

**EXTRACT OF SECOND CYCLE STUDY PROGRAMME *LANDSCAPE
ARCHAEOLOGY (STATE CODE – 621V40002)* AT KLAIPĖDA UNIVERSITY 2013-02-22
EVALUATION REPORT NO. SV4-46**



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
***Kraštovaizdžio archeologijos PROGRAMOS (621V40002)
VERTINIMO IŠVADOS***

**EVALUATION REPORT
OF *Landscape archaeology (621V40002)*
STUDY PROGRAMME
at *Klaipėda university***

Grupės vadovas: Jean-Luc Lamboleys
Team leader:

Grupės nariai: Isabella Colpo
Team members:
Anatoly Robertovich Kantorovich
Agnė Čivilytė
Neringa Šimkutė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kraštovaizdžio archeologija</i>
Valstybinis kodas	621V40002
Studijų sritis	Humunitariniai mokslai
Studijų kryptis	Archeologijos kryptis
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antra
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Archeologijos magistras
Studijų programos įrengavimo data	19/04/2010, 1-01-33

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Landscape Archaeology
State code	621V40002
Study area	Humanities
Study field	Archaeology
Kind 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 Archaeology
Date of registration of the study programme	19/04/2010, 1-01-33

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

CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes	4
2. Curriculum design	6
3. Staff	7
4. Facilities and learning resources	9
5. Study process and student assessment.....	10
6. Programme management	11
III. RECOMMENDATIONS	13
IV. SUMMARY	14
V. GENERAL ASSESSMENT	16

I. INTRODUCTION

The second cycle study programme of Landscape Archaeology is run only from 2010 by the Department of History of the Faculty of Humanities, pursuant to all the legal acts of the Ministry of Education and Science, especially the order n° V-286 03/06/2010 *On approval of the descriptors of General Requirements for Graduate Study Programmes*. It complies with the main strategic aims defined by Klaipeda University (KU), and complies also with the qualification requirements from the European and National Qualifications Frameworks. The scientific dimension of the programme is supported by the Baltic Region History and Archaeological Institute (BRHAI) established in 2003.

There are only two Masters in archaeology in Lithuania; one in Vilnius, in the Eastern part of the country, and one in Klaipeda in the western part. So this topographical repartition ensures a good territorial coverage. Because Klaipeda University is located on the sea coast, the specialisation in underwater and landscape archaeology is well justified. It is crucial that Lithuania can provide new generations of archaeologists able to study and protect cultural heritage and natural environment. From this point of view the low but continuous decreasing of the number of students (from 9 in 2010 to 7 in 2012; only five students have got the diploma in 2012) is something worrying that must be corrected. It is important that the archaeological programmes are conceived and implemented not in terms of competition, but in terms of collaboration and complementarity with Vilnius University.

This programme has been self-evaluated by a team composed by four teachers (2 Professors and 2 lecturers) and two students of the department, but no external member (academic or stakeholder) has been involved. It is assessed for the first time by the SKVC.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The main objective of this Master study programme is to train highly qualified archaeologists who are able to respond to the needs of the territorial divisions of the Department of Cultural heritage, and municipal departments of the protection of cultural heritage. So the programme takes into consideration both the academic requirements and the public needs, especially in the context of Western Lithuania. Effectively, one of the most positive aspects of

this Master lies in the fact that it seems well integrated in the territory, and the social and natural environment. In the same time, graduates in Landscape Archaeology are fully prepared for conducting independent research and can continue in doctoral studies. It is a pity that the report, at this point, does not insist upon the importance of the activities of the Archaeological Institute (BRHAI) and how researchers contribute to the training of the students.

Lastly, one of the unquestionable achievements of this Landscape Archaeology programme is to make students able to appreciate some archaeological monuments and sites as part of the ancient “anthropogenesis” reconsidered as an integrated system. This is important not only for the landscape archaeology, but also for the management of the rescue archaeology, of other fields of invasive archaeology, so as for museography both from a theoretical and practical point of view.

