



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**VILNIAUS UNIVERSITETO**  
**KNYGOTYROS PROGRAMOS (62409S102)**  
**VERTINIMO IŠVADOS**

---

**EVALUATION REPORT**  
**OF BOOK SCIENCE (62409S102)**  
**STUDY PROGRAMME**  
**AT VILNIUS UNIVERSITY**

Grupės vadovas: Prof. Steven Knowlton  
Team Leader:

Grupės nariai: Dr. Baiba Holma  
Team members: Prof. Peter Neijens  
Prof. Hans Beentjes  
Dainius Radzevičius

Išvados parengtos anglų kalba  
Report language - English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Knygotyra</i>
Valstybinis kodas	62409S102 (naujas kodas - 621P90001)
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Komunikacija
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (2)
Studijų programos apimtis kreditais <sup>1</sup>	80
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Komunikacijos magistras
Studijų programos įregistravimo data	1997-05-19

<sup>1</sup> – vienas kreditas laikomas lygiu 40 studento darbo valandų

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Book Science</i>
State code	62409S102 (new code - 621P90001)
Study area	Social sciences
Study field	Communication
Kind of the study programme	University studies
Level of studies	Master
Study mode (length in years)	Full-time (2 years)
Scope of the study programme in national credits	80
Degree and (or) professional qualifications awarded	Master of Communication
Date of registration of the study programme	19-05-1997

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

# CONTENTS

CONTENTS .....	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS .....	5
1. Programme aims and learning outcomes.....	5
1.1. Programme demand, purpose and aims.....	5
1.2. Learning outcomes of the programme.....	6
2. Curriculum design .....	7
2.1. Programme structure.....	7
2.2. Programme content.....	8
3. Staff .....	8
3.1. Staff composition and turnover .....	8
3.2. Staff competence .....	9
4. Facilities and learning resources .....	10
4.1. Facilities .....	10
4.2. Learning resources.....	11
5. Study process and student assessment.....	11
5.1. Student admission.....	11
5.2. Study process.....	12
5.3. Student support.....	13
5.4. Student achievement assessment.....	13
5.5. Graduates placement.....	15
6. Programme management .....	15
6.1. Programme administration .....	15
6.2. Internal quality assurance .....	15
III. RECOMMENDATIONS .....	17
IV. GENERAL ASSESSMENT.....	18

## I. INTRODUCTION

The following analyses is based both on *the self-assessment report* (SAR) with 13 annexes of the Master degree programme Book Science (Code 62109S106) (study field of Communication and Information) of Vilnius University prepared in 2008, and on the Experts team *site visit* to the Faculty of Communication of the Vilnius University on November 30, 2010. The site visit included meetings with administration staff, self-assessment group and teaching staff, alumni, and employers, and possibility to attend facilities.

Lack of students in the programme explains why self-assessment report has been prepared in 2008, and why the team of experts didn't have possibility to meet with students of programme.

Prior to the site visit by the team, staff from the Centre for Quality Assessment in Higher Education (CQAHE) provided Experts team (ET) members with electronic copies of the SAR. In accordance with the suggestions made by CQAHE staff, at least two team members reviewed and commented upon the programme's SAR prior to the site visit. In the case of this programme, as well as that of the other four communications faculty programmes the team evaluated during the same site visit, the two initial readers were selected based upon their especial professional expertise. The comments from these two initial readers were combined by the team leader into a combined preliminary report, which was circulated electronically to all members of the team. The preliminary report contained initial tentative assessments of the various aspects of programme quality, consistent with the methodological guidelines of evaluation, which were also distributed electronically to the team prior to the visit. The preliminary report also contained questions raised by the reading of the SAR and provided a valuable guideline for questions and queries for the entire team to put to the SAR preparation team and other stakeholders during the visit.

Team members found the schedule of meetings to be valuable and as efficiently scheduled as possible, to make maximum use of the limited time the team had to conduct its work. University administrators, teaching staff, alumni, employers and other stakeholders were invariably gracious and helpful in answering questions from team members. It is noteworthy that an excellent simultaneous translator was provided for those interviewees who were more comfortable communicating in Lithuanian.

In conducting their evaluation of the study programme, the Experts team (ET) has applied the methodological guidelines developed by the Centre for Quality Assessment in Higher Education to implement provisions of the Order No. ISAK-1652 of 24 July 2009 of the Minister of Education and Science "On the approval of the description of the procedure for the external assessment and accreditation of study programmes" (Official Gazette, 2009, No. 96-4083), following the Law on Science and Studies of the Republic of Lithuania (Official Gazette, 2009, No. 54-2140).

The team would like to thank the staff of the Centre for Quality Assessment in Higher Education in Lithuania and, in particular, to the Deputy Director of the Centre, to the Head of the Division for Studies Assessment, and to Evaluation Coordinator Rasa Penkauskienė for the support given before and throughout the visit to Lithuania.

