorities in Lithuania predominate (the SER, 2 Annex. Module description). Students also voiced the desire for a larger number of modules to be dedicated to *Anthropology* and for some of those to be taught by foreign teachers. In an opinion of the Review Panel, additional attention

to the balance between *Cultural History* and *Socio-cultural Anthropology* would help to improve quality of studies further.

Even the programme's curriculum gives far greater weight to *Cultural History*, the module descriptors give good evidence of interdisciplinarity, which is appropriate to the study of cultural history topics. The programme's intended learning outcomes are well connected to the preparation of specialists for various professional areas and issues related to cultural history research, such as current problems, preservation and representation. Thus the programme develops both subject specific and generic competences.

2.3. Teaching staff

Teaching staff, responsible for the implementation of the programme, fully conform to legal requirements¹, and their competences are adequate to implement the programme and support students to attain the intended learning outcomes. According to the SER, the academic staff employed for the implementation of the Programme is composed of 52 teachers, including 4 professors, habilitated doctors, 18 associate professors, 20 lecturers (3 of them hold a doctoral degree), and 10 assistants. Of these 52 teachers 81% hold a PhD in humanities (most of them teach study field modules) and 10 (19%) do not have a scientific degree (the SER, p. 19). The majority of the teaching staff have vast experience in academic activities and teaching work, while young teachers, many of whom graduated from Vilnius University themselves, are actively engaged in teaching and learning and often take over teaching modules from their senior colleagues. The programme also has some young teachers who not only tend to have a good understanding of the expectations and problems of the students, but also have an awareness of recent trends in teaching and research methods, along with up-to-date subject expertise in the latest global trends in cultural history, anthropology and recent historiography.

The use of external expertise and environments brings the programme vibrancy. According to the SER, five scholars from the Lithuanian Institute of History were engaged in the revision of the programme. Moreover, an analysis of academic staff activities (the SER, 5 Annex) suggests that there are opportunities for them to go on long-term internships abroad, participate at research conferences abroad and take part in the Erasmus internships.

¹ General Requirements of First Degree and Integrated Study Programmes approved by the Order of the Minister for Education and Science of the Republic of Lithuania.

The research potential and experience of the academic staff contributing to the Programme is exceptional when compared with other Lithuanian higher education institutions. In addition to being active researchers on a national level, participating at conferences abroad and being engaged in various national research programmes, the majority of the programme's staff are also successfully involved in a number of national research projects, including many from the Lithuanian Research Council. A good balance between the teachers who are actively engaged in research activities and the teachers with a vast experience in the applied history area is worth mentioning, because such a combination tends to facilitate an efficient development of students' practical skills.

The recruitment process of staff and their academic career planning are both well defined, in accordance with the University's approved descriptors, with teachers appointed to full-time positions for a period of five years by means of public competition. Appointments are regulated and the validity of qualifications attested to by the Senate-formed Academic Personnel's Attestation Commission. The qualification of the teachers complies with the qualification requirements for Vilnius University teachers in the area of Humanities.

CVs of the staff members reveal that some have made contributions to the scholarship of learning and teaching in history and there has been engagement, by others, with continuing professional development (hereafter, CPD) and training in the use of Moodle systems. However, though the University offers CPD about teaching and learning, staff do not always take up these opportunities and there appears to be no system of incentives and/or penalties for not engaging with individual professional pedagogic development.

2.4. Facilities and learning resources

With regards to the occupational safety and hygiene standards, the premises and buildings of the Faculty of History and Central Library of Vilnius University are completely satisfactory for the lectures and classes provided by the *Cultural History and Anthropology* study programme.

There is pressure on space for the teaching staff in some Departments in the Faculty of History, as the Department itself is located in the old building in the centre of the Old Town. However, the location of the Faculty creates a conducive atmosphere and environment for students to develop their skills and lecturers to teach in-house and in the locality. The practical training of students is integrated into several modules, so students can use not only public spaces of Vilnius,

but also the resources of stakeholders such as museums, libraries and the archives in the Palace of the Grand Dukes of Lithuania and an array of other institutions (the SER, p. 24).

Since this programme includes an option to engage students in tourism-related activities (which may benefit their future career) it is laudable that they are provided with experiential learning opportunities as well as opportunities to develop knowledge of architecture and cultural heritage in different historical periods using churches, aristocratic palaces, old town neighbourhoods and the former Jewish quarter. As such, therefore, the very historic environment around the University serves as an excellent milieu for carrying out directed activities and tasks in modules.

