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VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS *PAVELDOSAUGA*
(*valstybinis kodas – 621V72001*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *CULTURAL HERITAGE CONSERVATION*
(*state code – 621V72001*)
STUDY PROGRAMME
at VILNIUS UNIVERSITY

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Paveldosauga</i>
Valstybinis kodas	621V72001
Studijų sritis	Humanitarinių mokslų studijų sritis
Studijų kryptis	Paveldosauga
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	2 metai (nuolatinės)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Paveldosaugos magistras
Studijų programos įregistravimo data	2003 05 29, Švietimo ir mokslo ministro įsakymas Nr. ISAK-736

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Cultural Heritage Conservation</i>
State code	621V72001
Study area	Humanities
Study field	Heritage studies
Type of the study programme	University studies
Study cycle	Second cycle
Study mode (length in years)	2 years (full-time)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Heritage Conservation, Heritage Conservation specialist
Date of registration of the study programme	2003 05 29, Minister of Education and Science, Nr. ISAK-736

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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	
2	
3	

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

Vilnius University is the oldest University in Lithuania, founded in 1579. The University implements the largest higher education programme in Lithuania, managing three-cycle studies in the area of humanitarian and social sciences, physics, biomedicine and technologies: there are over 60 BA degree and over 100 MA study programmes offered; PhD degree students can study nearly 30 areas of sciences, and residents – more than 50 residency study programmes.

Vilnius University includes 23 parent academic divisions at VU (faculties, institutes, centres). The Faculty of History (hereinafter referred to as FH), has been established in 1968, continuing old traditions of history studies, which date back to 1783 when the first Department

of History was founded at Vilnius University. The Faculty is managed by the Council and the Dean and consists of four departments: Archaeology, Theory of History and History of Culture, Modern History, and Ancient and Medieval History; the research group for Lithuanian Statutes and Lithuanian Metrica and the Centre for Stateless Cultures.

The Faculty of History provides three study programmes of the first cycle (Archaeology; History; History of Culture and Anthropology) and three study programmes of the second study cycle (Archaeology, History, Heritage Conservation), as well as the Doctoral study programme in the field of history, which is carried out in co-operation with the Institute of Lithuanian History.

At the present time 14 people of the administrative staff, 47 lecturers (including 43 people with a degree of Doctor, 8 professors, 22 associate professors, 22 lecturers and one assistant), 14 research fellows (including 7 people with a degree of Doctor) work at FH. The number of students at the Faculty totals 936 (of the first and second cycle), and 30 students of the Doctoral programme, including 12 archaeologists.

The Heritage Conservation Master Degree Programme is implemented by the Department of Theory of History and History of Culture of the Faculty of History. In 2006 an External Assessment expert group carried out the appraisal of the Programme. The Assessment concluded that the Programme has no essential shortcomings, and the Programme was recommended for accreditation with the main recommendation to improve the material resources. The FH material resources were thoroughly renewed in 2009–2010.

As of 18-04-2007 Order No. ISAK-705 of the Education and Science Minister of Lithuanian Republic the Programme was accredited without conditions until the next external assessment. As of 17-08-2009 Order No. 1-73 of the Director of Centre for Quality Assessment in Higher Education (following the Law of high Education and Research 2009) the Programme was accredited until 31-12-2014.

The Self Evaluation group has been approved at at VU FH Council meeting (04-12-2013). It was composed by Assoc. Prof. Dr. Marija Drėmaitė (head of the group), Dr. Justina Poškienė, Dalia Vitkauskaitė, Diana Varnaitė (Social stakeholder of the Programme), Eglė Benekoraitytė (student). The SER was finished by 1st February 2014.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 24/09/2014.

1. **Dr. Isabella Colpo (team leader)**, *University of Padua, University Museums Center, Curator of the Cultural Heritage of the University, Italy.*
2. **Ass. Prof. dr. Anatoly Kantorovich**, *Lomonosov University, Moscow, ass. professor, Russia.*
3. **Prof. Dr. Andrzej Buko**, *University of Warsaw & Polish Academy of Sciences, professor, Poland.*
4. **Dr. Povilas Blaževičius**, *National Museum Palace of the Grand Dukes of Lithuania, Lithuania.*
5. **Mr. Gintautas Rimeikis**, *student of Lithuanian University of Educational Sciences, study programme Educational Management and Leadership.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Reviewers can confirm that aims of the programme and learning outcomes are well defined, clear and comprehensive. The programme is completely publicly accessible. SER specifies the periodicity of reviewing of learning outcomes very clear, it indicates the participation of stakeholders.