We would like to express our appreciation to the Faculty of Communication for the manner in which we were made welcome and for the manner in which our queries and our exploration of various key issues was addressed in a professional and positive way.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

#### **1.1. Programme demand, purpose and aims**

##### *1.1.1. Uniqueness and rationale of the need for the programme*

Book Science programme is the only programme in Lithuania and also in the Baltic States. The attractiveness of an M.A.-level programme in Book Science in Lithuania can be explained by the fact that Book Science has a 200-year tradition in Lithuania and today there are recognized book scientists in Lithuania who can share their knowledge and research skills with students and provide continuation of Book Science.

It is hard to estimate the demand for the specialists in the labor market in numbers, but according to SAR, graduates have successful employment possibilities (#51, p.14.), they are employed in various institutions (libraries, publishing houses, museums, etc.) concerned with publishing, press statistics, rare books and manuscripts, e-media. Information received during the site visit from graduates and employers confirms that there is place for graduates in the labor market.

Demand for the programme among applicants is not high. According to SAR (#37, p. 11), from 2003 till 2007 the average competition among the applicants by the first priority in the main admission is 0,2, by the first sixth priority – 1,3, and any priority – 2,1. Since 2007, there have been no applicants in the programme, and there are currently no students enrolled.

According to the SAR and information received in the meeting with teaching staff, the main factors for the fall of interest in the programme are the state's financial problems, the limited job market for Book Science specialists and the policy strictly limiting state-financed study places. (still, even those places are currently not being availed). But it seems that there are other factors not mentioned, due to a fact that average number of students in the programme from 2003 till 2007 were 9,2. Hopes of attracting into the Book Science programme students graduating with bachelor degrees in Publishing Science have not been fulfilled. Under these circumstances the option to admit students in the programme only every second year does not seem workable. Administrative staff told the ET that as a partial solution to the shortage of students, some subjects from the Book Science programme have been integrated into a new Masters level programme in Heritage Information and Communication, but the team were not presented with any documentation about that programme and thus are not able to assess this programme.

During the meeting in site visit the invited employers recognize that the programme in Book Science is necessary, and also indicate on the skills which should be improved during studies. Some of the graduates of the programme note that master programme is the necessary step to continue studies in the doctoral level.

The ET recognizes that master programme is valuable for development in the field, but administration must come to grips in a serious way the dearth of student enrolment.

##### *1.1.2. Conformity of the programme purpose with institutional, state and international directives*

According to SAR (#2, p. 4), there is conformity of the programme with institutional, state and international directives. The content of the programme corresponds to the needs of knowledge necessary for global tendencies in preservation of national cultural heritage (UNESCO), and digitalization of cultural heritage (EU). These tendencies are important also in Lithuania and it is reflected in the programme "State and Nation: heritage and identity". As noted in the SAR, "programme is related with priority task set by the state to ensure the demand of specialists required for statistic control of traditional, digital editions and medias, development of statutory basis, book science business, preservation, actualization and research of manuscript and print heritage." (#10, p. 5).

According to Bologna process, the master programme Book Science provides both professional and generic skills. Based on Dublin descriptors for Master level – main focus of Book Science programme is on research in the field (“Book Science Master degree programme is used more for preparation to further studies in the third stage than for professional activities” (#13, p. 6)).

Programme corresponds to the mission of University of Vilnius – according to the SAR, it is formulated following: “to prepare proficient specialists with broad needs and abilities of cognition and lifelong professional improvement” (#11, p. 5). Master programme is made both according to requirements of laws and regulations of Republic of Lithuania and University of Vilnius (#13, p. 6). It covers 80 Lithuanian credit points or 120 ECTS credit points.

### *1.1.3. Relevance of the programme aims*

It follows from the SAR that “the aims of the programme are to prepare specialists and researchers in Book Science, who are able to critically assess book and related printed or digital publication processing, distribution and usage, to apply general and specific scientific methods in research, to develop analytical publications, to manage problem-based research and research teams.”(#9, p.5). SAR describes that graduates of the programme can obtain enough knowledge and skills to work in different institutions concerned with publishing, old and rare books, electronic media and book sector (#12, p. 6).

Based on the survey of employers (#96, p. 20), majority of respondents accepted that graduates are specialists in book science and that they have necessary skills related to business and cultural heritage, but they also indicated on lack of knowledge in classical and modern language and computer literacy. Graduates survey as well as shows that in general programme met their professional needs.

Based on information received in the meeting with graduates, it is possible to conclude that programme prepares also researchers in Book Science – several graduates successfully continue to study in doctoral studies in Book Science. Programme administrators and staff acknowledged that the programme is heavily focused on research rather than providing practical job skills.

The Experts team concludes that the programme has relevant aims.

