



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ UNIVERSITETO
STUDIJŲ PROGRAMOS *ISTORIJA*
(*valstybinis kodas – 612V10006*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *HISTORY* (*state code – 612V10006*)
STUDY PROGRAMME
at ŠIAULIAI UNIVERSITY

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Išvados parengtos anglų kalba
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Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Istorija</i>
Valstybinis kodas	612V10006
Studijų sritis	Humanitarinių mokslų studijų sritis
Studijų kryptis	Istorija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	4 metai (nuolatinės), 5 metai (ištęstinės)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Istorijos bakalauras
Studijų programos įregistravimo data	2001-05-24, No. 877

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>History</i>
State code	612V10006
Study area	Humanities
Study field	History
Type of the study programme	University studies
Study cycle	First cycle
Study mode (length in years)	4 years (full-time), 5 years (part-time)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of History
Date of registration of the study programme	2001-05-24, įsakymo Nr. 877

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. *Background of the evaluation process*

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

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

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

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

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

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

1.2. *General*

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document

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

The Bachelor study programme in History is implemented at the Šiaulai Humanities Faculty established in 1997 ; it is managed by the Faculty Council and the Dean's office. The chairman of this programme, that involves 58 students in 2013-2014, is associate professor dr. Simoneas Strelkovas. This programme exists since 2001/2002. It has been evaluated in 2003 and 2006, and accredited until 2014. It has been developed with regard to the changes in the national system of educational and critical remarks of the graduates of the programme and is very involved in the original context of the region. The self-assessment group was composed with 3 professors , 2 students and 1 administrator of the department of History.

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 10/10 /2014.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined and publicly accessible on the university website (www.su.lt/stojantiesiems/priemimas/bakalauro-studijos/4409-istorijalinformation) and on special brochures distributed during various events. The aims of the programme are based on the academic exigencies of the subject area and the professional requirements of research in the field. The public needs and the labour market requirements are taken into consideration, but in a more generic way, because it seems difficult to know exactly how much specialists in history are needed in Lithuania, and which competences are expected by the employers. In fact, the study programme aims to develop also general competences (social and personal skills), but most of the learning outcomes are only concerned with the subject area (history). So, the main objective of the programme is to prepare highly qualified specialists in

history able to continue successfully their studies at master and doctoral levels, but the focus put on interdisciplinary, critical analysis, awareness of social impact of history studies, and multi cultural issues, is also relevant for students' employability and career, and the study programme aims also to train and educate creative, tolerant, open-minded citizens, aware of both the different challenges posed by globalisation, and the importance of regional history and identity

The expected learning outcomes are consistent, comprehensible and attainable. They are periodically discussed each year at the meetings of the History Study programme committee and the Council of the Faculty. The staff takes into consideration the results of the questionnaires that students are asked to fill at the end of each semester and the examination of the Bachelor papers (thesis) shows in which direction the learning outcomes should be amended and improved. Social partners are also involved and consulted, especially during the students' practical placements. The attainability of the learning outcomes depends also on the estimated student workload; this aspect is less evident in the self evaluation report, and should be more taken into consideration: how the student workload is calculated, and how the pedagogical team may be sure that the estimation is right and fits with the capacities of the students. In this case, feedback from students is necessary. All the learning outcomes and contents of the programme are directly linked to history, and human sciences; so all the components of the curriculum are quite compatible with each other. They contribute to prepare students to master studies in history or close subject areas, and give them ability for further professional development, life long learning and civic engagement. The self evaluation report should also indicate in a more precise way how this programme can be articulated with other study programmes (literature, philosophy, sociology, etc.).

The programme purpose is compliant with all the institutional and state rules and regulation, and responds also to the international (Bologna process) directives. The learning outcomes fit perfectly the sixth level of the European qualification framework, and it is worth noting that they are conceived and defined according to the tuning project methodology and the recommendations of the European network of historians *Clio*. This is a good criteria for quality assurance and excellence.

2.2. Curriculum design

Study volume is quite sufficient and meets the requirements of legal acts (the inventory of general requirements for degree-awarding first level full time study programme) and international directives (Bologna process): the duration of studies is 4 years (8 semesters, 240 ECTS). The part-time equivalent lasts 11 semesters. The ratio between classroom (40%) and

self-study hours (60%) is regulated by the order of the Minister of Education and Science of RL N° V-501. 1 ECTS is equivalent to a workload of 26,5 h, which fits the recommendations of European Tuning Project.