The Reviewers can also confirm that aims of the programme and learning outcomes are accurately based on the academic and/or professional requirements, public needs and the needs of the labour market. According to that, *Heritage Conservation Master Degree studies* graduates should be able to conduct scientific research work independently, to understand the heritage administration system and the problems of heritage conveying. They have to be able to influence the heritage conservation processes professionally and to take part in developing social awareness of heritage as well. Graduates have to developed strong ability for both independent and team work, to get motivation to improve professional competences constantly.

The main aim of the *Heritage Conservation Master Degree studies* programme is to prepare qualified specialists in the field of heritage conservation. Master graduates are required to have high level of theoretical knowledge of traditional and modern notions of heritage, the concepts and methods of heritage conservation. Graduates are required to have theoretical and practical knowledge of recognizing, researching and analyzing cultural heritage as well. They are required to be capable to work in the areas of administration, research or convey of heritage sphere information. Such knowledge, theoretical and practical skills are imperative to hold a position in various state institutions and private companies dealing with Heritage Conservation: municipalities, museums, national or regional parks, tourism development, Real Estate, urban design or even business development companies. Graduates are also prepared to continuing their studies at PhD level (SER, p. 8).

The Reviewers can confirm that SER provides sufficient information on national and international legal acts. It reveals compliance of the programme aims and learning results: predicted outcomes of the studies correspond with the course of the programme.

The offered curses and practices, followed by experienced teacher's team, ensure professional knowledge, educational background and skills required for the Master level specialist to work in the cultural heritage field. It is clear that the programme aims and learning outcomes were well-defined and reflected in the outcome of the programme. We can also confirm that the name of the programme, it's learning outcomes, content and the qualifications offered are compatible with each other.

Most of the entrants to the HC studies are graduates of history or archaeology specialities VU FH, but this master's program sometimes choose students from other universities and other specialties. This situation is handy, because they can adopt some specific knowledge from the BA cycle (chemistry, arts, mathematics etc.).

According to what the Reviewers observed from SER and especially during on site visit, the students are highly motivated and satisfied with the study programme, qualification of teaching staff, amount and terms of practices. After on site visit it is clear for the Reviewers, that also alumni are very satisfied with the received education and practical experience. They approved that acquired specialty is on high demand between stakeholders and the received education enables them straight off to carry out tasks given by the employers.

After on site visit it is clear that the stakeholders are very interested in young specialists, employed as trainees during their study programme and personnel in their company. It is also

clear that there is a strong connection between teachers and students and stakeholders/social partners in managing the programme and this ensure the full success of the programme and a full correspondence of the programme aims to the labour market needs.

2.2. Curriculum design

The Experts can confirm that the curriculum design of the Master programme (state code 621V72001) essentially meets legal requirements. The Master programme in *Heritage Conservation* is well-designed, competent managed and according to the admission data and competition score – demanding program for the students.

The duration of the studies is 2 years (4 semesters) and the volume is 120 credits (3200 hours). During the first and second semesters students have 4 compulsory and 6 optional courses (24 + 36 = 60 ECTS). During the third semester students have professional practice (and *Research Master Seminar* in the future (SER p. 14))(in total 30 ECTS). During the fourth semester, a Master's thesis (30 ECTS) is prepared and defended before the Committee for Awarding the Master's Degree.

Study subjects and/or modules are spread evenly during all semesters of the programme. Themes of the programme courses and modules do not overlap with each other. The content of the subjects and/or modules is consistent with the type and level of the studies. Basic courses of the Heritage Conservation programme provide essential professional knowledge, whereas a wide choice of optional courses gives opportunity for students to select valuable, relevant and specific knowledge in different aspects of heritage conservation – archaeological, architectural, urban, fine arts, cultural heritage, heritage tourism, museology, modern technologies used in heritage conservation and others. It is demonstrated in SER that some courses were updated taking into account suggestions by the Study Committee and students.

The programme ensures that theoretical courses come along with professional practice because this is very important for a future specialist to test their knowledge practically and to get some experience. Combining theory with practice gives a reliable base for the final Master Degree Thesis. The programme identifies several different monitoring activities: written and oral exams, seminars, project elaborations, etc. The entire final thesis provided (Annex 5 - available during on site visit) are fully coherent with the contents of the programme.

Analysis of the programme structure reveals some minor shortages as well. There is a lack of unification in descriptions of study courses and maybe this is the reason why some descriptions of lecture themes are presented too laconic (see Cultural Tourism and Listing and Protection of Fine Arts Heritage, SER p. 53, 89).

However, the Reviewers can confirm that the content and methods of the subjects/modules in general are appropriate for the achievement of the intended learning outcomes. Moreover, the scope of the programme is sufficient to ensure learning outcomes. As mentioned above, the ratio of theoretical and practical courses is proper to ensure that the graduates become qualified specialist in Heritage Conservation.