## **1.2. Learning outcomes of the programme**

### *1.2.1. Comprehensibility and attainability of the learning outcomes*

Learning outcomes are described indirectly by tasks of the programme. Tasks are grouped in the following three groups: 1) to provide students with theoretical and applied knowledge in book science, 2) to train special skills for research, expertise of heritage evaluation, book culture policy building etc., 3) to develop general skills of communication and independent studies. Learning outcomes correspond to programme aims, but based on statements in the 1.1.3. Relevance of the programme aims – graduates and employers admits that there is a lack of several special professional skills. Based on the evaluation of students master degree papers Experts team can admit that there is also lack of knowledge in some research issues (for example, in doing correct references).

The Experts team concludes that tasks of the programme are clear and in general correspond to requirements of Master level studies.

### *1.2.2. Consistency of the learning outcomes*

Learning outcomes of the programme level supplement one another: the structure of curricula shows that there are courses providing theoretical and applied knowledge in Book Science (Book Science Historiography, Book Science Theory and Methodology etc.), courses which help to train special skills (Research work, Scientific Research practice, Masters’ Final Thesis etc.). Major part of courses help to obtain both the theoretical knowledge and skills (course structure shows that proportion between lectures and practical work and seminars is 50% : 50%). Volume of hours devoted to independent work (58% in a course structure) is a prerequisite to obtain skills

for independent studies. Unfortunately, as stated in the SAR (#33; p. 10), “graduates are busy with their activities and are not able to study in full capacity and they do not use all possibilities of academic independent work”. There are problems according to independent work also from the side of teaching staff – too high load of staff limits the possibilities of individual work with students (#15, p. 6).

It is hard to evaluate learning outcomes of the programme with those in the course descriptions: there are some course descriptions without learning outcomes or with it only in Lithuanian (Basics of digital publishing (SLPA7116), Book Science Theory and Methodology (KTME7116)), in major part of course descriptions learning outcomes are quite general (Annex 1).

### *1.2.3. Transformation of the learning outcomes*

It follows from the SAR that programme has been assessed internally periodically (#101; p. 21), using different methods: several students’ surveys, discussion among teachers after academic year in Institute meeting, discussions in Syllabus Committee Meetings. During the SAR preparation, surveys of graduates and employers were performed. But it is also stated that relations with employers in the context of programme improvement are not productive and useful (#96; p.20). There is no direct information about transformation of the learning outcomes based on received data from assessment of programme. It is only stated that the subject Research of Manuscript and Printed Heritage (RSPT7116) was added to programme due to activities of cultural heritage digitalization trends (#19; p.7). In the description of weaknesses and solutions of the programme (p.17, p.18) the SAR group recognizes the need for transformation of the learning outcomes to improve the programme and the Experts team agree with it.

## **2. Curriculum design**

### **2.1. Programme structure**

#### *2.1.1. Sufficiency of the study volume*

According to legal requirements for Higher Education Study programmes in the Republic of Lithuania, the master programme covers 80 Lithuanian credit points or 120 ECTS credit points. At least 40 Lithuanian credit points comprise scientific courses of study field (7 courses from Compulsory subjects (7 X 4 cp) and 3 courses from Elective Subjects part (3 X 4 cp)). The number of subjects studied during one semester is four: three subjects from Compulsory part, one – from Elective part (in total: 16 Lithuanian cp in semester). It is much more than minimum requirement for the independent work – major part of the courses have 58% of volume for independent work. The preparation of final thesis and final thesis defense comprise 28 Lithuanian cp (12 cp for research work from the first semester and 16 cp directly for Final thesis). Based on statements in the 1.2.2. Consistency of the learning outcomes, the Experts team concludes that study volume of each subject is adequate for attaining learning outcomes.

There are no Supplementary subjects in the programme for those who enter the programme from other Bachelor programme outside Information and Communication profile (#67, p.17).

#### *2.1.2. Consistency of the study subjects*

According to SAR, study subjects are selected based on conception of modern Book Science, and it states that knowledge about a book consists of two underlying systems: fundamental and applied (#18, p.6). There is logical explanation of the sequence of subjects in the programme plan (#14; p. 6; #18, #19, #20, p. 7 and #25, p. 9). It is admitted that theoretical subjects instead of applied ones predominate in the syllabus (#20, p.7). But there is no description about principles how study subjects are attributed to compulsory or elective type as well as about principles to choose subjects. Some courses included in the programme’s curriculum, e.g, Organization of Publishing (LEID7116), and Basics of Digital Publishing (SPLA7116) appear to

have possible subject-area overlap with the separate postgraduate programme in publishing, but such comparisons were not part of the team's remit and the publishing curriculum has not been examined.

## **2.2. Programme content**

### *2.2.1. Compliance of the contents of the studies with legal acts*

There is no any direct information about compliance of the master programme content with legal acts. There is mentioned that the list of basic subjects of communication and information study was approved at the Meeting of the Council of the Faculty of Communication and it became compulsory to all syllabi of the Bachelor's studies (#17, p. 6) and the Master programme is made based on knowledge, abilities and skills of these basic subjects gained in the Bachelor programme. The content of courses of programme corresponds to Dublin Descriptors for Master degree programme – orientation on research (from the first semester – Research work), focus on independent studies (~60 % from study volume) and therefore the ET concludes that the programme content corresponds to Lithuania legal acts.