Following the relocation of many key resources from old University Library to the National Open Access Scholarly Communication and Information Centre in Saulėtekis, it became possible to move part of the History library's collections to the central building. This has not only enlarged the working area for teachers and students, but also imparted a sense of pride inculcated by working in the old library, which is deeply associated with the University's history and traditions. Moreover, working and studying in the shared space of the old library can create informal ties between students and teachers which are desirable for the development of personal and social skills. The University's libraries and those of partner institutions are extremely well resourced with traditional book collections and electronic resources such as e-catalogues and access to international databases such as EBSCO, etc.; and modules give students the reason, opportunity and challenge of using these to promote their knowledge. The library in the History Faculty contains a reading room with 30 workspaces, 4 stationary computers and a modern system of open bookshelves and repository. It contains about 30,000 books on history, the history of culture, history of art and heritage conservation and offers lending, information, training, consultancy and interlibrary loan services.

Collections of research publications and literature available at the library fully satisfy students' academic pursuits of the programme's aims and the library's funding streams are sufficient to replenish the stocks for that purpose. Students taking this programme can also make use of rich resources of the libraries, museums and archives of Vilnius which boast ample collections of primary sources and books and other records in the area of cultural history and anthropology.

Since 2013, the students of Vilnius University, including those from the Faculty of History, particularly those living in the dormitory in *Saulėtekis Valey*, have had the opportunity to work at the National Open Access Scholarly Communication and Information Centre at any time of day or night. All of the University's libraries, including the History Faculty's provide the students

with a list of data bases and access guidelines, including, for example, the EBSCO publishing databases. Notably, academic staff have made valuable additions to these resources by providing a number of publications about methods dedicated to researching the themes of using historical sources and archives and the history and anthropology of ethnic minorities and cultural tourism. Another highly informative and useful publication for students is *Modules and Themes in the Bachelor Programme, Cultural History and Anthropology. Education Book* (Vilnius, 2012) which supports their understanding of how to engage with academic work and options during their period of study.

2.5. Study process and students' performance assessment

Regulations for students' admission meet all of the University's regulations and procedures (see <http://vu.lt/kviecia/>). The requirements for admission to study under this programme are conducted according to the LAMA BPO's (the Lithuanian Higher Education Institutions Association for General Admittance) admission rules.

The requirements for admission to *Cultural History and Anthropology* studies meet the standards of the admission rules to first cycle study programmes. In the first round of admissions to the renewed programme in 2012 there were 65 applicants as a first choice (97 admitted in total); in 2013 there were 53 who had applied with it as their first choice applicants with 49 admitted in total; and in 2014 there were 46 first choice applicants, and 30 admitted in total (the SER, p. 27). Even though the number of students admitted in 2014 was markedly reduced, these figures are deemed as fairly good against the backdrop of the general demographic trends and diminishing interest in the Humanities in Lithuania. The dropout rate during 2012-2014 was 14 percent (20 students) and according to the data, 16 students terminated their studies at their own request while only 4 students left because of poor academic performance (the SER, p. 28). Thirteen of those twenty were state financed, but other evidence suggests that these students often enrol in other study programmes in the Faculty – an indication of a tendency of internal migration between programmes.

Interviews with students suggested that a majority realised what to expect from the chosen modules and were satisfied overall with the programme. They did not feel disappointed with either the programme or the process supporting their organisation and could recognise how it supported their career prospects. However students revealed that although the Programme is entitled *Cultural History and Anthropology*, the subjects designed for Cultural History dominate. Moreover, there is only a single module throughout the entire length of the studies which can be

clearly recognised as distinctly about anthropological studies – *Concepts and Research Methods in Anthropology* module, which is taught late on the programme, on the sixth semester.

While the SER and other data suggests that the organisation of the study processes ensures an adequate provision of the programme's content and the achievement of its intended learning outcomes, the Review Panel have some recommendations for further development. For instance, students complained in the meeting with the Team members that at times seminar groups are large, and this can lead to issues, most notably a lack of individual attention, and the concomitant danger that students will not be adequately supported in achieving intended learning outcomes, or other expectations.