According to what the Reviewers observed during on site visit, it is clear that practical activities are very well planned, taking into consideration personal background and interests of the students and the needs of labour market. Close co-operation with stakeholders ensures that practical activities are useful for both – employer and trainee. Even more, after the site visit and meeting with students, alumni and stakeholders, the experts can notice that frequently after the practice, students are invited to work in the relevant institution.

The Reviewers can also confirm that the content of the programme reflects the latest achievements in science, art and technologies: bibliography is always updated and includes both international and local publications. Analysis of SER and meetings with teachers, students, graduates and stakeholders on site provided sufficient information to fully appreciate the well organized structure of the programme. The team of experts can confirm that the HC programme provides international and national legal basis in cultural heritage and after it offers a good range of courses considering all the aspects of HC management (history of art knowledge's, economical and a managerial aspects, museology, archaeological heritage etc), especially in Lithuania.

2.3. Teaching staff

The Reviewers can verify that the study programme is provided by the staff meeting legal requirements. According to teachers' CV (Annex 4) the teaching staff team is highly qualified, productive, wide known and acknowledged scientists in their field of research studies, both in Lithuania and abroad. Many lecturers had worked in institutions related to cultural heritage management in the past (or are still working in the present). All eighteen teachers meet at least minimum qualification requirements, moreover, the majority of them exceed them considerably. 16 (89%) of them holds a PhD degree in humanities (78%), social sciences (5.5%) and natural sciences (5.5%). Two teachers without scientific degree are experienced professionals from the Heritage conservation sphere.

The structure of the teaching personnel by age groups (SER Table 4) points to uniformly and consistently-changing team of teachers. This not only ensures continuous constant and promising young scientists inclusion in the team, but also the necessary prolongation of educational experience, the continuation of the experience transfer from the older generation to younger.

Assessing the teaching titles teaching team also meets all legal requirements – 3 (20%) of teaching staff has professors title, 5(30%) title of associate professors, 8 (44%) lectures and 2 (6%) assistants. Pedagogues are obviously very experienced in pedagogical experience, scientific knowledge. Besides that, teaching team are active and productive scientists. They run and/or participate in different local and international heritage research or publicity projects (34 in total), frequently, in Lithuania and abroad, gives presentation in scientific conferences (86 in total) and presentations in seminars (in total 28). Number of prepared monographs (9), compiled books (10) and published articles (150) also shows great scientific potential and activity. Therefore, the Reviewers can confirm that the qualifications of the teaching staff are adequate to ensure learning outcomes.

The meeting with teaching staff and SER preparation group revealed, that several teachers also belong to social partners. This situation might be very valuable, because teachers are not only theorists, but they are masters of their practical fields and they could provide much more useful knowledge and they ensure a strong connection with labour market.

The number of the students on the Heritage conservation Masters` programme on the 1st September 2013 was 63. So, the ration between the students and teaching staff is 3.5. Such ratio and close collaboration between the pedagogues and students obviously creates particularly good situation for students of the Heritage Conservation MA to reach high studies results.

According to SER (p. 19, 20), there were only few changes in the teaching team. One professor and one associated professor left the Heritage Conservation programme because participation in other university study programs or projects and in their place came three younger scientist holding PhD degrees. In that time one teacher developed qualification to professor

teaching title, two associate professor titles, 3 teachers gained PhD qualification (SER Table 3). Summarizing changes, the Reviewers can confirm that teaching staff turnover in the programme were proportionally compensated with adequate specialist without damage to the composition of the team of teachers.

Evaluating the Heritage Conservation programme SER and after on site visit the experts can also confirm that the VU FH properly ensures professional development of teachers teaching and scientific qualification (SER Annex 6) necessary for the provision of the programme. A large part of teachers participated in the training and seminars organized by VU. There were trainings for the teachers on the quality of studies, credit counting, learning outcomes, assessment methods, e-teaching etc. Besides that, teachers are augmenting their scientific qualification by participating in conferences, on training trips to research centres, museums and archives abroad, some teacher are taking part in different international projects (SER p. 20). The Reviewers can also confirm that pedagogue's scientific research and great practice activities are closely related with the teaching subjects they teach, this allows constantly update their knowledge and quickly actualize the material of courses presented to the students during the lectures. The high qualification and great competence is an obviously big benefit for programme. It is worth to notice, that competence of teachers has been seen as an advantage by both, students and alumni. Even more, some alumni explained that they haven't looked for opportunities to study abroad as exchange students because the great quality and professionalism of teachers stuff.