### *2.2.2. Comprehensiveness and rationality of programme content*

The programme includes subjects which cover the following areas of Book Science: production, evaluation, and dissemination and use. Most part of themes of subjects are up-to-date and help to fulfill the major part of the tasks of programme: 1) to provide students with theoretical and applied knowledge in Book Science, 2) to train special skills for research, expertise of heritage evaluation, book culture policy building etc., 3) to develop general skills of communication and independent studies. According to the SAR, the content of the programme could be improved to provide knowledge and skills in digital book, cultural heritage digitalization; classical and modern foreign languages (except English), in more advanced computer skills. The group of SAR admits that it will be necessary to improve the course descriptions (more clearly defined aims, objectives, and learning outcomes).

According to the SAR, there are used different forms and methods in the programme: lectures, seminars, colloquiums, research work, creative writing, independent studies (#26, p. 9). But it also follows from the SAR that forms and methods of classes could be improved (#72, p. 17): teaching staff has to improve didactics for university students and to redesign subject teaching applying means of information technologies. SAR group admits that it is necessary to reduce volume of lectures and to increase individual work and accept individual studies.

The Experts team concludes that programme is comprehensive and agrees with SAR team in necessary improvements both in content of the programme and in didactics.

## **3. Staff**

### **3.1. Staff composition and turnover**

#### *3.1.1. Rationality of the staff composition*

According to SAR, the teaching staff is highly qualified with strong research and practical experience in the field. 10 from the 14 teachers have a scientific degree (Annex 4); that is 71%, which is slightly less than it is stated in the legal requirements for Higher Education Study Programmes in the Republic of Lithuania. There are five professors in the programme; four of them teach more than 40% subjects in the Compulsory part of the programme.

It follows from the SAR that many teachers of theoretical subjects are active scientists and they publish the results of their scientific research in national and foreign journals. According to the indexes of the efficiency of scientific activities, they were in the third place among humanitarian and social sciences in Vilnius University in 2007 (#58, p.15).

Due to a very small number of students in the programme, the ratio of teachers and students is 13: 9,2. It shows that it is more than one teacher on the student. It seems that this ratio is not sound because teachers have high academic workloads in other programmes (#66, p. 17).

According to the SAR, the ratio between full-time and visiting teachers is 9 : 5. SAR group admits that there are no serious problems in teaching staff: predominant position belongs to the full-time teachers; visiting lecturers teach subjects of applied character and are competent in their field (#55, 56, p. 15).

There is table 6 (p. 15), which shows that the academic load of teachers in the programme is distributed according to the academic position: professors spent more time for conducting research and final thesis (35%); lecturers spent more time for teaching subjects (13%).

During the site visit the Experts team assessed that students and teachers have possible assistance from computer specialists, librarians and consultants in study issues.

The Experts team concludes that staff composition is rational and appropriate for the programme.

### *3.1.2. Turnover of teachers*

According to the SAR and based on information received in site visit, there are no problems with turnover of teachers in the programme. It is noted in the SAR (#77; p. 18) that one of the solutions for the programme improvement would be “to attract more social environment specialists to subject teaching”. Their role would be “to ensure application of relevant practice innovation and ... to reduce the load of teaching staff”. The most perspective of them, after doctoral studies, would become a full-time lecturer of the Institute of Book Science and Documentation.

## **3.2. Staff competence**

### *3.2.1. Compliance of staff experience with the study programme*

According to SAR, all teaching staff is competent in their subjects, but there are some problems with teacher’s pedagogical skills. It is noted (#72, p. 17) that it is necessary to improve methodology of university didactics, to implement in courses e-learning methods and to activate use of information technologies as well as to prepare deliberative course descriptions.

The staff has prepared different teaching materials and literature (#59, p. 16) among them it is necessary to note the textbook “Book Science” (published two times, awarded a diploma of the Ministry of Education and Science; received proposal to translate it in English), and encyclopedic dictionary “Book Science”. Relevant information for studies students can get also in the academic journal “Knygotyra” (Book Science) which is a product of the annual conference organized by Institute of Book Science and Documentation and has published both in paper and in electronic form. During the site visit Experts team has a possibility to assess the quality of the journal “Knygotyra”.

According to the Annex 5 of SAR, the major part (71,4%) of teachers has research publications in the line with their subjects. It demonstrates research competencies of staff. It follows from the SAR (#61, p. 16) that teachers are also participants in different national and international professional and other kind of organizations: one of them is a member of the Academy of Science of Lithuania and a member of German Leibniz scientific society, several teachers are in the boards of editors (journal “Knygotyra”, scientific papers of Lithuanian National Library - “Bibliography”, international journals: “Information Research”, “Serials Librarian”), there are teachers who are experts in scientific commissions of normative acts, strategies, conceptions, and they are participants in projects and programmes developed by social partners. It follows from the SAR (#91 - #95, p.20) that teachers have plenty and valuable contacts with foreign partners in Book Science.