The sequence of the study is consistent and logical, with a good progression between the 1st and the last year. There is a good balance between theoretical and practical training (20 ECTS), and 17 ECTS are for research activities (course paper and final thesis). There is also a good balance between compulsory and elective courses (respectively 75 and 25 %). The number of credits given to the final thesis (12) seems a few under evaluated, because the workload requested by this exercise is likely to need more than 318 h. Since 2011 students can choose minor subjects (60 credits) from semester 5 or go deeper into the studies of social-political history.

The curriculum is partly based on modular principle. The modules are spread evenly; they are divided into general education subjects (11 %), fundamental subjects in history field (36 %) and special subjects in history field (48 %), and free elective subjects (5 %). All the stages of Human history are taught, from prehistory to contemporary history, included ancient history. The links between the subjects and their sequence are logical from the basic knowledge to the writing of a research paper, the contents aim to develop both theoretical knowledge and practical skills. So the comprehensiveness and rational of programme content are convenient. At the end of the second year, the students can define their own profile.

The content of the programme is various and covers all the fields of history: archaeology, archives, museology, Latin and modern language, cultural heritage, palaeography, philosophy of history, historiography, social sciences, quantitative and qualitative research. The distribution of the modules show a good combination of chronological, spatial, thematic, and methodological approach. At the end of the curriculum the bachelor has a solid basic training, and is able to specialize in master studies. It could be recommended to introduce specific modules about history of America and Africa, because the programme is mainly focused on European history. National and local history is taken into consideration in a good way, but the globalization seems underestimated.

Each module is described in a very precise way and it is possible to check for each of them that they are appropriate for the achievement of learning outcomes. A table gives the links between expected learning outcomes, study method and assessment method. As to the themes of the subjects, they correspond to the objectives and outcomes of the programme, but some discrepancies exist between the contents announced in the Self Assessment report and the contents exposed in annex 1.

The forms of learning consort to those applied by other Lithuanian universities – lectures, seminars, practical classes, and self-dependent work. The teaching, learning and assessing methods enable students to acquire abilities, skills and sufficient knowledge in history and to realise the objectives and outcomes of the programme. The requirements for the final thesis are clearly described, and the scientific exigencies described I p. 13-14 show that the late achievements in History are present.

This curriculum responds to the basic exigency to accumulate the sufficient mass of background historical knowledge and acquire the basic methods of research in history, and in the same time offers some flexibility so that students can choose some subjects and modules according to their needs.

2.3. Teaching staff

The regular teaching staff of the Classics Department (21 full time persons and 4 part-time teachers) consists of qualified professionals with long experience in higher teaching. One of the characteristic of the teaching staff is a high average age (one professor is 74 years old, and the youngest is 35). The second characteristic is that only half of the team is specialized in history. There are 5 professors, two only are historians; the others teach in subjects of general universities studies (languages, elective subjects, etc.), the same for 7 associate professors who are specialized in different subjects (history of art, management, informatics), 7 lecturers (3 with PhD) and 2 assistants. So it seems that not all of them give lectures in the field of their specialization, but it is not easy to check because the name of the teacher is not indicated on the descriptive form of the modules (annexe 1).

The ratio of teachers and students is very good: 21 teachers for 55 students and the distribution of teacher's workload is consistent, based on the speciality of each teacher. A lecturer supervises 2-3 bachelor theses in average. During the visit, the students confirmed that they could discuss directly with each teacher, and they highly estimated their pedagogical competences. However it is not possible to assess in the self-assessment report the pedagogical skills of the teachers because this aspect is not taken sufficiently into consideration.

The teaching staff turnover is rather low; only one professor retired, but three new assistants have been involved in the programme. If we consider that this first cycle programme aims to give basic knowledge and research methods in history, the renewal of the teaching staff is not crucial and the actual staff is able to ensure an adequate provision of the programme. However, more doctoral students should be involved in the programme, and the team should recruit more young teachers and ensure the promotion of some PhD teachers who are only

lecturer or assistant. Judging from the reports, many teachers have published articles and other works, not only in native language but also in English for some of them. Younger teachers have more publications in English than older, and this is a positive evolution. The teachers are no doubt qualified in their field (not always history) and well-oriented thanks to their pedagogical skills and long experience. Their relationship with the students is close and respectful. The production of new learning materials has been active (several monographs, a number of text books, and collections of articles). As may be gathered from the titles, the research seems well compatible with the contents of the study programme. The problem is, however, that the staff members do not have enough time to dedicate to their research. This is unfortunately often the case for peripheral universities, and the self-assessment report do not allow checking how the professional development of the staff is ensured. Many teachers participate to joint-project activities and expertise responsibilities; in this way, they are aware of the problem of quality assurance, but it is not easy to see which impact this participation has on the history programme.