The aims of the programmes are well defined and available on the website of the University (www.ku.lt/hfm/studijos/studiju-programmos) but it is not always easy to distinguish between the aims of the programmes and the intended learning outcomes. For instance, what is listed in §13 (paragraph in SER) is not very relevant for learning outcomes; it is more concerned with the overarching aims or profile of the programme. In fact, the learning outcomes are defined in a more convenient way in the study module programme (SMP), appendix 1, in the box entitled „Provided knowledge and abilities“ (why not learning outcomes ?). What is missing is a synoptic table of the whole curriculum (like table 6) in which the main intended learning outcomes can be found, and give a good description of the progression and profile of the programme. This description can be found in § 15, but the verbs that are used (understand, know, carry out) are too generic to describe learning outcomes in a sufficient way. It is recommended to describe the learning outcomes in a more precise way so that it is possible to check if they fit the second cycle Dublin descriptors. To be more concrete, the fields covered by the Master are various : monument protection, archives, museums, education, communication, tourism, culture management ; it should be important to give the intended learning outcomes specific for each field so as to define in the same time the level of qualification offered for each type of activity. Another example: which are the abilities acquired in underwater landscape ? Are students able to dive and make underwater excavations? However, the SMP forms show a good use of the ECTS, especially for the estimation of the student workload and the description of the intended learning outcomes that fit the exigencies of a Master level.

It is not always easy to understand which prerequisites are necessary to enrol this Master, but this difficulty lies in the fact that there is not a first cycle programme in archaeology in KU. So which student can be admitted? It should be indicated that most of the students admitted in

this LA master could specialise in archaeology during their bachelor studies in history. For instance, p. 5 we can read that one aim of the programme is „to deepen the competence acquired in the undergraduate studies“ and to „deepen the abilities in information technologies“. But which is this competence? Which are the abilities already acquired? In other words, how this Master programme is articulated with 1st cycle programmes of KU or other universities? It is difficult to assess how the programme broads and deepens knowledge and skills, if it is not possible to estimate the prerequisite level. The self-evaluation report should give more information about this aspect. Fortunately, during the visit, the staff could give all the requested information.

Lastly, it can be noted that no generic or transferable competences developed by this program has been described. It is true that the aim is to train archaeologists and specialists in cultural heritage protection. So it is important to focus on professional competences. However, it could be also useful to convince employers that it may be useful for them to employ broad minded majors in humanities. In this case it is important to show that the programme develops also transferable competences and abilities, like the ability to replace social problems in their natural and cultural environment, to look for sustainable solutions etc.

2. Curriculum design

The curriculum meets all legal requirements. On the base of the order n° V-286, 03/06/2010 of the Ministry of Education and Sciences the length of the programme corresponds to 120 ECTS, divided into 4 semesters. 90 ECTS are allotted to subjects of the study field, and 30 ECTS to subjects of practical activity. Because of the importance of field activities in archaeology, the number of credits for practical activities, including outside laboratory activities, could be more important: a repartition 80/40 is recommended. The free elective subjects have 30 ECTS, which corresponds to the maximum allowed by law. 30 credits are allotted to the Master's final thesis and reflect the importance of the research skills. No more than 5 subjects are available each semester, and the independent work is estimated between 60 and 66 % of the total hours. In the case of the practical activities, the independent work is 100 % of the total hours.

The study subjects are not repetitive and cover all the matter of landscape archaeology; the progression is coherent and consistent. The main latest technologies and methods of landscape archaeology are taught (aero photography, geophysical surveys, GPS Station, etc) .However some subjects are missing: the teaching of a foreign language, at least English, should be included in the curriculum, and more attention should be paid for geography, especially GIS. It

seems that student can obtain the master without any course in this field that is fundamental for the study of landscapes. An oriented choice should be introduced for the elective specialities so that all the students are compelled to have at least one or two courses in geography. As far as the methods of archaeological fieldwork research and archaeology of habitation sites, more attention should be paid to stratigraphy that is the base of archaeological investigations. Lastly no indication is given about the possibility to go abroad (mobility window), but students during the visit has claimed that this possibility really existed

The way of allotting credits for each module is quite satisfying: it is based both on the definition of knowledge and abilities, and the estimation of student workload (attending hours and independent work). It is recommended to give a more precise description of the oral or written tests, especially in the case of practical activities, like fieldwork, where traditional assessment methods cannot work efficiently.