It should be easy to assess the staff competence if CVs were translated into English and fully completed.

The Experts team consider that staff is competent to reach the aims of the programme.

### *3.2.2. Consistency of teachers' professional development*

According to the information received in the site visit with teaching staff, formal professional development could be better organized and provided in the Faculty. It follows from the SAR as well as: in paragraph (#75, p. 18) is written: "it is essential to create conditions for scheduled creative leave". Remarks about insufficient didactic skills indicate on the gaps in the organization of professional development.

Informal professional development depends on teachers' individual participation in conferences and common projects with social partners and teachers visits to other universities. Based on data on CV (Annex 5) it is possible conclude that there is regularity in the informal professional development.

## **4. Facilities and learning resources**

### **4.1. Facilities**

#### *4.1.1. Sufficiency and suitability of premises for studies*

All auditoriums, laboratories and classrooms are located in Saulėtekio ave. There are 17 auditoriums with in sum 780 spaces. According to the SAR, there is a lack of work spaces for student group work and discussions.

At the same location, the Saulėtekis Information Centre (SIC), established in 2004, provides students and staff from the Faculties of Economy, Communication, and Law with the necessary scientific literature and satisfies their information needs. There is a reading room with 80 workplaces, 19 workplaces where laptops may be plugged in, and 23 computers with Internet connection.

The ET is positive about the facilities.

#### *4.1.2. Suitability and sufficiency of equipment for studies*

According to the SAR and the site visit, Experts team confirms that the level and quantity of software and information technology supply is sufficient (#82, p. 19). It follows from the SAR that the Digitizing laboratory had been installed (#87, p. 19) which is useful for the cultural heritage courses of the Book Science programme. But unfortunately Experts team didn't have a possibility to it see it.

Auditoriums are well equipped with furniture. 10 classrooms are equipped with stationary multimedia (they are fitted with internet connection). Most of the classrooms of the faculty are equipped with most modern facilities. The E-learning and Examination Centre provides support for developing electronic tests. In addition, there are rooms where students can take computer tests. There are over one hundred places for students taking tests at the same time.

The ET is positive about the equipment.

#### *4.1.3. Suitability and accessibility of the resources for practical training*

According to the SAR there is Scientific Research practice in the programme (160 hours, 4 cp). There is no direct information about the content and structure of the practice and there is no information how the programme choose the places for practical training. But it follows from the SAR (#48, p.13) that students have assistance during the internship. It is stated that social partners help in practical training: they provide consultations during studies and during Master thesis preparation time and they also supervise the internships. It is stressed that students have possibility to obtain different practical skills concerned with Book Science issues (#48, p. 13).

The SAR (#86, p. 19) group recognizes that Book Science programme has relevant conditions for the seminars of manuscript and print heritage evaluation expertise and that some help in practical training for this expertise is provided by Vilnius University Library.

The Experts team concludes that there are necessary resources for practical training.

## **4.2. Learning resources**

### *4.2.1. Suitability and accessibility of books, textbooks and periodical publications*

According to information received in the site visit in the Library, there is enough funding for book and other literature acquisition. But, as stated in the SAR (#86, p. 19), there is problem with Book Science scientific and training literature due to a fact that Book Science programme is oriented on internal cultural and economical needs of Lithuania, therefore access and use of international databases provided by the Library only partially satisfies the information needs of students and teachers. But SAR group recognizes that teaching staff have good collaboration with all the academic libraries in Lithuania.

Experts team recognizes that teachers' prepared textbook and encyclopedic dictionary in Book Science, as well as publications in the "Knygotyra" (Book Science) is very valuable resources for studies of Book Science. In general students are provided with books, textbooks and publications and the access to literature is suitable to support the programme.

The ET are positive about the accessibility of books, textbooks and periodical publications.

### *4.2.2. Suitability and accessibility of learning materials*

According to the SAR (#30, p. 10), the students have both physical and internet access to methodical materials necessary for preparation of the Master Thesis "Methodical guidelines for written papers" (2007) (approved by the Council of the Faculty of Communication). Course descriptions (Annex 1) contain mainly up-to-date and relevant literature necessary for studies. Almost 10% of sources (both in reading list and extra reading list) are written by the course teachers. Access to these sources is provided in the Library using in searching the Library catalogue.

Experts team suggest the implementation of an e-learning environment to support student's learning with learning materials (e.g. Moodle, etc.) and to provide a programme more student-oriented, especially in the situation then students' have to spent more time in work.

## **5. Study process and student assessment**

Due to a fact that there are no students in the programme, this area is evaluated mainly based on the SAR. Some information was received during the meeting with graduates and teaching staff.