However, after the in-depth investigation of SER and meetings with teachers, students, graduates and stakeholders, the Reviewers have some suggestions to programme personnel. Evaluating the data of the teachers academic exchange, SER confirms, that the teachers are relatively active within Erasmus programme and inter-university programmes: in the last 5 years pedagogues were 9 times visiting foreign universities to give lectures there and 6 teachers from the foreign higher education institutions were lecturing in Faculty of History. Considering the relevance of this Programme also in an European perspective, is strongly recommended to enhance the international relationships of the teachers, applying to mobility programmes for researchers, increasing participation to international meetings and publications in international reviewed journals and also inviting international colleagues for specific courses or at least as part lectors for existing courses.

2.4. Facilities and learning resources

In the newly renovated and restored FH of Vilnius University there are 15 auditoriums, used for work with second-cycle students. They are fitted with new furniture and requisite equipment. The newest equipped auditoriums has plasma screen, video and audio systems, interactive white boards and etc. Almost in all auditoriums there are stationary multimedia systems, in others there is a possibility to use a laptops with portable projectors (SER p. 21).

However, not all auditoriums are big enough. The Heritage conservation MA course consists of 25-28 students, so there are only 10 auditoriums big enough for the whole course (SER p. 21). The same problem is with computer class. During the curse of "GIS and IT in Heritage Conservation" everyone needs a working place, but there are only 12 working places equipped with PC (with the needed computer programs) in the computer class. However, during the on site visit the Reviewers were ensured that the students are fully supplied software needed, so they are willingly using their own PC for planned works.

Students can use 30 work spaces at the FH library premises, part of which are computer equipped. The FH library specializes in publications of history, history of culture, history of art,

archaeology, heritage conservation and other themes in humanities. Rich collection of books, numerous of periodical publications subscribed and broad approach of electronically recourses makes library an important element for the students to ensure the good opportunities to reach the required scientific sources. According to the students library is a lit bit small, because there is not enough working places.

In the same quarter of Vilnius University as FH there are also central library of university (which contains more than 5.4 million documents), so there are more than enough work spaces for the Heritage Conservation MA students. The Reviewers can confirm that teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. For the intercommunication of students and better possibilities to involve students to the management of the faculty, there are also premises allocated for a student representative office at the FH.

There are 2 classrooms equipped with 8 computers with internet connection, printers and other necessary equipment for the work of teachers and technical staff. Keeping in mind that there are 18 teachers lecturing, it looks rather small number. But as the visit on site showed, the time table of the teachers vary so they share working space swimmingly. However, the Reviewers suggest optimizing the timetable of the lecturers, as to facilitate working and studying activities of the students.

During the interview with students there was no complains heard about dormitories quality but most of the students are living not in dormitories. Also canteen seems recently renewed and quality of service is really high.

To ensure a full-fledged practice knowledge students have opportunity to conduct professional practice at the different heritage conservation institutions (Cultural Heritage Department, Centre of Cultural Heritage, the heritage conservation departments of local councils, and others) and they are free to use the FH and VU infrastructure and recourses.

According to the SER the practice part of the studies is not sufficient (SER p.33), but during the on site visit and communication with the students, graduates and teachers we found different situation. After on site visit the Reviewers can confirm that the practical activities are very well planned, taking into consideration personal background and interests of the students and the needs of labour market.

The Reviewers can also confirm that the teaching and learning equipment are adequate both in size and quality. This also partly ensures the high quality of programme results and good learning environment for the students.

After the analysis of SER and site visit the Reviewers strongly suggest, as improvement of the programme, to bring together all the different sections of the bibliotheca and all the teachers' studies and students' office, so as to allow a better exchange of information, ideas and experiences among teachers and between teachers and students.

2.5. Study process and students' performance assessment

The Reviewers can confirm that the admission requirements are well-founded, clearly formulated and publicly available. The requirements of the competitive score are formed according to the approved formulae. It is determined that the persons admitted to second-cycle university studies must have been graduated from the Bachelor's studies and have at least the Bachelor's degree in the same or a similar area of study or a degree of Professional Bachelor and having completed additional studies relevant to the Master programme. Besides average score of the diploma supplements and the score of the final work (or average score of the exams) since

the 2011-2012 academic year additional scores for participation in scientific activities is added to competitive score.

The data presented in SER indicates that there is a stable competition among applicants from the programme of Heritage Conservation. The average of the basic competition (counting State funded and not State funded studies places) is 3.4 persons for one place (SER p. 24). In compare to other second study cycle studies in humanities in VU it is 30% larger. The stable competition and high ratio of graduated students (~78.8%) makes the Heritage Conservation MA studies not only attractive but also highly productive.

