



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VYTAUTO DIDŽIOJO UNIVERSITETO  
**STUDIJŲ PROGRAMOS**  
*Migracijos politikos ir lietuvių diasporos istorija*  
*(valstybinis kodas – 621V27001)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
*OF History of Migration Policy and Lithuanian Diaspora*  
*(state code – 621V27001)*  
**STUDY PROGRAMME**  
at VYTAUTAS MAGNUS UNIVERSITY

1. **Dr. Martin Hallik (team leader)** *academic,*
2. **Prof. dr. Jean-Luc Lamboley,** *academic,*
3. **Dr. hab. Jakub Basista,** *academic,*
4. **Ass. prof. dr. Arūnas Streikus,** *academic,*
5. **Daina Habdankaitė,** *students' representative.*

Išvados parengtos anglų kalba  
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2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Migracijos politikos ir lietuvių diasporos istorija</i>
Valstybinis kodas	621V27001
Studijų sritis	Humanitarinių mokslų studijų sritis
Studijų kryptis	Istorija
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	Pasaulio istorijos magistras
Studijų programos įregistravimo data	2009 08 17

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	History of Migration Policy and Lithuanian Diaspora
State code	621V27001
Study area	Humanities
Study field	History
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 History
Date of registration of the study programme	17 <sup>th</sup> August 2009

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

### 1.1. *Background of the evaluation process*

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

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

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

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

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

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

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

### 1.2. *General*

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

No.	Name of the document

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

Vytautas Magnus University (VMU), which was established in 1922 and re-established in 1989, is closely intertwined with the political and cultural history of modern Lithuanian state. After the restoration of the independence it was the only university in the country without any burden of Soviet educational experience and from very beginning was oriented towards high standards of Western academic culture. Since its recovering was in many ways supported by former Lithuanian exiles diaspora studies became one of the core fields in VMU faculty of Humanities. The Department of History of the Faculty of Humanities has closely collaborated with the Institute of Lithuanian Diaspora (established 1994). Publication of the scholarly journal *OIKOS* was started in 2006 together with the Institute. Thus the Master programme *History of Migration Policy and Lithuanian Diaspora*, which has been launched by the Department of History in 2009, should be treated as a consequent outcome of previous development and a bold move one step forward in the field of migration studies.

### **1.4. The Review Team**

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 9 October 2014.

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

## **II. PROGRAMME ANALYSIS**

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

The Reviewers can confirm that the programme aims and learning outcomes are well defined, clear and publicly accessible. There are two main objectives of the programme highlighted: 1) to prepare analysts, who could be able not only critically judge the current trends of migration policy, but also to take an active part in the initiation of new migration policy

strategies, programmes or projects, directed to preserve cultural heritage of the Lithuanian expatriates in the world and foster relation between the Lithuania and Lithuanian expatriates in the world; 2) to prepare experts, who can consult government agencies, private business and nongovernmental institutions about the specificity of the Lithuanian expatriate communities. So the programme aims to harmonize in itself development of the abilities of historian expertise and policy making. Such an ambitious aim presuppose the broad set of learning outcomes to be gained including not only knowledges but also practical skills to apply them. Learning outcomes so as they are listed in the Self-evaluation report (SER) match this requirement. Information about the programme aims and learning outcomes can be found on the website and printed special editions of VMU. It is also accessible through the System AIKOS – open information, consulting and guidance system, established by the Ministry of Education and Science.

It may be asserted that in Lithuania, where the emigration was and continues to be an urging issue since the second half of the XIX<sup>th</sup> century, the study programme focused at migration history and the preparing of high-skilled specialists in the field, is indispensable. Upon completion of the programme, graduates in MA programme of *History of Migration Policy and Lithuanian Diaspora* acquire qualifications allowing them to enter various fields of professional activities. They are welcomed in heritage system institutions (archives, museums, libraries), public sector of foreign relations system (ministries, state agencies and international organizations), or they can continue their studies at doctoral level with the perspective to work in academia. Unfortunately, SER doesn't provide any tangible research findings supporting the validity of programme learning outcomes (surveys of alumni, employers etc.). Instead of it authors of SER supply only speculative considerations on the relevance of the programme's learning outcomes in the contemporary social and scientific discourse. During the onsite visit representatives of the Faculty of Humanities also admitted that their starting point by defining learning outcomes was similar programmes in the field, not the consideration of recent developments in the professional world. On the other hand, it is important to note that learning outcomes of the programme are updated regularly according to the expectations of students. So since its launch the programme's learning outcomes were adjusted by stressing the development of analytical thinking, problem-solving of migration processes and history of Lithuanian Diaspora.