Another positive aspect is the practical work experience of most of the teaching staff and their orientation to applied researches regarding the situation of history studies in the country, which makes possible to adapt the programme to the needs of the country. The mobility of the teaching staff is convenient. Important for the international dimension is the presence of 4 visiting professors during the last years, but during the visit the student expressed the wish to have more visiting teachers.

The quality of the study programme is supervised since 2013 by associate prof. dr. S. Strelcovas who has a longstanding experience in teaching, research and administrative management, and is the head of the Northern Lithuania Research centre of Šiauliai University.

2.4. Facilities and learning resources

The undergraduate students in History use the premises of the faculty of humanities which offers 797 work places for students. The reconstruction of one building of the Faculty fits all modern criteria of security and comfort and there are all the facilities for disable people. All the classrooms are equipped with modern audio-visual equipment, and because of the low number of students this equipment seems quite sufficient and accessible. Wireless is available in all the buildings and free of charge. Technical and hygienic conditions of the premises for studies are good, and the academic and regional institution has made great investments to offer excellent arrangements for students' practice.

The library has been renovated in 2008 and is one of the most modern library in Lithuania. An electronic library services system has been installed for finding sources and references. The

library is opened from 8 am to 8 pm and is also open on Saturdays; it provides free individual and group consultations. The staff of the library is numerous and can respond to all the student needs. So, the working conditions in library and reading rooms are excellent. The books and periodicals are freely accessible to the students and can be taken at home, but handbooks are not enough for each student to take them home. Electronic databases are sufficient for first cycle programmes. Computer hardware and software are also sufficient for first cycle programmes. Considering the acceptability of learning materials, the teaching aids are available as well, but the self assessment report is not very about this aspect.

In conclusion, premises, facilities and equipment for studies are not only sufficient, but also excellent.

2.5. Study process and students' performance assessment

Admission requirements are announced on the university website and in various publications presented in Study Fairs and other events. All people having school leaving certificate can be admitted to the programme. The admission requirements are set by the Ministry of Education and Science, and are the same for all BA History programmes in the country.

A continuous decrease of the number of students enrolled both in full and part time (47 in 2009/2010 vs. 11 in 2013-2014) is observed. This explains also the fluctuation of competitive points of the admitted students. The number of students in some elective courses is likely to be very low. Drop-out and/or suspension of studies is rather important: the 43 full-time students enrolled in 2009-2010 are only 31 four years later (drop out =28%). One of the reasons is that many students are working and have to divide time between work and studies. The self-evaluation report suggests that underachievement is the main reason why students stop their studies; it might be an indication of failed balance between admission requirements and study programme specifics. Even though the report claims that the admission mark average for the programme is one of the highest from all Faculty programmes, the problem of underachievement remains.

The ratio between students admitted to the study programme and successful graduates seems to be good: in 2012-2013, 31 full students were in the last year and 25 obtained the diploma (=80%). But it is difficult to know how many students get the diploma the 4th year ; some of them could need 5 or 6 years. More precise statistics should be useful.

Students are encouraged to participate in research, artistic and applied activities; few of them take part actually in activity research, but it is not crucial for first cycle study programmes. Administration helps students in providing relevant information (material and contacts for

applied activities, consultations, etc.) and offers them an annual platform where they can present their research for fellow academic community of students. The number of programme's students who take part in the conference remains rather stable with an average of 8 submitted papers. This shows that students have interest and actively participate in academic life of the University.

The student mobility is rather high thanks to Erasmus programme: each year 7 students go abroad. Relevant information is given by the staff member responsible for the international collaboration and studies abroad. The self-assessment report should give the assurance that abroad studies are fully recognized. The number of incoming students is also higher than the national average. No doubt that mobility contributes to the strength and attractiveness of this programme.