Since the renewed programme has only been implemented for two years, no final theses were available for scrutiny, but an examination of Bachelor's theses in *Cultural History and Anthropology* defended over the period 2010 to 2014 indicated that they comply with academic requirements for that level. There were, however, exceptions which cast doubt on the assessment criteria. Though this has may have no direct bearing upon the currently implemented programme, because its origins lie in the previous programme, it must be acknowledged therefore that some Bachelor's final theses submitted to the Panel failed to meet high university standards, yet were awarded good grades. Additionally, the English language summaries of some of the Bachelor's theses were of a substandard quality and in need of improvement. Care will need to be taken to ensure that students' work in the new programme does not replicate these shortcomings.

The Faculty supports student mobility using Erasmus, Erasmus + and other schemes, and according to the University website there are agreements with 27 foreign universities, which can be chosen as venues. On paper, the Faculty's co-ordination of and encouragement to participate in mobility programmes seems excellent, but in 2012-2014 only six out of 164 students on the *Cultural History and Anthropology* programme studied abroad (the SER, p. 27). One conclusion may be that it is necessary to more clearly showcase to students what academic and other benefits exist in study abroad programmes.

Finally, as one of the teachers and social partners of the programme (Associate Professor N. Šepetyš) is editor in chief of the science and culture journal *Naujasis Židinys/Aidai* students have an enhanced opportunity to publish historical works.

The Faculty maintains a well-developed and organised system of feedback about the programme and modules with their graduates. The questionnaires for students are well structured, yet the processes for gathering module feedback raised some serious doubts. First, it is a voluntary process and hence only attracts a small fraction of students who want to feed back at one or other end of the spectrum of praise or complaint. Additionally, response rates are only about 30% which means that it is difficult for questionnaires to fulfil their function. It is also worth mentioning that though they are conducted using the Internet, no security system appears to be in place to ensure the anonymity of the respondents. While it may be difficult to break into the system, it is still possible. It would therefore be advisable for careful attention to be paid to improving this valuable tool for student feedback.

2.6. Programme management

Decision-making about the programme is clearly allocated according University Statute: the study programme is administered/supervised by the Study Committee and the Dean's Office Studies Division in the Faculty of History. This committee is responsible for the programme's content, strategy, quality assurance, revisions, changes to modules and personnel as well as the organisation of practices (the SER, p. 33). Module leaders are responsible for the management of their individual module, from its description and co-ordination through to its timetable. Lecturers on each module are responsible for the quality of the content and its implementation. Decisions about programme management and quality assurance are made collegially and evidence, gathered during the Panel's visit, suggests that programme staff and developers are fully aware of the strengths and weaknesses in the programme, but have a vision about how its structure, modules, teaching approaches and interaction with students can be improved.

However, additional attention by programme managers should be paid to the proper balance of the curriculum in terms of *Cultural History* and *Socio-cultural Anthropology*. Also efforts should be made to reduce the number of students in the seminar groups and to develop further students' feedback provision system (detailed information in section 2.5).

Finally, mention should be made of a close and warm relationship between the developers of the programme and the alumni and employers; this was apparent at various meetings with the Review Panel.

III. RECOMMENDATIONS

1. Since the Programme consists of two structural parts – *Cultural History* and *Anthropology*, the number of subjects designed to develop skills in socio-cultural anthropology should be increased.
2. To support the establishment of a logical correlation between the two component parts – *Cultural History* and *Anthropology* – it is recommended that an introductory module about anthropology is introduced.
3. It is recommended that schemes to enable the mobility of both staff and students be utilised to greater effect in order to give both groups experience of teaching, researching and learning in other international environments.
4. There is a need for more systematic, regular and incentivised staff engagement with CPD to develop and maintain currency in their approaches to teaching and learning. Also useful would be cross-faculty CPD on assessment and feedback and the spread of good practice with regards to innovative pedagogies associated with the use of digital technology not only to enhance both the student learning experience, but also support the ways in which they can demonstrate their historical understanding. There was also evidence of grade inflation in the marks awarded to many of the Bachelor theses in the old programme and greater precision in assessment techniques would help to eliminate this as an issue.
5. In order to enhance student skills in research work, the *Bachelor Seminar* module should be consistently implemented over several semesters, so that support for preparing for the Bachelor's thesis in the programme, could be made continuous, rather than broken up, with a semester's gap.
6. In line with both students' wishes and creating greater breadth in the programme's content and approaches, teachers should be invited from abroad in order to help to deliver modules in English.
7. In a view of the previous experience gained during the defence of Bachelor theses and the quality of final theses, the management of their defence of Bachelor theses should be stepped up, established assessment criteria strictly adhered to and the standards of English language summaries monitored more closely.
8. Following students' comments it is suggested to monitor seminar group sizes (they were described as too large at times). Addressing this issue could also provide an opportunity to deploy staff time differently, in order to reduce class sizes.