The aims and learning outcomes of the MA programme *History of Migration Policy and Lithuanian Diaspora* are consistent with the type and level of studies. It offers knowledge and analytical skills of higher-level appropriate to the demands of a Master programme. In the course of the evaluation process the Reviewers have even noticed some curious dissonance between the

title of the programme and learning outcomes offered. The title of the programme looks a bit narrow signalling quite a limited scope of studies: focus only on historical research competences, exclusiveness of migration policy among other subjects of migration studies and the prevalence of Lithuanian diaspora issues. Meanwhile in the list of acquired learning outcomes as well as in the programme's curriculum the main focus is given to inter-disciplinary and international approach, migration policy isn't preferred towards cultural and social consequences of migration.

## **2.2. Curriculum design**

The Reviewers confirm that the curriculum of the Master programme design meets general requirements for Master degree study programmes approved by the order of the minister for Education and Science of the Republic of Lithuania (No V-826 of 3 June 2010). The duration of studies is 2 years and the volume is 120 credits. 66 credits are assigned to the compulsory subjects of the study field (research project and scientific research practicum among them) and 24 credits are assigned to elective subjects undertaken by the student from among the alternatives. Study subjects are spread evenly in three semesters (each semester takes 20 weeks and comprises 30 credits). During the fourth semester (20 weeks) a Master's thesis is prepared and defended before the Committee for Awarding the Master's Degree.

The curriculum of the programme confirms its inter-disciplinary character and international approach in migration studies. Notwithstanding the Reviewers are willing to note some repetitiveness of themes among the obligatory subjects. For example both courses *History of Global Migration* and *Comparative Migration Policy* have set understanding of state policies in the field of migration as their core objects. Overlap is also clearly visible between the subjects *History of Lithuanian Migration Policy* and *History of the Formation of Lithuanian Diaspora*, *Comparative Migration Policy* and *EU Migration and Asylum Policy*. The experts were not able to verify soundness of the latter allegation during the onsite visit, because nobody from teachers, who give lectures on core subjects were present at the meeting with the review team.

The Reviewers confirm that the content of the most subjects is consistent with the type and level of the studies. They distinguish themselves with a higher problematic and scientific level than the basic subjects taught as part of the first cycle programme. At the same time the Reviewers see among the elective courses some subjects, which hardly meet the level of specialized Master study programme. For example such subjects as *Lithuanian Society in 1940-*

*1990: Resistance and Collaboration* and *The History of Political Ideas in the 20th Century* are usually taught for bachelor degree students enrolled in history programmes.

Course outlines presented in the Annex nr. 1 of the SER, confirm that the content and teaching methods of the subjects are appropriate for the achievement of the intended learning outcomes. Their content reflects the latest achievements in humanities and social sciences, most of the subjects are based on the inter-disciplinary approach. Learning outcomes are achieved by application of various study methods: lecture, seminar, presentation, illustration, observation, discussion, case analyses, essays, etc. Teachers employ some innovative learning technology–contact work with students besides classes also takes place in a virtual space (VMU Intranet (First Class) course conferences as well as in the distant learning environment Moodle).

The linear progression and coherence of the Master programme lies largely in the focus on knowledge, skills and competences for 3 semesters and on the application of these, together with concentration on research and writing the research-oriented thesis during the remainder of the programme. The subject *The Methods and Sources of the Migration Research* and preparation of the research project should be especially mentioned as valuable tools for the achievement of an experience and skills enabling to do a qualitative research in the field. High standards applied to Master thesis are also reflected in an obligatory requirement to use scholarly literature in foreign language (amount of that literature should be minimum about 20 positions). On the other hand familiarizing with students' final papers during the onsite visit has indicated that the majority of them have rather descriptive character, are dealing with narrow topics related to the history of Lithuanian diaspora. Thus the level and content of Master theses causes some doubts about the correlation of the aims of the Programme and scientific student works. Having such an elaborate and professionally presented study programme, the Master theses are expected to demonstrate higher academic scope and bigger depth in research.