The social support is coordinated by the university students' services. Since 2010 85 social grants have been paid; 14 have been given in 2012-2013 which represents 27% of enrolled students. The history programme offers also some special grants. Information is publicly accessible for the students thanks to internet. The fact that students are provided a possibility to get a place in the students' halls of residence and social/academic grants from the State Foundation for Studies, shows the sufficient social support for the student. HF Dean's Office can also decrease the student's tuition fee or allow paying it in instalments, which indicates a good flexibility and a good attention for each particular case.

The system of assessment of subjects and final thesis is clear and adequate; each module gives all the explanation about teaching-learning methods and assessment criteria. The university practices accumulative assessment system. The structure of the accumulative mark is adapted to the specifics of the subject, which allows flexibility; it is always divided into the written examination paper (at least 50 %), the appreciation of student's activity and work during the contact hours, and the assessment for the tasks offered by the lecturer during practical works. The students can find their marks on the academic information system. The evaluation of each subject is presented by the teaching professor in the beginning of semester which guarantees clarity. The regulation for the final thesis is complex but clearly exposed; the role of the supervisor is important. Such a system shows that there is sufficient time and effort dedicated to student's defense. The thesis is normally in continuation with the course paper and can prepare to master research. Some works dedicated to local history serve the needs of then local rural communities. The SER indicates that "quite a few topics were dedicated to history of the region and Šiauliai county" (p. 25), but in 2013 41% of topics actually deal with regional and local history.

Study process and students' performance assessment respond to the main and best criteria of quality assurance.

2.6. Programme management

All the recommendations of the last external evaluation have been implemented and a lot of improvements could be checked during the visit. The responsibility for, the implementation of the programme is rationally divided into the Department of History, the Dean's office, the faculty council, HISPAC (Study Programme assessment committee) and HUSPAC (Humanities Study programmes Assessment Committee) in collaboration with the Students' Representative Office. Strategic issues are decided by HISPAC which analyses suggestion provided by the department of History and the supervision is carried out by HUSPAC together with Dean's office. All lecturers are responsible for the content of the delivered subjects and its quality. The issue of lecturers' responsibility are discussed and control is carried out by HISPAC and the department of History.

The internal evaluation of the quality of the study programmes is monitored and analysed by the Strategic and Quality Management service at university level, by HUSPAC at the faculty level, and by HISPAC at Department level. Major amendments have been introduced in 2010. The feedback from student surveys and questionnaires is taken into consideration, but there are no critics about the quality of the programme, and students seem fully satisfied. The discussions are about the necessity or not of minor subjects out of the history field and the inflexibility of timetable. Also graduates have been consulted about the quality of teaching in class, and the results of the survey were very positive. They all agree that it is a modern programme that corresponds to the requirements of training specialists in history, and they appreciate the pragmatic aspect of studies that develop skills and abilities. A survey addressed to employers show that employers are satisfied with the competences acquired by the graduates they have employed.

The programme providers and teaching staff demonstrate stable and fruitful relations with programme graduates, consulting them and involving them in the process of the programme development. It should be noted that, judging from the graduates consulted during the visit, the programme is able to provide outcomes that correspond to its aims. The major part of graduates is employed in history related field, such as museums, national parks or they work as teachers in schools.

The internal quality assurance measures are defined and controlled by the Internal Quality Management System which has been implemented in 2011-2012. The conception and model of internal quality management is compliant with the provisions of the main European and State

documents related to Higher education. Some social partners (mainly from museums and archives) are member of HISPAC. They are invited to the lectures and other academic events. It seems that there are not representatives of private enterprises, but the ten partners encountered during the visit came from different public sectors. The partner representing the municipality insisted upon the importance of qualified history graduates to reinforce the social link.

Programme management is correct and efficient; it responds to the main criteria of quality assurance.

III. RECOMMENDATIONS

1. It could be indicated in a more precise way how this programme in history can be articulated with other study programmes so that students enable to reorient more easily; it may be a way to decrease the number of dropouts. Try to give more credits to the final thesis because it seems under evaluated in respect to the requested workload, and give some topics not limited to local or national history.
2. Give more opportunities to teachers for professional development, for instance by developing collective research activities because the teachers are not gathered in a same research team. Ensure the internal promotion of highly specialized (Phd in history) teachers and try to increase the number of visiting professors
3. Try to reduce the number of dropouts, maybe putting students with learning difficulties into a new stream and/or implementing a tutorial system .
4. Give more place to private enterprises among the stakeholders consulted for Assurance quality, and pay more attention to transversal or transferable skills. Make the feedback anonymous at Department level.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

There is a very good use of learning outcomes and the design of curriculum is excellent because the model used is inspired from the European Tuning project, and the directives of the European net of historians *Clio*.