The thesis is developed over all the period: the topic is chosen from the beginning of the cycle, and students are supervised until the discussion of the work; it is quite satisfying. It is only recommended to base the thesis research on study cases more strictly connected with landscapes archaeology issues and check if the students are able to apply the theoretical knowledge and to use technologies and methods in an appropriate and independent way, and to produce a synthesis that is understandable by a broad public.

3. Staff

The second cycle study programme of Landscape Archaeology is implemented by a highly qualified academic staff composed for the most part by senior researchers of the BRHAI. The number and qualifications of the staff meet all applicable legal requirements. In the Landscape Archaeology Master programme 12 teachers are presently employed, including 7 from BRHAI, 1 from the Department of Theology, Faculty of Humanities, 1 from Department of Construction, Marine Engineering Faculty, 1 from Recreation and Tourism Department of Klaipeda University, 1 from Vilnius Academy of Arts and 1 from Kaunas Technological University. All the teachers have a research degree, including 3 professors, 3 associate professors and 6 lecturers. The qualifications of the teaching staff are adequate to ensure the expected learning outcomes of the programme. The teachers have sufficient academic experience. The recruiting process and the academic career are well defined (in accordance with the KU-approved descriptor, teachers are appointed to full time positions by means of public competition for a 5-year-term of office; the conformity of teachers to qualification requirements is established, they are attested by the Senate-formed Attesting and Competition Commission).

Professional and research development of the staff is witnessed by the regularly publications of research results in Lithuanian and foreign peer-reviewed scientific journals and monographs, especially in *Archaeologia Baltica* that gives an excellent panorama of the archaeological researches in Lithuania . Three teachers of the LA study programme are winners of the Lithuanian Research Award in the field of the humanities and social sciences. The professors working in LA successfully supervise doctoral students and participate in doctoral thesis defence committees.

The number of the teaching staff is adequate to ensure learning outcomes. The ratio of 10 full time of staff and students is good: it makes it possible to understand the needs of each individual student and can be seen as satisfactory from this point of view. However, as presented in curriculum design, 6 of 11 subjects of study field are specialty elective. In total 15 students are studying in MA program in 2012. Here an obvious disproportion is noticeable, because due to the small number of students it is hard to gather groups for individual courses.

Teaching staff turnover is able to ensure an adequate provision of the programme, especially for all the theoretical part of this programme. For each academic year plans of individual activity are drawn and implemented. Problems arising in the study programme are discussed in the Department meetings and decisions are made; their implementation is controlled by the Head of the Department of History.

KU creates satisfactory conditions for the professional development of the teaching staff necessary for the provision of the programme. Participation in international and national conferences and seminars make an important influence on the qualification of the teachers and improvement of their teaching methods. Nevertheless the low mobility of teaching staff is noticeable. Weekly or longer exchange visits at foreign universities and research centres are necessary to develop their teaching competences and to achieve higher programme quality.

The academic staff of the programme is involved in research directly related to the LA study programme. The teachers are participating in different national and international projects (COST, JOLDIJA ect.). Unfortunately all the students are not systematically involved to their research. This means, that most of them are not offered the possibility to take part at the scientific activities related to the LA Master. Lastly, the self-assessment report does not mention the cooperation with Lithuanian universities and other academic institutions in projects, and that reflects the KU self-isolation at local level.