Appointed drop outs amount is 14.93%. 85% of them are cases when students (on their own request) discontinued studies, and only 15% (3 persons) were removed because of poor academic record. Evaluating the individual drop out cases (SER p. 26) it was seen that the studying students face classical problems: too hard to study and work at the same time, altered family situation, lack of motivation and etc. Oppose that, administration of FH tries to talk with the students, attempts to find and propose possible solutions – flexible time table, possibilities to take a year off, etc.

To strengthen the theoretical HC knowledge, students have to conduct their practice tasks at heritage conservation institution (SER p. 26). The experts can confirm that students take part in heritage research and publicity, but there is a lack of the data in SER about exact places or projects of practice from last year's.

According to SER students are encouraged to participate in research, artistic and applied research activities during *Professional Practice, Heritage Conservation Legislation and Practice* and other courses. Besides that, since 2013 students promote volunteering activities related to heritage (SER p. 26), part of the students participates in scientific and publicity projects. However, it looks that all these initiatives comes mostly from the students, not from FH.

The Reviewers can confirm that the higher education institution ensures an adequate level of academic and social support. Information related to studies easily available on VU and FH internet pages, it is permanently displayed on the FH notice boards. Via log on the VU information system students can follow the courses of their studies, choose study courses, find there information on examination session timetables, assessment requirements and etc. Social support of the students in FH is also appropriated. Diversity of tolls or programs to support students according to the study results and/or needs varies from opportunities to use dormitories, VU Health and Sport centres, psychological consultations, social grants, single social payments, state student loans and etc. University has given opportunities to get various scholarships, from State and University funds. All information, about scholarships can be found on the internet. There are 5 different kinds of scholarships, which could be given for bachelor students. According SER, students who have great achievements in study field, could get scholarships. During the meetings administration revealed, that 10% of the best student could get a scholarship, but the number of exhibitioners depends on faculty funds. Also it is possibility to get a social scholarship, if the student matches all requirements, which are regulated by state.

On the basis of SER and site visit we can confirm that the assessment system of students' performance is clear, adequate and publicly available. The assessment system is easily available via VU website. The general principles of assessment requirements are applied for the whole FH, and special requirements of separate courses are introduced to the students during the first lecture. The Reviewers can state, that the assessment requirements for the practice are also clear, as the clear and comprehensible is the requirements for the Master thesis assessment.

Evaluating the local student's opportunities to participate in student mobility programmes the reviewers can state, that because of intensive study schedule there is a lack of possibilities to take advantage of exchange programmes. During the last 5 years period only 8

HC Programme students were studied abroad. The incoming students participate in the HC Programme courses rarely, because they arrange their own study programmes, so usually they are taking only few courses in English from various FH departments (SER p. 29).

According to the SER almost 50% of Programmes alumni were or are working in the area which requires abilities acquired on the Programme. 40% of students started to work during the studies. According to the onsite meeting with graduates Reviewers can confirm that the majority of them are very satisfied with education even if they don't work in the employment connected with HC. Therefore the Reviewers can also confirm that professional activities of the majority of graduates meet the programme providers' expectations.

All master theses are related with study program. The results of master final theses shows, that students were interested in their study field – average of last two years results are 8,09.

Almost half of graduated students of this study field have found the job directly related to their study field. Data shows that most of graduates really have interests on their study field also 4 students (period 2009 – 2013) joined Doctoral studies.

There is no information in the SER about the feedback of the employers, but on the site visit, during the meetings with employers we have seen that they are fully satisfied with the competences and knowledge of the graduates. However, there is a lack of information about the graduates who are not working in the field somehow connected with the HC.

After analysis of the SER and site visit the experts suggest two main improvements. First of all, excursion trips, especially abroad, must be improved to let the students to deepen their knowledge in international experience of museology and cultural heritage management. More financial support for these trips should be applied by administration of the University, public and private Institutions, European Programmes or even from stakeholders. Second, administration should encourage students to apply for various programmes of international exchanges (Erasmus+, Leonardo Da Vinci, etc) as they really need to have a European knowledge of the Cultural heritage management.

2.6. Programme management

The Reviewers can confirm that the management and monitoring of evaluated HC Programme meets appropriated requirements. It is obvious that responsibilities for decisions and monitoring of the implementation of the programme are clearly distributed. Under the direction of Studies Committee of 6 members and the FH Dean`s office, information and data on the implementation of the programme are regularly collected and analysed. Studies Committee monitors the preparation and implementation of the Programme, FH Dean`s office regulates and solves Programme implementation questions. According to SER data and the information collected during the site visit, the responsibilities and functions are respectively distributed among all participants: FH Council, Studies Committee, FH Dean`s office, Departments, Programme teachers, students representatives and stakeholders.