### ***2.3. Teaching staff***

The Reviewers can confirm that the study programme is provided by the staff meeting legal requirements. Current academic staff of the graduate study programme in *History of Migration Policy and Lithuanian Diaspora* includes 4 professors, 10 associated professors, 7 assistant professors. All of them have PhD in Humanities or Social Sciences. Their research areas correspond with the content of the courses they teach. Teaching staff qualifications are fully adequate to ensure learning outcomes. All the teachers meet qualification requirements and the majority of them exceed them considerably. 15 members of the staff have teaching and

research experience over 10 years. Some of them – professor Egidijus Aleksandravičius, Daiva Dapkutė, Daiva Kuzmickaitė, Ilona Strumickienė – are leading experts on issues of migration studies in Lithuania.

The number of the teaching staff is not only adequate to ensure learning outcomes, but exceeds quite far current demand. The number of students on the Master programme is 9 in both study years, so the ratio between the students and teachers seems to be remarkably low (0.43 students per teaching staff), allowing very close day to day communication. As the SER shows (Annex nr. 3), the age and the turnover of teachers is an unproblematic area too, because 65 % of the faculties participating in the programme are younger than 45 years. During 2009-2014 four teachers started to lecture in the programme after they defended PhD thesis, five teachers were awarded academic title of associate professor. So at the moment one can see an exemplary balance between well experienced researchers with high standing among students and young, promising staff members. Clearly visible sincere cooperation between different generations creates conditions for a fruitful academic process.

The Reviewers can confirm that the teaching staff of the programme is involved in research directly related to the study programme being reviewed. The majority of teachers are members of the research cluster *Migration and Diaspora studies*, which unites researchers from various faculties of the University doing their research in the field. 7 teachers in the programme are at the same time employees at the VMU Lithuanian Emigration Institute. All teachers in the last 10 years have important publications in the field of their teaching subject: monographs, articles in the peer-reviewed national journals or contributions to the volumes of articles published in Lithuania or abroad. At the same time more active engagement in the high ranking international academic journals would be desirable in order to justify reiterated statements about the internationalization of studies and research as core issues of the VMU.

#### ***2.4. Facilities and learning resources***

Students of the programme *History of Migration Policy and Lithuanian Diaspora* usually have lectures in classrooms of the Department of History. They are provided with the necessary audio and video equipment for presentations and have access to the wireless internet. Due to the small number of the programme's students study halls assigned to their lectures are fully adequate. It was noticed during the onsite visit that classrooms need air-conditioning as well. Students of the Master programme have access to all computer laboratories and reading halls of the VMU with total of about 230 working places. However bearing in the mind the overall

number of students in the VMU (some 10 000), conditions for a separate practical work should hardly be evaluated as very good. The university has a software rent agreement with Microsoft, which allows regular updating of all university computers with new software versions. Except of standard MS Office package computers, used by the programme students, have very few specialized programmes.

Students of programme of *Migration Policy and Lithuanian Diaspora* have an obligatory professional practice, which is performed in institutions chosen by students themselves, but usually in that with activities closely related to studied subjects: in the Ministry of Foreign Affairs, in institutions, which are taking care on the heritage of Lithuanian diaspora etc. Practise is performed on the base of an agreement between the university and the hosting organization, which includes the commitment of the latter to provide students with all the necessary facilities during the practice. Students, while doing the practice, have both a practice supervisor in the organization and a practice coordinator at VMU.

The main reading room of the VMU library is at the moment reconstructed and in the near future will offer its modern facilities to the community of the university. The library satisfies the basic informational needs for the research and studies. It is quite well-stocked both in terms of academic and scientific literature and electronic resources in general – including almost 50 licensed full text online databases (journals, newspapers, books, conference materials) such as EBSCO, Springer LINK, Cambridge Journals Online, Taylor and Francis all of which are accessible free of charge to students. Library users have access to more than 200 thousand electronic documents (books, journals and other publications) through these databases. Electronic full text online databases are available anytime for users affiliated with the university through the access to VMU proxy server. However study programme-related literature, especially up-to-date textbooks and journals on history of migration policy, isn't available in adequate supply in the faculty library. Though the students have an opportunity to visit nearby institutes for additional literature, it seems as if they are not fully aware of this opportunity.

### ***2.5. Study process and students' performance assessment***

The admission requirements are clear and well-founded: they take into account an arithmetic average of all the exam grades indicated in the Bachelor diploma supplement, an arithmetic average of specialized subjects and a grade for Bachelor Final Thesis. The applicants are also invited to an interview with the Admission Commission which serves, according to the Faculty administration, for seeing student motivation. The fact that drop-out rate is low of

approximately 1 student per year allows concluding that admission process corresponds well to the aims and specifics of the Programme.