IV. EXAMPLES OF EXCELLENCE

1. In terms of reputation, the History Faculty is recognised as having the best provision for educating students in Lithuania. University teachers are made up of extremely well-qualified staff not only from the University Faculty, but also by historians who are the nation's leading professionals in their fields of enquiry working in the city's research institutes. Students therefore have the benefit of being able to experience learning in modules that are almost all directly based on research-informed teaching.
2. Students have the unrivalled benefit of having access to excellent facilities to support their learning, both within the University in its various library collections, computer terminals and large body of expert staff; and also in the city's many museums, archives, other repositories and the richness of its local built environment and heritage. Their skill sets in relation to developing as cultural history practitioners are therefore, by the end of their programme, very good indeed and this is recognised by a broad spectrum of social partners and professions, who hold the degree in high esteem and regard the Faculty's graduates as eminently employable.
3. The Programme is notable for its interdisciplinary study and outlook, stressing interpretation more and research less, focusing relatively less on primary sources and more on theoretical and historiographical approaches, on continuity (identity, memory, oral history), defining notions, processes, and phenomena, and understanding of micro and macro histories (the study of nationalism, anthropological methods, and civilisations).

V. SUMMARY

The aims and principles of the programme are both well-defined and articulated and focused on the development of the critical faculties of students and it essentially correlates with the intended learning outcomes. Social partners are actually involved in the development of the study aims and intended learning outcomes through direct participation in the implementation of the programme.

The programme, though comprising two component parts – *Cultural History* and *Anthropology* – has a tendency for its intended learning outcomes to focus on the implementation of the knowledge and abilities related to the specific nature of *Cultural History*, rather than equally with *Anthropology*. Hence, curriculum lacks of a proper balance and according to students, anthropology should be given more time. Otherwise the module descriptors give good evidence of interdisciplinarity, which is very appropriate for the study of *Cultural History* topics.

The curriculum meets all legal requirements and, in common with most European universities, it begins with survey modules in the first year followed by more special subjects afterwards.

Teaching staff responsible for the implementation of the programme fully conform to the legal requirements in the area of the Humanities and their competences are adequate to implement the programme and support students to attain the intended learning outcomes. Students following the programme have the benefit of working with leaders in their academic and intellectual fields and there is vibrancy in the teaching staff with a number of young teachers, who are actively engaged in the implementation of the programme, sometimes taking over of the modules from their senior colleagues. The University offers CPD in teaching, learning and pedagogic innovations, but there needs to be a more systematic approach to motivating and incentivising staff to be engaged on a regular basis. In particular, staff should be given CPD on best practice in assessment and feedback, so that it is targeted towards students' needs in order to inform them about progression.

In being taught in the heart of Vilnius's Old Town, students are given the experience of studying in a historic environment, but it is one which has been refurbished by the University and replenished to a high standard in order to accommodate the latest facilities in educational technology. Students also utilise the local environment – its many archives, repositories, museums and specialist institutes – to support their learning. The study process itself is well organised and the syllabus is engaging for students. There are good opportunities in Vilnius

University for students' mobility and to participate in study and practices abroad, but there should be more systematic encouragement for students to actually take up opportunities to engage with study programmes abroad.

The programme developers are fully aware of the strengths and weaknesses of this Programme and they have a vision about how its overall structure, modules, teaching approaches and interactions with students can be improved. The Faculty of History maintains a well-developed and organised system of feedback from graduates, but should work to improve the amount of feedback received.