It is worth to notice that with the stakeholders and employers FH trays to maintain close contact and interviewing them time to time. Last time the questionnaires were conducted in autumn 2013 (SER p. 32). Interview results, according to SER, are taking in to account when improving the Programme. During the Reviewers meeting with stakeholders they declared that they were fully satisfied and had no particular comments on the program implementation.

After the external evaluation of the HC Programme in 2006 the main recommendations, to improve the material resources, were implemented. During 2009-2010 FH material resources were renewed and the Reviewers can confirm that now it meets essential requirements.

During the self evaluation for the period 2009-2013 all Programme teachers, 85% of students from the first and second years and circa 40% of graduates of the analyzed period were interviewed. The expert team can confirm that after surveys and some critics from the students and graduates FH management took a number of steps to improve the HC Programme. Studies Committee reviewed the ratio of theoretical and practical courses and will introduce a new subject in the 3rd semester – Research Master Seminar. So other improvements are also ready to launch. It shows that the internal quality assurance measures are enough effective and efficient. We assume that in order to get faster respond students, teachers, stakeholders and employers must be interviewed more often.

After examination of SER and on site visit the Reviewers recommend that HC Studies committee could be enlarged from 6 to 7 persons and two of them could be students. We believe that this could significantly increase immediate communication between administration and students. That will surely influence a quicker reaction to the changing needs and responsibilities of the students.

After the communication with students, graduates, teachers and stakeholders the Reviewers can summarize, that everyone agreed that the programme could be further improved by presence of international teachers (visiting professors etc.).

III. RECOMMENDATIONS

1. Increase the internationalization of the Programme: teachers are recommended to increase apply to mobility programmes for researchers, participation to international meetings and publications in international reviewed journals. Besides that, the presence of the international (visiting) teachers must be ensured.
2. Verify the possibility to optimize the timetable of the lecturers, as to facilitate working and studying activities of the students.
3. Try to bring together all the different sections of the bibliotheca and all the teachers' studies and students' office, so as to allow a better exchange of information, ideas and experiences among teachers and between teachers and students.
4. Improve organization of scientific-sightseeing trips for the students, especially abroad. This could help the students to deepen their knowledge also of the international experience in museology and cultural heritage management. More financial support for these trips should be applied by administration of the University, public and private Institutions, European Programmes or even from stakeholders.
5. Encourage students to apply for various programmes of international exchanges (Erasmus+, Leonardo Da Vinci, etc.) to increase their knowledge of the Cultural heritage management in the European context.
6. Increase the number of students participating in Studies committee for improving better and immediate communication between administration and students. In our opinion Studies committee could be enlarged from 6 to 7 persons and two of positions could be for students.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

V. SUMMARY

The Heritage Conservation Master's degree studies were accredited in 2006 and since then it is a popular second cycle studies programme of humanities in Vilnius University. The traditional duration of the MA studies is 2 years, after MA studies graduates are also prepared to continuing their studies at PhD level.

Most of the entrants to the HC studies are graduates of history or archaeology specialities VU FH, but this masters' programme sometimes choose students from other universities, and other specialties. This situation is handy, because the can adopt some specific knowledge from the BA cycle (chemistry, arts, mathematics, etc.).

It is evident that the aims of the HC programme and learning outcomes are accurately based on the academic and/or professional requirements, public needs and the needs of the labour market. Programme graduates are required to have theoretical and practical knowledge of recognizing, researching and analyzing cultural heritage as well. It means, that the graduates are required to be capable to work in the areas of administration, research or convey of heritage sphere information. It is observed that the stakeholders are very interested in young specialists both - as trainees and personnel in their company. Of course this is the main reason of the really strong connection between teachers and students and stakeholders/social partners in managing the programme. Such cooperation ensures great success of the programme and a full correspondence of the programme aims to the labour market needs.

Worth to notice, that practical activities are very important ant significant part of the HC studies programme. Practical activities are well planned, taking into consideration personal background and interests of the students and the needs of labour market. Once again, already mentioned close co-operation with stakeholders actually ensures that practical activities are useful for both – employer and trainee. Even more, after the site visit and meeting with students, alumni and stakeholders it is observed that frequently after the practice, students are invited to work in the relevant institution.

As the experts observed, the HC programme reflects the latest achievements in science, art and technologies: bibliography is always updated and includes both international and local publications. It is obvious, that the great team of authoritative teachers in HC programme provides international and national legal basis in cultural heritage and after it offers a good range of courses considering all the aspects of HC management (history of art knowledge's, economical and a managerial aspects, museology, archaeological heritage etc), especially in Lithuania.