The Programme combines three types of studying form: lectures, seminars and individual work. This kind of variety ensures a possibility for the students to acquire the capacities and competences stated in learning outcomes. The Programme has a flexible study organization system that allows students to choose from optional courses as well as courses offered by other programmes of the University. Besides, the practice providing system appears to be flexible, allowing students to lengthen the duration of practice time, as stated by students' experience. All this helps to promote interdisciplinary aspect of the Programme.

The feedback system is centralized on the level of the University while feedback from teachers to students and vice versa is mostly assured through informal discussions and eye-to-eye meetings, according to the information provided by Self-evaluation group. The positive aspect of informal feedback is that it is able to assure changes in the programme: for instance, both students and Self-evaluation group reported that student dissatisfaction with the choices of practice places was solved by changing the field of practice and introducing Diaspora communities as one of the practice choices.

Students are actively encouraged to participate in research activities held by Cluster system that is established on the University level. Students reported that they are well informed by e-mail and University's website about various conferences organized by VMU and other academic institutions. The common practice, according to the students the Experts met, is organizing student conferences based on their subject papers. As stressed by Self-evaluation group, students also have a possibility to publish their research papers in a couple of academic journals that are related to the study field and the Programme itself, namely "OIKOS" and "Darbai ir dienos". That suffices to conclude that students are provided enough information and opportunities to get involved in academic activities. In addition to that, the University has an extended basis of clubs, societies and cultural where students can enroll in order to enrich their artistic and social skills.

Even though students are provided the possibility to study abroad through Erasmus, bilateral or other agreements on mobility, the average number of students who use this possibility is only 2 per year. The small number of students who are actively participating in exchange programmes is an indicator of the need to strengthen internationalization of the programme. The Experts have observed positive tendencies in creating connections with institutions related to diaspora and migration, such as the Migration Department and the Lithuanian descendants abroad to name a few. But still there is clearly some space to broaden

international relations by assuring not only more active student mobility, but also the number of visiting professors from foreign institutions.

The level of social and academic support is ensured by providing possibility for students to get grants for good academic performance or in case of social deprivation. Particularly distinguished students can be awarded an honor scholarship. It should be noted that, judging from Self-evaluation report, enough attention by programme providers and administration staff is paid to ensure that students know about various scholarships available. It should be also noted that VMU has an elaborated system of disabled student support from social grants to equipped rooms in student housings.

The assessment system of the Programme corresponds to VMU's assessment system that is based on accumulative grade achievement principle. Each subject is evaluated during the final test (50% of the final grade) and interim assignments such as mid-term exam, laboratory tasks, tests and other. Students are effectively informed about the evaluation system and requirements via VMU website and during each course.

## ***2.6. Programme management***

The main body responsible for the study programme renewal and study programme quality assurance is the Study Programme Committee comprised of highly experienced experts and professionals specializing in the field of History of Migration Policy and Lithuanian Diaspora studies. It involves not only teachers, but also representatives of social stakeholders, alumni and students. The Study Programme Committee has a duty to access data collected through various channels of the inner study quality assurance system and to inform about the main issues the Department each year. The Committee also closely cooperates with the Center for Quality and Innovations established in 2011 with the aim of ensuring the development of University's quality Culture. All the updates proposed by the Study Programme Committee have to be approved by the Faculty Council. The Department of History as the body responsible for the implementation of the programme discuss the issues of the last during its meetings.

The implementation and evaluation of the programme is warranted by an array of the internal VMU documents. Main documents, according to which evaluation procedure is performed, are The Order of Study Programmes Renewal and The Order on Teaching Quality Evaluation. They contain clear provisions on the monitoring and updating procedures of the programme. Data on the implementation of the programme are regularly collected. Every semester at least two subjects of the study programme are confidentially evaluated by the

students. In addition to it, internal self-assessment of each programme is performed every three academic years at VMU. In this case programme students are also asked to evaluate contents of the programme, learning outcomes, learning resources, schedules, etc. The results of the surveys are discussed with teachers of the evaluated subjects, are presented in the meetings of the Study Programme Committee, Department and Faculty.

Though the involvement of the stakeholders is acknowledged by the SER as very important factor of the programme's improvement, very little is said about the concrete forms and cases of their participation in the study renewal process. The absence of employers and social partners during the onsite visit can be also interpreted as an indicator of insufficient communication between the Faculty and stakeholders. The ties with graduates of the programme are weak, their future careers are not followed they aren't involved in the renewal of the programme.