VI. GENERAL ASSESSMENT

The study programme *Cultural History and Anthropology* (state code – 612V34002) at Vilnius University is given a positive evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	4
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:	Dr. Hab. Jakub Basista
Grupės nariai: Team members:	Prof. Siegfried Beer
	Mr. Peter D'Sena
	Assoc. Prof. Vygantas Vareikis
	Mr. Gintautas Rimeikis

**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
KULTŪROS ISTORIJA IR ANTROPOLOGIJA (VALSTYBINIS KODAS – 612V34002)
2015-07-20 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-215 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Kultūros istorija ir antropologija* (valstybinis kodas – 612V34002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
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)

<...>

V. SANTRAUKA

Studijų programos tikslai yra tinkamai apibrėžti, orientuoti į esminių studentų gebėjimų ugdymą bei suderinti su numatomais studijų rezultatais. Socialiniai partneriai tiesiogiai dalyvauja studijų programos vykdyme peržiūrint studijų tikslus ir numatomus studijų rezultatus.

Nors studijų programa yra sudaryta iš dviejų dalių – *kultūros istorijos* ir *antropologijos* – tačiau galima pastebėti numatomų studijų rezultatų sutelktumo būtent į kultūros istoriją tendenciją. Antropologijos daliai programoje skiriama mažiau dėmesio. Atitinkamai studijų programai būdinga tinkamai nustatyto santykio tarp dviejų sudedamųjų dalių stoka. Studentų manymu, antropologijai turėtų būti skiriama daugiau laiko. Iš modulių aprašų akivaizdu, kad studijų programa yra tarpdalykinė, ir tai yra labai svarbu studijuojant kultūros istoriją.

Programos sandara atitinka visus teisės aktais nustatytus reikalavimus. Savo sandara ji nesiskiria nuo Europos universitetuose dėstomų studijų programų – pirmus metus studijuojami bendrieji universitetiniai studijų dalykai, vėliau pereinama prie specifikos.

Studijų programoje dėstančio personalo kvalifikacija atitinka humanitarinių mokslų srities studijoms taikomus reikalavimus. Dėstytojai yra kompetentingi, todėl atitinkamai yra užtikrinama, kad studentams bus sukuriamos prielaidos pasiekti numatomus studijų rezultatus. Programos studentams yra suteikiama galimybė dirbti su akademinės ir intelektualės krypties lyderiais. Jaunas akademinis personalas, kuris yra itin aktyviai įsitraukęs į studijų programos vykdymą, kartais perima tam tikrų modulių dėstymą iš vyresniųjų kolegų. Universitetas suteikia galimybę dėstytojams kelti profesinę kvalifikaciją srityse, susijusiose su dėstymu, mokymusi ir pedagoginėmis naujovėmis, tačiau juos reikėtų skatinti ir motyvuoti į minėtąsias programas įsitraukti sistemiškiau. Jeigu detaliau, dėstytojai turėtų mokytis iš gerosios praktikos pavyzdžių, kaip vertinti studentus bei teikti grįžtamąjį ryšį, kad būtų užtikrinamas atitikimas studentų poreikiams juos informuojant apie pažangą.

Istorijos fakultetas yra įsikūręs Vilniaus senamiestyje, todėl studentai turi unikalią galimybę studijuoti istorinėje aplinkoje. Senieji universiteto rūmai yra puikiai pritaikyti studijoms, aprūpinti naujausia technika. Studijų metu studentai taip pat naudojami miesto archyvais, saugyklomis, muziejų ir mokslo įstaigų ištekliams. Studijų eiga yra gerai organizuota, studentai yra suinteresuoti ir patenkinti studijomis. Vilniaus universitete yra sudarytos geros studentų mobilumo bei praktikos užsienyje galimybės, vis dėlto studentus reikėtų sistemiškiau skatinti dalyvauti tarptautiniuose mainuose.

Programos vykdytojai puikiai supranta jos privalumus ir trūkumus bei turi viziją, kaip tobulinti programos sandarą, modulius, dėstymo būdus, taip pat bendravimą su studentais. Istorijos fakultete veikia gerai išplėtotą absolventų grįžtamojo ryšio teikimo sistema, tačiau turėtų būti skiriama daugiau dėmesio grįžtamojo ryšio teikimo skatinimui.

<...>

III. REKOMENDACIJOS

1. Kadangi studijų programa susideda iš dviejų dalių – *kultūros istorijos* ir *antropologijos*, programoje reikėtų dėstyti daugiau studijų dalykų, skirtų sociokultūrinės antropologijos įgūdžių įgijimui.