### **5.1. Student admission**

#### *5.1.1. Rationality of requirements for admission to the studies*

According to the SAR (#41, p.12), there are two types of admission in the programme: for the graduates from the bachelor degree of the Faculty of Communication (Vilnius University) – admission score rate is based on the grades in the Bachelor Degree Diploma; for the graduates from other faculties of Vilnius University and other universities – the admission score rate was formed from the grades in the Bachelor Degree Diploma and the entrance exam (it assesses theoretical and methodological background, practical and creative skills, motivation). Rationality of admission is based on applicants' previous knowledge in information and communication.

Admission is carried out on competitive basis within the quota (minimum 6 students in the group) established by the university. There are some state finances for study places in the Master programme. It follows from the SAR (#39, p. 12) that there were 8 state financed study places per academic year in the programme. It seems that the numbers of state financed places have not so great influence on the students' motivation to study in the programme, from the 2007 there were no any student in the programme.

The ET concludes that minimum requirements set for the admission to the programme are not sufficient because part of students were not properly prepared for studies in the programme.

### *5.1.2. Efficiency of enhancing the motivation of applicants and new students*

According to the SAR (#44, p. 13), there are various activities regarding to motivation for study in the programme: information about master programme receives last year bachelor programme students of the Faculty of Communication, information about programme is published in Faculty Web page, in student's newspapers of the Vilnius University. There are leaflets distributed outside the faculty. Teachers inform about programme during lectures in other faculties. The programme is popularized collaborating with the Lithuanian Association of Printers.

40% of the Master study programme is chosen by individuals who are graduates from other faculties and other higher educational institutes; sometimes they are students with high motivation and excellent results during studies (#40, p. 12).

SAR group believes that students get sufficient information about programme and professional activities and future career possibilities from the university, but there is not motivation for studies from the professional environment (institutions don't encourage employees to raise qualification, there are no progressive salary system based on education level (#71, p. 17).

Due to the fact that there are no students in the programme, the Experts team considers that more clear policies towards the future are essential.

## **5.2. Study process**

### *5.2.1. Rationality of the programme schedule*

Based on the Annex 2, and some remarks from the meeting with graduates, Experts team concludes that time tables are put together taking into account: students' possibilities to attend lectures – it is stated in the paragraph (#42, p. 13) that almost all students of the programme work, therefore lectures are organized in the afternoon and in Saturdays.

It is compulsory to attend lectures, seminars, colloquiums and in case if student can't attend them, it is necessary to fulfill tasks by themselves. Study according to an individual plan is mentioned as unused possibility (#34, p. 10). It is also recognized that organization of the programme as a part-time study form would be more appropriate for students who work (#69, p. 17). As other solution for the programme organization the SAR group see the possibility to reduce duration of master degree programme to 1,5 years instead of 2 years (#81, p. 18).

In semester 1, 2 and 3 there are about 272 contact hours per semester. It is recognized by the SAR group that volumes of lectures should be reduced (#73, p. 18) by increasing students' individual work. The Experts team completely agrees with this proposal.

According to the information in the SAR (#27, p. 9), the examinations are organized efficiently.

The Experts team find the organization of the teaching in the programme partly sufficient (the SAR group has several ideas how to change it), and it has some doubts as to the number of students in programme.

### *5.2.2. Student academic performance*

Students' academic progress is monitored constantly by collecting data on study progress. There are different assessment forms in each course and examination session (#27, p. 9). Students have possibility to participate in the pre-defense of thesis two months before the real defense. SAR group admits (#28, p. 9) that grades reflect students' motivation and interest in studies. For example, the motivated students have good results, but the least motivated students (those who appeared in the study process by accident) have the worst results in study process and sometimes they are students who drop-out from the programme (#50, p. 14).

The drop-out from the programme is high. According to the SAR (#42, p. 13), during five years more than half students have been expelled from the programme. The SAR group explains it by social factors in Lithuania – necessity to have a full-time work to earn money for living, and other personal factors like child care, illness, traveling, etc.

The Experts team believes that administrative staff had to start activities to prevent the high drop-outs by reorganizing teachings methods, improving programme (adding some new attractive courses,) etc.

### *5.2.3. Mobility of teachers and students*

According to the SAR (#78, p. 18) students mobility is the problem of the programme. There is no any data about students' mobility and no any explanation from the SAR group for the reasons of this problem. It is stated that the Faculty has signed different cooperation contracts and agreements and that there is provided the possibility to use mobility programmes.

It follows from the SAR (#90 - #94, p. 20) that situation for teachers' mobility is better. Unfortunately there is no aggregated data on the master's programme teachers' mobility. It is provided a broad description in the chapter 4. External Relations (p. 20) and it is possible to find some information in the Annex 5.

The Experts team concludes from the SAR and the site visit meetings with and staff that the international mobility is poor and that is not sufficiently supported by policy. The context for mobility can be and must be greatly improved.

## **5.3. Student support**

### *5.3.1. Usefulness of academic support*

There are several forms for academic support (#45, p. 13): centralized information is provided in the Faculty's homepage and students can receive information send by e-mails. Personal consultations are provided as well as by teachers. The all necessary information about courses, topics of course papers, teachers research areas and academic qualification, administration of Faculty, possible connections with employers is provided within the first week of a semester (#46, p. 13).