State and region have made great investments so that the premises, infrastructures and equipments are among the best in Lithuania.

V. SUMMARY

The Bachelor programme in History offered by Šiauliai University is a very well-designed and successfully running programme, with a good attention paid both to interdisciplinary and original environment. All relevant information is publicly and easily available on the university website and special brochures. The programme aims to prepare highly qualified specialists in history able to continue successfully their studies at master level, but the focus put on interdisciplinary, critical analysis, awareness of social impact of history studies, and multi cultural issues, is also relevant for students' employability and career. Also the study programme aims are also set to train and educate creative, tolerant, open-minded citizens, aware of both the different challenges posed by globalisation, and the importance of regional history and identity. The expected learning outcomes are consistent, comprehensible and attainable. They are periodically discussed each year at the meetings of the History Study programme committee and the Council of the Faculty. The staff takes into consideration the results of the questionnaires that students are asked to fill at the end of each semester, and the examination of the Bachelor papers shows in which direction the learning outcomes should be amended and improved. Social partners are also involved and consulted, especially during the students' practical placements.

The curriculum design and the definition of learning outcomes are inspired from the European tuning project model and European net of historians *Clio* and correspond to the best European standards. They comply with the national and local legislation. The sequence of the study is consistent and logical, with a good progression between the 1st and the last year. There is a good balance between theoretical and practical training (20 ECTS), and 17 ECTS are for research activities (course paper and final thesis). There is also a good balance between compulsory and elective courses (respectively 75 and 25 %).

The subject and generic learning outcomes are analytically and clearly stated and fit the aims of the programme and the level of the studies. In fact, this curriculum fits perfectly the sixth level of the European qualification framework, and responds to the basic exigency to accumulate the sufficient mass of background historical knowledge and acquire the basic methods of research in history, and in the same time offers some flexibility so that students can choose some

subjects and modules according to their needs. Maybe more attention should be paid to transversal and transferable skills.

Most professors have a long experience and are highly qualified, which ensures successfully the target aims and learning outcomes of the programme, since the teaching staff is aware of the fact that not all the students will be historians. The composition of the teaching staff satisfies all legal requirements. One of its characteristic is a high average age (one professor is 74 years old, and the youngest is 35). The second characteristic is that only half of the team is specialized in history. The exchanges and international mobility are convenient, but students consulted during the on-site visit ask for more visiting professors. The ratio of teachers and students is very good and the distribution of teacher's workload is consistent, based on the speciality of each teacher. Another positive aspect is the practical work experience of most of the teaching staff and their orientation to applied researches regarding the situation of history studies in the country, which makes possible to adapt the programme to the needs of the country. The teaching staff turnover is rather low, but if we consider that this first cycle programme aims to give basic knowledge and research methods in history, the renewal of the teaching staff is not crucial and the actual staff is quite able to ensure an adequate provision of the programme. However, more doctoral students should be involved in the programme, and the team should recruit more young teachers and ensure the promotion of some PhD teachers who are only lecturer or assistant. May be the teaching staff should pay more attention to teaching skills and English proficiency.

During the on-site visit, the evaluation expert team could verify that the learning facilities and digital equipment was excellent. The reconstruction of one building of the Faculty fits all modern criteria of security and comfort and there are all the facilities for disable people. All the classrooms are equipped with modern audio-visual equipment, and because of the low number of students this equipment seems quite sufficient and accessible. The library offers all basic books for first cycle studies in history, and electronic access to major scientific data base. Wireless is available in all the buildings and free of charge. No doubt that University and State have made great investments to improve the quality of the academic and pedagogical environment which is one of the best in the country.