4. Facilities and learning resources

The premises and buildings of the Faculty of Humanities and those of the BRHAI are completely acceptable for the lectures and classes provided by the LA study programme, with regard to the occupational safety and hygiene standards. Classrooms enable lecturers and teachers to use demonstration equipment (multimedia projectors, notebooks, a TV set, sets of video equipment) and computer technologies. The Klaipeda University Library and the specialized scientific library of historical publications are quite convenient for students' regional work, and have all necessary tools (modern system of bookshelves, e-catalogue of the library on Internet, computerized workplaces, wireless Internet, access to international databases including such prominent resource providers as JSTOR and some others). Students have also access to the database of scientific publications of the Klaipeda University teachers and the methodological aid for course papers and final theses, elaborated and published by one of the lecturers of the Department of History of the Klaipeda University.

Some laboratories of the BRHAI have modern and expensive scientific equipment, such as video camera for filming underwater - Underwater Camera System Sony PMW-EX1R and underwater box "Gates", underwater object observation equipment ROV «Sea otter 2» produced by JW Fishers manufactures, and also other necessary accessories (lighting installation, magnetometer for underwater lab work and underwater object observation equipment). For these purposes the BRHAI uses the KU training sailboat and research boat.

The master program students have at their disposal tachometer with GPS, 3D scanner, metal detector, traceological training microscope Olympus SZX16, K2 Industrial optical attachment module for Industrial microscope by Technical Instrument Company, DNA/RNA cleaner box by Biosan. The main necessary models and tools for zoo archaeology are also available. During the visit, the impression was that laboratory practices, except for underwater archaeology, were more directed to classical archaeology, such as materials' typology, than to specifically Landscape Archaeology activities, like photo interpretation, data digitalization.

Although facilities and learning resources are continuously developed and updated, there are some serious shortcomings and problems in this sphere, with detrimental consequences on practical activity. This is due to the amount and great specificity of the equipment necessary for both training and realizing all methods and techniques connected with landscape archaeology. I.e., this subject assumes the learning of basic principles of geophysical methods and of practice of magnetometer (and especially of gradient meter), of electric and magnetic survey, also of geo radar. Apparently, there is a practical field course of geophysical methods in archaeology during the summer fieldwork, but there is no strict evidence of preliminary training before by means of

an appropriate equipment that is not available in Klaipeda University itself. There is also not enough evidence of application of this equipment for students' own scientific studies, excluding the using of electronic microscope in the laboratory of traceology. It is also obvious that very few students are able to go diving for underwater studies. In fact, no student has defended or chosen a final thesis that deals with this subject, perhaps because underwater archaeology is only an elective speciality (Underwater cultural heritage and natural environment).

So some indispensable technologies are yet missing, especially for GIS (Geographic Information System). Some very modern equipment is not yet used because there is no place for its localisation or because the technicians able to use them are missing. Students obviously cannot learn how to use basic software like Autocad, Photoshop, Illustrator, Arcview, ArcGIS. Each student has to decide for its own whether to use or not to use these programs according to his need, and it is difficult for him to find the relevant resources.

The library of the Research Centre is correct for local and regional publications, but many international publications are missing. For instance the reports of the big European Project in Landscape Archaeology, *Archeomedes*, is missing. However the main handbooks are available and students can get a good knowledge about the main theoretical and practical aspects of landscape archaeology, that deal with such essential themes as geophysical and non-destructive methods in archaeology, introduction to GIS, basic foundation of cartography, 3D-modeling in GIS, using the GPS and remote sensing data in archaeology.

5. Study process and student assessment

Students' admission meets all rules and procedures approved by KU Senate and the Government of the Republic of Lithuania. All admission regulations can also be found on Internet, together with main information about study process, programme aims and learning outcomes. All students who have a Bachelor degree in history have the main requirement to be admitted in the Landscape Archaeology Master. For those who have a Bachelor degree in humanities or social sciences is given opportunity to enter Master studies by taking 4 extra exams. During 3 years of admission, average competition score got higher but state financed places has decreased from 8 to 5. The competition score to win a state-financed place has remained higher than the self-paid places of studies. However the decrease of students admitted for state-financed places is obvious: for instance, in 2012 only five students were admitted. Table 12 shows clearly that the number of students is gradually falling every year. Because of the

necessity to have a job, many students drop out of the programme and take more than two years to complete it.