Students can receive the assistance from the Book Science Study Programme Committee. It gives consultations during preparing Master thesis etc. Students can receive assistance for the internship in Book Science.

The Experts team concludes from the SAR and the site visit that the academic support is useful.

### *5.3.2. Efficiency of social support*

According to the SAR (#89, p. 20) social support is insufficient and low. But unfortunately there is no data about social support for the programmes students.

According to information received from the Faculty Vice-dean Doc. Dr. Renata Matkeviciene, there are provided several kinds of social guarantees for students of Vilnius University, but it again gives a broad view without details concerned with the master programme.

In the event, the Experts team conclude that there is provided social support for the students of Vilnius University.

## **5.4. Student achievement assessment**

### *5.4.1. Suitability of assessment criteria and their publicity*

According to the SAR (#9, p.5), the programme has aims to prepare specialists and researchers in Book Science, who are able to critically assess book and related printed or digital publication processing, distribution and usage, to apply general and specific scientific methods in research, to develop analytical publications, to manage problem-based research and research teams."

To achieve these aims, it is necessary regularly organize students assessment. Assessment is performed during the whole semester and examination session (#27, p. 9). The students have special assessments to improve their skills in Book Science: a review of latest research

publications, survey of Book Science conferences, seminars, etc. The final assessment is accumulative. Its mark consists of assessment of the session exam, seminars, creative writing works and achievements in subject studies. A 10-point system is used to accumulate and combine the semester final mark.

To improve research skills of students, from the first semester up to third semester students have a course papers concerned with theme of the master paper. Regular evaluations of course papers as well as critical research assessments (#32, p. 10) are discussed with lecturers and assessed with grades provides both research skills and individual studies skills.

The Experts team finds that the assessment criteria are sufficiently suitable to the programme and helps to achieve Dublin Descriptors for master programme.

#### *5.4.2. Feedback efficiency*

According to the SAR, students receive feedback for their achievements in the form of grades, in some courses – there are discussions with teachers. It is stated, that examinations are taken in written: answers to questions are recorded in written (in case of control or appeal), but interpretations of results are oral.

The best works (reviews of books, papers, master thesis) are prepared as publications for magazines and scientific papers. There is no information in the SAR about written feedback to the students.

Based on the received information, the Experts team considers that feedback is partially efficient.

#### *5.4.3. Efficiency of final thesis assessment*

The requirements for Master paper are established by the Council of the Faculty of Communication. The last ones were approved by the resolution 19 10 2007 and published in the edition „Methodical guidelines for written papers“ (2007) and accessed in website - <http://www.kf.vu.lt/uploads/docs/Studiju%20dokumentai/Methodiniai%20nurodymai.pdf>.

The Master's final thesis is assessed by the defense commission consisting of at least five programme lecturers and social environment partners. The regulations of assessment and criteria are approved by the resolution of the Senate Commission of VU on 23 12 2004 (the Minute No 180, they are adapted by the Council of the Faculty of Communication and announced in the aforesaid edition and website.

According to the SAR (#30, p. 10) – master paper “is a research work of Book Science of the Communication and Information direction revealing the student's abilities to perform independently data search, set the research objective and solve set tasks, provide research results and recommendations. Final papers are historiographic, theoretical and methodical. They are not of the applied type”.

The Defense Commission evaluates master paper during the defense – they assess research objective, methods and tasks, evaluate sources, condition and peculiarities of the performed research. There is no information about reviewers in the SAR, but during the site visit the Experts team had a possibility to get acquainted with defended master thesis and to clarify that there is reviewer for the paper.

According to the Annex 3, average grades for Master Thesis is 9 (both in 2006, and in 2007). But the Experts team concludes that some marks were too high and not appropriate (for example, there were orthography mistakes, lack of references in the paper who has evaluated with the grade - 9).

The Experts team believe that teachers have to pay more attention to the quality of master thesis especially in the number of student is so small.

#### *5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education*

The SAR does not contain information on this topic and there are no current students to query; therefore the ET can't evaluate it.

## **5.5. Graduates placement**

### *5.5.1. Expediency of graduate placement*

According to the SAR (#51, p. 14), "there are no unemployed among the graduates of Book Science. They are not recorded in the Lithuanian Labor Market". Annex 7 shows that graduates have placement in libraries, museums, publishing houses, TV etc. The SAR group believes that the need for specialists in Book Science will grow due to the development of cultural heritage policy in EU and activities in old and rare book in Lithuania (#52, p. 14). But at the same time the SAR group also admits that low salaries have negative impact on the profession (#70, p. 17).

The Experts team concludes from the SAR and the site visit meetings with graduates and employers that graduate placement is sufficient.