The admission requirements to the programme are clearly explained and easily accessible. A continuous decrease of the number of students enrolled both in full and part time is observed; this explains also the fluctuation of competitive points of the admitted students. Drop-out and/or suspension of studies is rather important; one of the reasons is that many students are working and have to divide time between work and studies. The self-evaluation report suggests that

underachievement is the main reason why students stop their studies; it might be an indication of failed balance between admission requirements and study programme specifics. Even though the report claims that the admission mark average for the programme is one of the highest from all Faculty programmes, the problem of underachievement remains. Outgoing mobility is higher than the national average. The practice internships are well managed and well integrated in the curriculum. Students are encouraged to participate in research, artistic and applied activities; few of them take part actually in activity research, but it is not crucial for first cycle study programmes. The number of programme's students who take part in the conference remains rather stable; this shows that students have interest and actively participate in academic life of the University. The fact that students are provided a possibility to get a place in the students' halls of residence and social/academic grants from the State Foundation for Studies, shows the sufficient social support for the student. The system of assessment of subjects and final thesis is clear and adequate; each module gives all the explanation about teaching-learning methods and assessment criteria. The university practices accumulative assessment system, adapted to the specifics of the subject, which allows flexibility.

Programme management is correct and efficient; it responds to the main criteria of quality assurance. All the recommendations of the last external evaluation have been taken into consideration, and many aspects of the study programme have been actually improved. There is a good balance between the local dimension – close contacts with the regional institutions and municipalities - and the universal dimension of the programme, which is essential for a curriculum of general history. Social partners and employers show a great interest for the programme and the graduates, and insist upon the importance of graduates in history for the local citizen life and development, which proves close and efficient contacts between the university and its social environment. The internal quality assurance tools and effects are correct and compliant with European criteria. The decreasing number of admitted students and many dropouts could be a risk for the sustainability of the programme, but the management is not directly responsible for this situation. The contacts with private business and enterprises could be closer, and consequently more attention should be paid to transferable skills.

VI. GENERAL ASSESSMENT

The study programme History (state code – 612V10006) at Šiauliai 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	3
2.	Curriculum design	4
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	3
	Total:	21

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

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

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

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

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

**ŠIAULIŲ UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ISTORIJA (VALSTYBINIS KODAS – 612V10006) 2014-12-08 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-593 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių universiteto studijų programa *Istorija* (valstybinis kodas – 612V10006) vertinama **teigiamai**.

Studijų programos vertinimas balais pagal vertinamąsias sritis.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	21

* 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

Istorijos bakalauro studijų programa, kurią vykdo Šiaulių universitetas, yra gerai parengta ir sėkmingai vykdoma, daug dėmesio skiriama tiek tarpdalykiniam, tiek paties dalyko aspektui. Visa reikiama informacija skelbiama viešai, ją galima lengvai rasti Universiteto tinklalapyje ir specialiose brošiūrose. Studijų programa skirta aukštos kvalifikacijos istorijos srities specialistams rengti, kurie gebėtų sėkmingai tęsti magistrantūros studijas. Dėmesys skiriamas tarpdalykiškumui, kritinei analizei, istorijos studijų socialinio poveikio suvokimui ir daugialypiems kultūros klausimams, kurie ypač svarbūs studentams įsidarbinant ir siekiant karjeros. Studijų programos tikslas taip pat yra ugdyti kūrybiškus, tolerantiškus, atvirus piliečius, kurie suvoktų įvairius globalizacijos keliamus iššūkius, regiono istorijos ir identiteto svarbą. Numatomi studijų rezultatai yra nuoseklūs, suprantami ir pasiekiami. Kasmet jie aptariami Istorijos studijų programos komiteto ir Fakulteto tarybos posėdžiuose. Personalas atsižvelgia į

apklausų, kurias studentų prašoma užpildyti kiekvieno semestro pabaigoje, rezultatus, o bakalauro darbų analizė rodo, kokia linkme studijų rezultatus reikia gerinti ir tobulinti. Socialiniai partneriai, su kuriais konsultuojamasi, taip pat dalyvauja šiame procese, ypač studentų praktinėse stažuotėse.

Programos sandara ir studijų rezultatai apibrėžti atsižvelgiant į Europos derinimo projekto modelį ir Europos istorikų tinklo *Clio* rekomendacijas, jie atitinka aukščiausius Europos standartus, šalies ir vietos teisės aktuose nustatytus reikalavimus. Studijų seka yra nuosekli ir logiška, pasiekta pažanga matoma nuo pirmųjų iki paskutiniųjų studijų metų. Teorijos ir praktikos studijų santykis yra geras (20 ECTS kreditų), 17 ECTS kreditų skirta mokslinių tyrimų veiklai (kursiniams darbams ir baigiamajam darbui). Taip pat gerai subalansuotas privalomųjų ir pasirenkamųjų dalykų skaičius (atitinkamai 75 ir 25 proc.).