The analysis of student academic records, student progress and drop-out in Table 12 shows that the greatest drop-out has occurred in 2010 (7 persons). The compatibility of studies with independently conducted research seems to be problematic. It is commendable that students of Landscape Archeology programme find an employment at institutions related to archaeology as early as during their studies, but according to the statistics, their employment during the studies is also responsible for their drop out. This is an issue that should be taken into consideration and find a solution.

Due to close relations between the History Department and the Baltic Region History and Archaeology Institute (BRHAI) students have all opportunities to participate in research activities and work with high qualified researchers, even though only few students are doing extra activities connected with landscape archaeology in the Institute. So, it may be recommended to involve more systematically the Master students in the research programmes of the BRHAI. The Marine Valley programme offers a lot of possibilities.

There are opportunities for students' mobility to participate in practices, conferences, projects, but only one student during three years has used it. None of the students have studied abroad for a whole semester. There is a risk for the students to be competent only in the area of the Baltic regions, while Master studies imply a more open perspective.

Academic and social support for students is ensured. There are all opportunities to contact lectors all the time needed and even to meet them for consulting not only during lectures. Every student has highly qualified supervisor to help him with master thesis.

The assessment system of students' performance is adequate and publicly available. The only concern is assessment of practical activities: students couldn't explain for what kind of activities they get marks and how they are graded. Questionnaires are given to students at the end of the term, but not systematically, and they have no feedback.

Professional activities of graduates almost meet the programme providers' expectations, but it is worth underlining that most of them are working in "classical" archaeology (rescue archaeology, excavations), and not in specific landscape archaeology area.

6. Programme management

Responsibilities for decisions of the implementation of the programme are clearly allocated according to the KU Statute: the study programme of LA Master is administered by the Study

Programme Committee of the Sciences of Humanities and its administration is implemented by appointing a programme coordinator. The qualification of the teachers complies with the qualification requirements for KU teachers in the area of the sciences of humanities as approved by the KU Senate, Resolution No. 11-50, 09-04-2010.

The decisions on the programme management and quality assurance are made collegially, as evident during the meeting with the self-evaluation staff. However, it is not sure that feedback from students' questionnaires is really used to improve the quality of the programme. During the visit, students said that these questionnaires were not made in a systematic way and they did not know how they were used.

Meeting with the administration staff showed the great satisfaction of the staff for the programme of the LA Master; a possible discrepancy is the relevance that the administration staff gives at underwater research, that is one of the preeminent topics of the BRHAI but it seems not so relevant in the LA Master programme. In fact underwater archaeology is only an elective speciality (Underwater Cultural Heritage and Natural Environment), and no one of the thesis discussed at the moment or in progress concerns underwater archaeology.

The monitoring of the study quality of the programme is convincingly argued for performance of students and teachers, student's academic record and their dropping out. The student's opinion is found out by an anonymous questionnaire provided at the end of each year. If regularly provided, the questionnaire could be an useful tool for assessing the quality of the modules and the programme: individual subjects of the study programme, methods of teaching, the content of the lectures, the teachers' ethics. Alumni have declared full satisfaction with the program of studies that they considered fully consistent with the needs of the labour market.

As stated by the self-evaluation staff, the effectiveness of the Landscape Archaeology Master is provided by the good collaboration between the research centre BRHAI and the Faculty that creates a strong connection between research and educational interests; the presence of a young and dynamic staff, the fresh topic characterized by a practical knowledge based on new technologies and modern equipment are very positive aspects. On the other side, the main weaknesses pointed out by the self-evaluation staff are the need of more scientific equipment, the difficulty to find new field activities and the only two years opening of the summer school, the low number of students, the low number of places financed from the State (only 5) and the absence of the students mobility.