Implementation of plans to create a teaching quality evaluation information system fostered currently at the university level would be a large step towards the effectiveness of the internal quality assurance mechanisms, but at the moment they are only in the initial stage. It must be noted that the academic institution gives an important attention to the issues of qualifications of the teaching staff. The Reviewers have observed efforts of the higher education institution to create conditions for the professional development of the teaching staff necessary for the provision of the programme. Teachers have mentioned seminars they have attended in the last years (for example on Socratic practise in teaching), but it seems that teaching quality assurance doesn't function on systematic level yet.

### **III. RECOMMENDATIONS**

1. Revise the curriculum of the programme in order to avoid overlap of themes among the obligatory subjects, renew the list of elective subjects in order to expand options for students to form their curriculum independently.
2. More attention should be paid to the preparation of Master thesis. Their topics and content must reflect inter-disciplinary, international and multi-subjective character of the programme. Teachers can give more topics not limited to local or national history, foster analytical approach instead of descriptive.
3. Consider the possibility to offer some subjects of the programme only in English in order to foster students' international mobility and to rise development of transferable skills to a higher level.

4. More systematic development of new teaching skills should be pursued encountering experience of leading European universities in that field.
5. Elaborate more effective forms to involve social partners and graduates into the programme's renewal process. Their opinions on learning outcomes and programme curriculum should be surveyed on the regular base.

#### **IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)\***

#### **V. SUMMARY**

In general the MA programme *History of Migration Policy and Lithuanian Diaspora* match the criteria for the second cycle studies while offering learning outcomes of higher standard and appropriate to the public demands. The programme is unique at the national level of history studies having a relevant place in the society with so long tradition of emigration and a large diaspora. The aims and learning outcomes of the programme are also very suitable in coping with the challenges of global society.

The gradual evolution is visible during the period of accreditation towards the international, inter-disciplinary and multi-perspective dimension of the curricula. Being in correspondence with the guidelines of the Bologna Process it opens possibilities to attract students, who completed the first cycle studies not only in the history but also in other fields of humanities or even social sciences, who are aspiring for knowledge and skills applicable in the dynamic, global professional market. At the same time the Reviewers have pointed to some problems in the curricula, which need further improvement. The most urgent issues in this area are: thematic overlap of some core subjects, insufficient supply of elective subjects, discrepancy between high level of the curriculum and quite a low of the Master thesis.

The high quality of the teaching staff is probably the strongest component of the programme. Almost the half of teachers are deeply involved in the research directly connected with migration history, have important publications in the field. Another part of the lecturers is also doing research in the field of their teaching subjects. An excellent generational balance, smooth-going turnover and collaboration between historians and representatives of social sciences secures high standard of teaching quality. Measures aimed at the regular assessment of research/teaching quality, though some just in the stage of implementation have a positive effect too.

VMU as whole and the Department of History, which is performing the reviewed MA programme, are equipped quite well with modern facilities appropriate to the contemporary requirements for the qualitative studies. Administration of the University admit the continuing shortage of up-to-date literature on the history of migration, but situation is improving gradually as many books purchased in the course of research projects augment the repository of the library. Investments in the renovation of facilities used by the Faculty are also clearly visible.

Measurable features of the study process are in correspondence with the MA programme's aims. The admission requirements and a flexible study organization system helps to promote interdisciplinary aspect of the Programme. The close informal communication between students and teachers, the fact that students are encouraged to participate in research activities held by Cluster system that is established on the University level enable an effective sharing of the experience. At the same time the international aspect of the Programme is not enough visible in the organization of the study process.

Programme management generally is correct and efficient with Study Programme Committee as coordinating body. Observing multi-faceted involvement of students into the process of the programme's renewal (meetings with them at the beginning of every semester, surveys of their opinion regarding learning outcomes or teaching qualities), the Reviewers expressed some concern about the lack of clearly defined, regular forms to inquire demands of social partners on learning outcomes and the content of the programme.