Dalyko ir bendrieji studijų rezultatai yra analitiškai ir aiškiai nurodyti bei atitinka studijų programos tikslus ir studijų lygį. Iš tikrųjų studijų turinys puikiai atitinka šeštąjį Europos kvalifikacijų sistemos lygį ir atsižvelgiama į pagrindinius tikslus įgyti pakankamai istorijos žinių ir įsisavinti pagrindinius istorijos srities tyrimų metodus. Kartu užtikrinamas ir lankstumas, kad studentai galėtų rinktis keletą dalykų ir modulių pagal savo poreikius. Gal kiek daugiau dėmesio reikėtų skirti universaliesiems ar perkeliamesiems gebėjimams.

Dauguma dėstytojų turi ilgametę patirtį ir yra aukštos kvalifikacijos, o tai leidžia sėkmingai siekti studijų programos tikslų ir studijų rezultatų, nes dėstytojai žino, kad ne visi studentai taps istorikais. Personalo sudėtis atitinka visus teisės aktuose nustatytus reikalavimus. Viena iš personalo ypatybių – didelis vidutinis amžius (vyriausias profesorius yra 74, o jauniausias – 35 metų amžiaus). Antroji ypatybė yra ta, kad tik pusė dėstytojų specializuojasi istorijos srityje. Mainai ir tarptautinis judumas yra geras, tačiau studentai, su kuriais ekspertai bendravo per vizitą Universitete, teigė, kad pageidautų daugiau atvykstančiųjų dėstytojų. Dėstytojų ir studentų santykis yra labai geras; dėstytojų darbo krūvis tinkamai paskirstytas pagal kiekvieno dėstytojo specialybę. Kitas teigiamas aspektas yra daugumos dėstytojų praktinio darbo patirtis ir orientacija į taikomuosius mokslinius tyrimus, susijusius su istorijos studijų padėtimi šalyje, kuri leidžia pritaikyti programą prie šalies poreikių. Dėstytojų kaita yra gana nedidelė, tačiau atsižvelgiant į tai, kad šios pirmosios pakopos studijų programa skirta pagrindinėms žinioms suteikti ir moksliniams tyrimų metodams istorijos srityje nustatyti, personalo atnaujinimas nėra pagrindinis dalykas ir dabartinis personalas yra gana pajėgus užtikrinti tinkamą programos vykdymą. Tačiau į programą turėtų būti įtraukta daugiau doktorantų, įdarbinta daugiau jaunų dėstytojų ir skatinama kai kuriuos dėstytojus, kurie yra tik dėstytojai ar

asistentai, siekti daktaro laipsnio. Dėstytojai daugiau dėmesio turėtų skirti dėstyimo įgūdžiams ir anglų kalbai gerinti.

Apsilankiusi Universitete ekspertų grupė galėjo įsitikinti, kad materialieji ištekliai ir skaitmeninė įranga yra puiki. Rekonstruotasis fakulteto pastatas atitinka visus šiuolaikinius saugumo ir patogumo kriterijus. Visos patalpos pritaikytos neįgaliesiems. Visose auditorijose įrengta šiuolaikiška garso ir vaizdo įranga, o kadangi studentų yra nedaug, šios įrangos, atrodo, visiškai pakanka ir ja galima laisvai naudotis. Bibliotekoje yra visos pagrindinės knygos, kurių reikia pirmosios pakopos istorijos studijoms, yra elektroninė prieiga prie pagrindinių mokslinių duomenų bazių. Visuose pastatuose galima naudotis nemokamu belaidžiu internetu. Nėra abejonių, kad Universitetas ir valstybė skyrė daug investicijų akademinėi ir pedagoginei aplinkai gerinti, kuri yra viena geriausių šalyje.