However, after the in-depth investigation of SER and meetings with teachers, students, graduates and stakeholders the Reviewer have some suggestions to programme personnel. First of all – increase the international relationships of the teachers: increase participation to international meetings, publications in international reviewed journals and apply to mobility programmes for researchers. And second – invite international colleagues for specific courses or at least as part lectors for existing courses.

Evaluating the local student's opportunities to participate in student mobility programmes the reviewers can state, that because of intensive study schedule there are a lack of possibilities to take advantage of exchange programmes. That's why the Reviewers can suggest two main improvements. First of all the international mobility must be improved, in order to let the students receive knowledge also from the international experience in museology and cultural heritage management. More financial support these journeys administration could apply from University, public and private Institutions, European Programmes or even from stakeholders. Second, administration should encourage students to apply for various programmes of

international exchanges (Erasmus +, Leonardo Da Vinci, etc) as they really need to have a European knowledge of the Cultural heritage management.

The Reviewers can also suggest that in the future, as potential improvement of the programme, would be good to bring together all the different sections of the bibliotheca and all the teachers' studies and students' office, so as to allow a better exchange of information, ideas and experiences. To improve better and immediate communication between administration and students the experts suggests increase the number of students (active or observing) participating in the Study Programme Committee, if possible.

VI. GENERAL ASSESSMENT

The study programme Cultural Heritage Conservation (state code – 621V72001) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	4
3.	Teaching staff	3
4.	Facilities and learning resources	3
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. Isabella Colpo
Grupės nariai: Team members:	Ass. prof. dr. Anatoly Kantorovich
	Prof. dr. Andrzej Buko
	Dr. Povilas Blaževičius
	Gintautas Rimeikis

VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
PAVELDOSAUGA (VALSTYBINIS KODAS – 621V72001) 2014-11-18 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-558 IŠRAŠAS

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa Paveldosauga (valstybinis kodas – 621V72001) vertinama teigiamai.

Studijų programos vertinimas balais pagal vertinamąsias sritis.

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

Magistrantūros studijų programa *Paveldosauga* buvo akredituota 2006 m.; nuo tada ji tapo populiaria Vilniaus universiteto humanitarinių studijų antrosios pakopos programa. Magistrantūros studijos paprastai trunka dvejus metus, po jų magistrantūros studijų absolventai yra pasirengę toliau studijuoti doktorantūroje.

Daugelis įstojusiųjų į *Paveldosaugos* studijų programą prieš tai yra baigę istorijos ir archeologijos studijas VU filologijos fakultete, nors kartais šią programą pasirenka kitų universitetų ir kitų specialybių studentai. Tai jiems paranku, nes gali pritaikyti kai kurias specialiąsias žinias, įgytas studijuojant bakalaurą (chemiją, menų, matematiką ir t. t.).

Akivaizdu, kad *Paveldosaugos* studijų programos tikslai ir numatomi studijų rezultatai yra tiksliai pagrįsti akademiniais ir (arba) profesiniais reikalavimais, visuomenės ir darbo rinkos poreikiais. Be to, programos absolventai privalo turėti teorinių ir praktinių žinių, kad gebėtų tirti ir įvertinti kultūros paveldą. Tai reiškia, kad absolventai privalo sugebėti dirbti kultūros paveldo valdymo, tyrimo ar informacijos apie kultūros paveldą perdavimo srityje. Ekspertai pastebėjo, kad socialiniai dalininkai labai pageidauja turėti savo įmonėse jaunų specialistų – ir praktikantų,

Studijų kokybės vertinimo centras

ir darbuotojų. Būtent dėl šios priežasties dėstytojų, studentų ir socialinių dalininkų / socialinių partnerių ryšiai įgyvendinant šios programos vadybą yra tikrai stiprūs. Šis bendradarbiavimas užtikrina didelę šios programos sėkmę ir visišką programos tikslų atitikimą darbo rinkos poreikiams.

Verta pažymėti, kad praktinė veikla yra labai svarbi *Paveldosaugos* studijų programos dalis. Praktinė veikla gerai suplanuota atsižvelgiant į studentų asmeninę kvalifikaciją (išsilavinimą), interesus ir darbo rinkos poreikius. Be to, pirmiau minėtas glaudus bendradarbiavimas su socialiniais dalininkais faktiškai užtikrina tai, kad praktinė veikla yra naudinga ir darbdaviams, ir praktikantams. Per vizitą susitikus su studentais, alumnais ir socialiniais dalininkais pastebėta, kad, pasibaigus praktikai, studentai dažnai yra kviečiami dirbti atitinkamoje institucijoje.