## **6. Programme management**

### **6.1. Programme administration**

#### *6.1.1. Efficiency of the programme management activities*

According to the SAR (chapter 6, p. 21), there is definite structure made from separate units which are involved in the process of management of programme: it includes the Syllabus Committee of the Book Science at the Institute of Book Science and Documentation, and Council of the Faculty of Communication. The main responsibility for the quality, organization and maintenance of the programme belongs to Syllabus Committee of the Book Science and directly to the director of the programme. There is no exact information about the members of Syllabus Committee of the Book Science in the SAR. It is mentioned in the paragraph (#47, p. 13) that Committee consists of teachers and social partners.

The Committee has regular meetings usually after exam sessions at the end of semester and final thesis defense. It is stated that remarks, proposals from teaching staff, students are discussed (#101, p. 21) and "recommendations and solutions are taken after critical evaluation of the received information considering tasks of the syllabus, possibilities of staff and assessment of social partners."

The SAR shows that the main method used to collect opinion from students, graduates and social partners is questionnaires.

After the meeting with teachers, graduates and employers during the site visit, the Experts team got impression that stakeholders were not very actively included in the programme management. It seems that programme management was not oriented in the future development, and therefore the situation that programme has not a students is partly result of shortcomings in the programme management (there is no any plan for reduction of drop-outs of students in the SAR, for students mobility, etc.). But there are described several solutions for programme development (#72 - # 81) in the SAR which sounds deliberative.

### **6.2. Internal quality assurance**

#### *6.2.1. Suitability of the programme quality evaluation*

According to the SAR, there are used the following methods for programme quality evaluation: students' reactions to completed assignments, questions raised during individual consultations, students' requests, academic progress and achievement, and questionnaires and discussions.

Opinion surveys are used and at the end of the course the quality of the study programme is discussed in detail with the teachers. The key parameters for the evaluation are teachers' and students' attitude to teaching /learning and their satisfaction.

The results of the quality assessment of the programmes are discussed in the meetings of Syllabus Committee of the Book Science and in the Institute of Book Sciences and Documentation. Decisions are approved in the Council of the Faculty of Communication.

#### *6.2.2. Efficiency of the programme quality improvement*

The previous internal assessment of the programme was performed in 2005 (#7, p. 5). After assessment, programmes' strengths, weaknesses, and decisions were formulated.

Although one of decision was to announce admission every second year, it doesn't solve the problem of students number. There are no any information about decision to intensify cooperation with other high schools which have Bachelor programmes in book design, e-publishing and poligraphy in the SAR. The third decision – to publish teaching aids - is realized. According to the SAR (#100, p. 21) there were prepared the key guidelines after the internal comprehensive assessment, but they are not described in the SAR and there are not information about implementation of these improvements.

The Experts team has doubts about realization of all quality assurance procedures based on the PDCA (plan, do, check, act) cycle.

#### *6.2.3. Efficiency of stakeholders participation.*

According to information in the SAR and site visit, the students are partially involved in programme administration: their opinions are considered, the teachers participate in the process with their own proposals, the employers are involved, but relations with employers “are not productive and useful” (#96, p. 20).

There is no complete information in the SAR about the role in the programme management of stakeholders and their influence in improvement.

The Experts team believes that there should be any improvements.

### III. RECOMMENDATIONS

These are recommendations based on the SAR (some of them are recognized by SAR group) and information received during site visit.

3.1. To reorganize programme as an international regional programme in Book Science. Possible it should be oriented on the wider audience – all Baltic Sea countries (e.g., Lithuania, Latvia, Estonia, Sweden, etc.)

3.2. To improve the content of programme adding more attractive courses (e.g. digitalization of cultural heritage, etc.)

3.3. To use more effective tools for the management and marketing of programme.

3.4. To improve methods of teaching included e-learning tools.

3.5. The ET recommends rethinking about volume of the programme and the study form from full-time to part-time studies.

3.6. The ET suggests describing the programme aims in terms of the Dublin Descriptors.

3.7. The ET suggests systematically connect the learning outcome to the programme aims. Such a table helps to evaluate the consistency of a programme.

3.8. The ET recommends a systematic collection of standardized data on the productivity of the program: the number of graduates and dropouts, absolute and relative to the intake (after 1.5 years, 2 years, 2.5 years and so on). These data are important indicators of the so-called productivity of a programme.

3.9. The ET suggests exploring the desirability of reducing the teaching load through reducing the number of contact hours.

3.10. The ET recommends that in future evaluation processes, the team preparing the SAR also be tasked with a preliminary completion of the evaluation report. An enormous amount of team time is consumed in completing categories and sub-categories of a largely mechanical nature.

#### IV. GENERAL ASSESSMENT

The study programme *Book Science* (state code – 62409S102 (new code - 621P90001)) is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	<b>Total:</b>	<b>15</b>

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

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

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

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

Grupēs vadovas:  
Team Leader:

Prof. Steven Knowlton

Grupēs nariai:  
Team members:

Dr. Baiba Holma

Prof. Peter Neijens

Prof. Hans Beentjes

Dainius Radzevičius