The efficiency of the LA Master is provided by the preparedness of the graduates for the labour market: three of the alumni, present at the meeting, work as private archaeologist and only one continued the previous work as supervisor of monuments of the municipality (also related

with Cultural Heritage management that is one of the LA Master topics). As possible improvement, they have suggested only a stronger attention to the aspect of the management for field excavation projects.

At § 132 the document states that "stakeholders are also included in the process of programme assessment and improvement". Despite the stakeholders, that are Lithuanian Museum, History Museum of Klaipeda and the Department of Cultural Heritage, approve the strong potential of this Master in the perspective of the management of the Cultural Heritage in Lithuania in the little future, there is not evidence of their profound involvement in the elaboration, management and self-evaluation of the programme, except for the participation of some students in the museums' activities. Their stronger involvement could be relevant both for the self-evaluation and the programme management of the Master. Particularly, formalization of placement specifically dedicated to Master's students could be useful for evaluating strengths and weaknesses of the LA Master programme in the perspective of the job-placement.

III. RECOMMENDATIONS

1. GIS Laboratory is indispensable for Landscape Archaeology: the Faculty or the Research Centre must find the way, for instance through collaboration with other institutions, to give a good training in this technology. Students should be also able to use computer programmes like Autocad, Covadis, Arcview, Photoshop etc, because these tools are also indispensable for landscape archaeology studies. It is a crucial issue if the Master is focused on Landscape Archaeology. This "umbrella" is attractive and gives a good image of K.U, but it demands adequate learning resources. If not, there is a risk of misleading advertising.

2. The topics of the Master final thesis should be more relevant respect to the thematic of landscape archaeology. They are all connected with archaeology and ethnography of Baltic territories, but it is also necessary to focus on the reconstruction of ancient landscapes and the way people of the past shaped the land around them.

3. It is important to reinforce continuous contacts with professional stakeholders, and integrate placements in the curriculum to facilitate employability of the graduates. Most of them do not carry on with doctoral studies, and look for a job. So it is important to help them to find a job connected with their studies. In this purpose, it may be important to define and underline the generic and transferable competences developed by the programme.

4. It is recommended to reach higher European standards of quality assurance, especially for learning/teaching and assessment methods; feedback from students' questionnaires should be

systematically used to improve the quality of the curriculum. Most people of the staff are researchers, and they have to pay more attention to the pedagogical requirements of modern study programmes. The pedagogical team has to reinforce a collegial management because sometimes it appears like the mere juxtaposition of individual researchers, and students do not know what other fellows are doing.

5. The curriculum design should be more structured respect to the orientation of the studies: some courses are clearly connected with the issues of Landscape Archaeology *stricto sensu*, but other courses are more relevant for ethnography or the protection and valorisation of cultural heritage. Perhaps it might be good to propose two different optional courses inside the programme, each of them characterised by thematic modules. The learning of foreign language and the possibility of placements should also be included in the curriculum.

6. Lastly, it is recommended, with the prospect of the attractiveness of the programme, to develop international mobility for staff and students, and to develop cooperation with other Lithuanian universities and academic institutions. It may be also a way to find additional and complementary resources that are missing inside the university.

IV. SUMMARY

The KU Master in Landscape Archaeology is a young programme: the 5 first graduates has finished the cycle in 2012. So, the evaluation is more the appreciation of a process on move than the assessment of a situation. This study programme may be considered as a challenge, because Landscape Archaeology is a new discipline that requires many modern technologies, and the number of students enrolled in this programme is not very high. However, it seems that K.U is able to take up this challenge because several assets are available.

The biggest strength is the presence of the BRHAI with high qualified researchers who collaborate in an excellent way with the Department of History. It is not so frequent that a Master study programme is supported by a research unit, and this very positive aspect must be underlined.