Kaip pastebėjo ekspertai, *Paveldosaugos* studijų programoje atsispindi naujausi mokslo, meno ir technologijų pasiekimai: visą laiką atnaujinama bibliografija, į ją įtraukiamos ir užsienyje, ir šalyje skelbtos publikacijos. Akivaizdu, kad stipri ir patikima *Paveldosaugos* programos dėstytojų grupė supažindina studentus su tarptautine ir nacionaline kultūros paveldo teisine baze, po to pateikia nemažai dalykų, susijusių su visais paveldosaugos valdymo (ypač Lietuvoje) aspektais (meno istorija, ekonomika, vadyba, muzeologija, archeologinis paveldas ir t. t.).

Tačiau, nuodugniai išnaginę savianalizės suvestinę ir susitikę su dėstytojais, studentais, absolventais ir socialiniais dalininkais, ekspertai nori pateikti programos vykdytojams kai kurių pasiūlymų. Visų pirma – stiprinti dėstytojų tarptautinius ryšius: dažniau dalyvauti tarptautiniuose susitikimuose, didinti publikacijų tarptautiniuose recenzuojamuose žurnaluose skaičių ir teikti paraiškas dalyvauti mokslininkų judumo programose. Antra – kviestis kolegas iš užsienio dėstyti specialiuosius dalykus ar bent jau laikinus lektorius esamiems dalykams dėstyti.

Vertindami vietos studentų galimybes dalyvauti studentų judumo programose ekspertai konstatuoja, kad dėl intensyvaus studijų tvarkaraščio studentams sunku pasinaudoti mainų programų teikiamomis galimybėmis. Tad ekspertai siūlytų atlikti du pagrindinius patobulinimus: visų pirma būtina pagerinti tarptautinį judumą, kad studentai įgytų tarptautinės patirties muzeologijos ir kultūros paveldo valdymo srityje. Šių kelionių administratoriai galėtų prašyti, kad Universitetas, valstybinės ir privačios institucijos, Europos programos ir netgi socialiniai dalininkai suteiktų didesnę finansinę pagalbą. Antra, administracija turėtų skatinti studentus dalyvauti įvairiose mainų programose („Erasmus +“, „Leonardo da Vinci“ ir t. t.), kadangi studentams tikrai reikalingos žinios apie kultūros paveldo valdymą Europoje.

Ekspertai dar norėtų pasiūlyti, kad toliau tobulinant programą būtų galima sujungti įvairius bibliotekos padalinius, visus dėstytojų kabinetus (darbo ir metodinius) ir studentų darbo vietas, kad būtų lengviau keistis informacija, sumanymais ir patirtimi. Tam, kad administracijos ir studentų ryšys pagerėtų ir būtų tiesioginis, ekspertai siūlo padidinti, jei įmanoma, Studijų programos komitete dalyvaujančių studentų skaičių.

<...>

III. REKOMENDACIJOS

1. Didinti programos tarptautiškumą: dėstytojams rekomenduojama dalyvauti mokslininkams skirtose judumo programose, tarptautiniuose susitikimuose ir skelbti publikacijas tarptautiniuose recenzuojamuose žurnaluose. Be to, būtinai reikia kviestis dėstytojų iš užsienio.
2. Patikrinti galimybę optimizuoti paskaitų tvarkaraštį, siekiant sudaryti studentams sąlygas dirbti ir mokytis.

3. Pamėginti sujungti įvairius bibliotekos padalinius, visus dėstytojų kabinetus (darbo ir metodinius) ir studentų darbo vietas, kad dėstytojams būtų lengviau tarpusavyje ir su studentais keistis informacija, idėjomis ir patirtimi.
4. Geriau organizuoti studentų mokslines-turistines išvykas, ypač į užsienį. Tai padėtų jiems gilinti žinias, įgyti tarptautinės patirties muzeologijos ir kultūros paveldo valdymo srityje. Universiteto administracija, valstybinės ir privačios institucijos, Europos programos ir netgi socialiniai dalininkai turėtų skirti daugiau lėšų šioms kelionėms.
5. Skatinti studentus teikti paraiškas dalyvauti įvairiose tarptautinėse mainų programose („Erasmus+“, „Leonardo da Vinci“ ir t. t.), kad jie pagilintų savo žinias apie kultūros paveldo valdymą Europoje.
6. Padidinti studentų skaičių Studijų komitete, siekiant geresnio ir glaudesnio administracijos bei studentų bendradarbiavimo. Studijų komiteto narių skaičių, mūsų nuomone, būtų galima padidinti 6–7 asmenimis, iš kurių du būtų studentai.

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr.37-1341.