2. Siekiant aiškesnio dviejų programos dalių – *kultūros istorijos* ir *antropologijos* – loginio susiejimo, reikėtų į studijų programą įtraukti modulį įvadas į antropologiją.
3. Rekomenduojama labiau skatinti dėstytojus ir studentus dalyvauti judumo programose, siekiant suteikti jiems galimybę mokytis, dėstyti ir atlikti mokslinius tyrimus tarptautinėje aplinkoje.
4. Dėstytojai turėtų būti skatinami sistemiškiau, nuosekliau ir intensyviau kelti profesinę kvalifikaciją, turint tikslą plėtoti bei užtikrinti jų požiūrių šiuolaikiškumą dėstant. Kalbant apie studentų vertinimą ir grįžtamojo ryšio teikimą, būtų naudingos kvalifikacijos kėlimo sistemos tarp fakultetų, kurios taip pat sukurtų prielaidas dalytis gerąja patirtimi pedagogikos naujovių srityje, pasitelkiant skaitmenines technologijas, ne tik prisidedančias prie studentų mokymosi patirties didinimo, bet ir leidžiančias jiems pademonstruoti savo istorines žinias. Ekspertų grupė pastebėjo, kad dauguma ankstesnės programos bakalauro baigiamųjų darbų tam tikrais atvejais buvo įvertinti nepagrįstai aukštais balais. Vertinimo sistemos peržiūrėjimas turėtų prisidėti prie minėtosios problemos išsprendimo.
5. Kad būtų ugdomi studentų gebėjimai vykdyti mokslinius tyrimus, bakalauro baigiamojo darbo rengimui skirtas modulis turėtų būti nuosekliai dėstomas keletą semestrų. Tuomet pasirengimas bakalauro baigiamojo darbo rašymui būtų nuoseklus ir nenutrūkstamas (be semestro pertraukos).
6. Atsižvelgiant į studentų pageidavimus bei siekiant programos turinio plėtos, reikėtų kviešti dėstytojus iš užsienio dėstyti modulius anglų kalba.
7. Atsižvelgiant į ankstesnę baigiamųjų darbų gynimo bei jų kokybės patirtį, reikėtų daugiau dėmesio skirti vadovavimui juos rengiant, nustatyti aiškius jų vertinimo kriterijus (bei jų laikytis), taip pat užtikrinti, kad darbų santraukos anglų kalba būtų išsamios ir tikslios.
8. Atsižvelgiant į studentų pageidavimus, reikėtų mažinti studentų skaičių seminarų grupėse (studentų manymu, tam tikrais atvejais jos per didelės). Sprendžiant šį klausimą galimai reikėtų kitaip paskirstyti dėstytojų darbo laiką.

<...>

IV. IŠSKIRTINĖS KOKYBĖS PAVYZDŽIAI

1. Vilniaus universiteto Istorijos fakultetas garsėja kaip teikiantis studentams aukščiausios kokybės išsilavinimą Lietuvoje. Fakultete dėsto ne tik itin aukštos kvalifikacijos dėstytojai, bet ir garsūs šalies istorikai, dirbantys Vilniaus mokslinių tyrimų institutuose. Studentai iš modulių, kurie yra pagrįsti mokslo tiriamąja veikla, gauna didžiulę naudą.

2. Studentai gali naudotis išskirtiniais universiteto ištekliais – bibliotekos fondais, kompiuteriais, itin kvalifikuotų dėstytojų pagalba, taip pat ištekliais už universiteto ribų – miesto muziejais, archyvais, saugyklomis, taip pat turtingu vietos paveldu ir aplinka. Baigusieji studijų programą yra įgiję puikius kultūros istoriko praktiko įgūdžius. Tai pripažįsta ir platus socialinių partnerių ratas. Jie labai vertina šią studijų programą ir mano, kad programos absolventai turi labai geras įsidarbinimo galimybes.
3. Studijų programos išskirtinumas yra jos tarpdalykiškume, daugiau dėmesio skiriant interpretacijai, o ne moksliniams tyrimams. Programoje labiau orientuojamasi į teorinius ir istoriografinius požiūrius, tęstinumą (identitetą, istorinę atmintį ir žodinę istoriją), sąvokų, procesų ir reiškinių apibrėžimą bei mikroistorijos ir makroistorijos suvokimą (nacionalizmo studijas, antropologijos metodus ir civilizacijas), o ne į pirminius šaltinius.

<...>

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