The staff is dynamic, motivated, and does the best for the success of the students. The ratio teacher/student is good and the supervision and assessment of the master thesis is really satisfying. Thanks to the research programmes of the BRHAI, students have the possibility to be involved in a concrete way in research activities and practical fieldworks, and learn how to use the available scientific equipment during the laboratory practical activities. The study

programme is characteristic of a new way of thinking archaeology, which is important for the education and training of new generations of archaeologists in Lithuania.

Another positive aspect is the good integration of the study programme into the cultural and natural environment; Western Lithuania is particularly concerned with underwater researches and studies on maritime landscapes of Baltic regions, and nothing could be more justified than the fact that Klaipeda University is in charge of these activities. It is very important that territorial divisions of the Department of Cultural Heritage and local municipalities and museums can find qualified archaeologists.

Lastly, the Master Landscape Archaeology fits the orientations of the Lithuanian Government who has approved the Marine valley Programme. This research programme aims to create a cluster of maritime knowledge-based economy by reinforcing the existing potential and promoting integration of maritime research, academic studies and business. It is important that the Master graduates make their contribution to this scientific programme.

However, some structural weaknesses may be detrimental for the good evolution of the LA Master. If some laboratories of the BRHAI have good scientific equipment - it is the case for underwater studies, zoo archaeology and traceology – some indispensable technologies are yet missing, especially for the G.I.S. Some very modern equipment is not used because there is no place for their localisation and technicians able to use them are missing. Students do not learn how to use basic software like Autocad, Photoshop, Illustrator, Arcview etc....The library of the Research Centre is correct for local and regional publications, but international publications are missing. So, **learning resources are yet insufficient to cover all the disciplines implemented by landscape archaeology**. This is the most crucial aspect that should be corrected in the next years.

The meeting with students and stakeholders has shown that closer contacts should be enhanced. Employers trust the quality of the education, and alumni are satisfied with the programme, but none of the five alumni has been employed by the institutions auditioned during the visit! Employers are ready to offer placements and students ask for more professional competences, especially management and freelance skills. So, **more attention should be paid by the staff for all the aspects that concern employability**.

As far as the curriculum design and the content of the courses, two remarks can be made. One is the fact that the study programme implemented at KU is concentrated only on Western Lithuanian Regions. Such a local focus may appear too narrow for Master studies, and does not

provide a trans-regional scope of professional knowledge for students. This weakness could be balanced by an increasing number of visiting professors and an increasing mobility of students. Only one student went abroad during the studies; it is quite insufficient. The other problem is linked to the low number of students; 13 elective or optional courses are proposed for an amount of $6 \times 5 = 30$ ECTS. But it is mathematically impossible that, on two semesters, 15 or 16 students can be divided into all these 17 modules. Students have confirmed during the visit that an elective course was not opened if less than 5 students were present. It means that all the intended learning outcomes of the programme cannot be achieved by the students. A suggestion should be that the possibility of choice is limited for elective modules, and that two or three subjects, thematically connected, are joined in the same module. Another way is to introduce a quantitative balance between the mandatory and optional courses.

Lastly, it is important to pay attention to the students influx; from 2010 the number of entering student has decreased (from 9 to 7), and there is a threshold under which the survival of the programme will be in danger. Moreover, the number of graduates, it means the rate of success, is not very high: only 5 students (55,5 %) have got the diploma in two years, or two years and a half ; most of them have defended a thesis whose topic is not very relevant for landscape archaeology, and none of them has found a job in the field of non invasive archaeology. Time is too short and data are insufficient to analyse these statistics in a correct way, but the dangers cannot be ignored and adapted solutions are to be found quickly.

V. GENERAL ASSESSMENT

The study programme Landscape archaeology (state code – 621V40002) at Klaipėda university is given positive evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

*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: Jean-Luc Lamboley

Grupės nariai:
Team members:
Isabella Colpo
Anatoly Robertovich Kantorovich
Agnė Čivilytė
Neringa Šimkutė