Priėmimo į studijų programą reikalavimai yra aiškūs, juos lengva rasti. Pastebėta, kad nuolat mažėja į nuolatinės ir į iššestines studijas priimamų studentų skaičius; tai paaiškina priimtų studentų konkursinių balų svyravimus. Nubyrančių ir (arba) studijas sustabdančių studentų skaičius yra gana svarbus. Viena iš priežasčių yra ta, kad daugelis studentų dirba, todėl turi skirti laiko ir darbui, ir studijoms. Savianalizės suvestinė rodo, kad nepažangumas yra pagrindinė priežastis, kodėl studentai nebaigia studijų. Tai rodo netinkamą priėmimo į studijas reikalavimų ir studijų programos specifikos pusiausvyrą. Nors suvestinėje teigiama, kad priėmimo į programą balų vidurkis yra vienas aukščiausių tarp visų Fakulteto programų, nepažangumo problema išlieka. Išvykstančiųjų judumas yra didesnis nei šalies vidurkis. Praktinių stažuočių valdymas yra geras ir tinkamai integruotas į studijų programą. Studentai skatinami dalyvauti moksliniuose tyrimuose, meninėje ir taikomojoje veikloje. Keletas iš jų faktiškai dalyvauja mokslinių tyrimų veikloje, tačiau pirmosios pakopos studijų programai tai nėra labai svarbu. Studijų programos studentų, kurie dalyvauja konferencijose, skaičius išlieka gana stabilus. Tai rodo, kad studentai domisi Universiteto akademiniu gyvenimu ir jame aktyviai dalyvauja. Tai, kad studentai gali gauti vietą studentų bendrabučiuose ir socialines bei (arba) akademinės dotacijas iš Valstybės studijų fondo, rodo pakankamą socialinę paramą. Dalykų ir baigiamųjų darbų vertinimo sistema yra aiški ir tinkama. Paaiškinti visų dalykų dėstyimo ir mokymosi metodai bei vertinimo kriterijai. Universitete taikoma kaupiamoji vertinimo sistema, kuri yra pritaikyta kiekvieno dalyko specifikai, o tai užtikrina lankstumą.

Programos vadyba yra tinkama ir veiksminga, ji gerinama vadovaujantis pagrindiniais kokybės užtikrinimo kriterijais. Buvo atsižvelgta į visas paskutiniojo išorinio vertinimo rekomendacijas ir daugelis studijų programos aspektų iš tikrųjų pagerėjo. Išlaikyta gera studijų programos vietos (t. y. palaikomi glaudūs ryšiai su regioninėmis institucijomis ir

savivaldybėmis) ir universaliosios dimensijos pusiausvyra, o tai labai svarbu visuotinės istorijos studijų programai. Socialiniai partneriai ir darbdaviai labai domisi studijų programa ir absolventais bei patvirtina istorijos absolventų svarbą vietos piliečių gyvenimui ir plėtrai – tai įrodo glaudūs ir veiksmingi Universiteto ir jo socialinės aplinkos ryšiai. Vidinės kokybės užtikrinimo priemonės ir poveikis yra tinkamas ir atitinka Europos kriterijus. Mažėjantis priimamų studentų, taip pat nubyrančiųjų, skaičius gali kelti riziką programos tvarumui, tačiau vadovybė nėra tiesiogiai atsakinga už šią situaciją. Ryšiai su privačiu verslu ir įmonėmis galėtų būti glaudesni, daugiau dėmesio reikėtų skirti perkeliamesiems gebėjimams.

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III. REKOMENDACIJOS

1. Reikėtų tiksliau nurodyti, kaip ši istorijos studijų programa galėtų būti susieta su kitomis studijų programomis, kad studentams būtų galima lengviau susiorientuoti. Tai galėtų sumažinti nubyrančiųjų skaičių. Pabandykite daugiau kreditų skirti baigiamajam darbui, nes atrodo, kad šis darbas pagal reikalaujamą darbo krūvį yra nepakankamai įvertinamas. Taip pat reikėtų pasiūlyti daugiau temų ir neapsiriboti vietos ar šalies istorija.
2. Suteikite daugiau profesinio tobulėjimo galimybių dėstytojams, pavyzdžiui, vykdant jungtinę mokslinių tyrimų veiklą, nes dėstytojai nėra suburiami į tą pačią mokslinių tyrimų komandą. Skatinkite Universiteto viduje siekti itin specializuoto (doktorantūros istorijos srityje) dėstytojų laispio ir pasistenkite kviesti daugiau atvykstančiųjų dėstytojų.
3. Reikėtų mažinti nubyrančių studentų skaičių. Gal mokymosi sunkumų turintiems studentams reikėtų sukurti naują grupę ir (arba) įdiegti tutorių sistemą.
4. Daugiau dėmesio skirkite privatioms įmonėms ir pasikonsultuokite dėl kokybės užtikrinimo, daugiau dėmesio skirkite universaliesiems ar perkeliamesiems gebėjimams. Užtikrinkite grįžtamojo ryšio anonimiškumą katedros lygmeniu.

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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)