## VI. GENERAL ASSESSMENT

The study programme *History of Migration Policy and Lithuanian Diaspora* (state code – 621V27001) at Vytautas Magnus 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	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>20</b>

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

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

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

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

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

VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ  
PROGRAMOS MIGRACIJOS POLITIKOS IR LIETUVIŲ DIASPOROS ISTORIJA  
(VALSTYBINIS KODAS – 621V27001) 2014-12-08 EKSPERTINIO VERTINIMO  
IŠVADŲ NR. SV4-592 IŠRAŠAS

<...>

## VI. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Migracijos politikos ir lietuvių diasporos istorija* (valstybinis kodas – 621V27001) 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	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>20</b>

\* 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

*Migracijos politikos ir lietuvių diasporos istorijos* magistrantūros programa iš esmės atitinka antrosios pakopos studijų kriterijus, nors siūlomi studijų rezultatai yra aukštesnio lygio ir atitinka visuomenės poreikius. Tai unikali istorijos studijų programa šalies lygmeniu, užimanti atitinkamą vietą visuomenėje, turinčioje gana senas emigracijos tradicijas ir didelę diasporą. Programos tikslai ir studijų rezultatai taip pat yra labai aktualūs, siekiant susidoroti su globalios visuomenės iššūkiais.

Akivaizdu, kad programa akreditacijos laikotarpiu laipsniškai plėtojama tarptautinės, tarpdalykinės ir įvairių kitų perspektyvų link. Atitikdama Bolonijos proceso gaires, ji atveria daugiau galimybių pritraukti studentus, kurie baigė ne tik istorijos, bet ir kitų humanitarinių ar

net socialinių mokslų sričių pirmosios pakopos studijas ir siekia žinių bei įgūdžių, būtinų dinamiškoje pasaulinėje profesionalų rinkoje. Ekspertai nurodė kai kurias programos problemas, ir siūlo ją tobulinti. Aktualiausi klausimai šioje srityje yra: kai kurių pagrindinių dalykų temų dubliavimasis, nepakankamas pasirenkamųjų dalykų skaičius, aukšto lygio studijų programos ir gana žemo lygio magistro baigiamųjų darbų nesuderinamumas.

Aukšto lygio dėstytojų komanda yra bene stipriausia programos dalis. Beveik pusė dėstytojų aktyviai dalyvauja moksliniuose tyrimuose, tiesiogiai susijusiuose su migracijos istorija, jie šioje srityje yra paskelbę svarbių publikacijų. Kita dėstytojų dalis taip pat atlieka mokslinius tyrimus savo dėstomų dalykų srityje. Išlaikyta puiki kartų pusiausvyra, užtikrinta sklandi kartų kaita, istorikų ir socialinių mokslų atstovų bendradarbiavimas garantuoja aukštą dėstymo kokybę. Priemonės, kuriomis siekiama reguliariai įvertinti mokslinių tyrimų ir (arba) dėstymo kokybę, nors kai kurios tik pradėtos įgyvendinti, taip pat turi teigiamą poveikį.

Visas VDU universitetas, taip pat ir Istorijos katedra, vykdanči vertinamą magistrantūros studijų programą, yra gana gerai aprūpinta šiuolaikiniais materialiaisiais ištekliais, atitinkančiais šiuolaikinius reikalavimus, keliamus kokybiškoms studijoms. Universiteto administracija pripažįsta, kad migracijos istorijos tema nuolat trūksta naujausios literatūros, tačiau padėtis palaiapsniui gerėja, nes daug knygų įsigyjama atliekant mokslinių tyrimų projektus, kurios, žinoma, papildo bibliotekos išteklius. Investicijos į fakulteto materialijų išteklių atnaujinimą yra akivaizdžios.

Studijų eigos savybės, kurias galima įvertinti, atitinka magistrantūros studijų programos tikslus. Priėmimo į studijas reikalavimai ir lanksti studijų organizavimo sistema padeda skatinti studijų programos tarpdalykinį aspektą. Glaudus ir neformalus studentų ir dėstytojų bendravimas, taip pat faktas, kad studentai yra skatinami dalyvauti mokslinių tyrimų veikloje, kurią vykdo Universiteto lygmeniu įsteigta klasterio sistema, leidžia veiksmingai dalytis patirtimi. Nepaisant to, tarptautinis studijų programos aspektas nepakankamai atsispindi studijų eigos organizavimo procese.

Programos vadyba, kurią užtikrina Studijų programos komitetas, kaip koordinuojantis organas, iš esmės yra tinkama ir veiksminga. Pastebėję studentų įvairiapusį dalyvavimą programos atnaujinimo procese (susitikimai kiekvieno semestro pradžioje, nuomonės apklausos dėl studijų rezultatų ar dėstymo kokybės) ekspertai išreiškė susirūpinimą, kad trūksta aiškiai apibrėžtų ir reguliarių metodų, siekiant išsiaiškinti socialinių partnerių poreikius, susijusius su studijų rezultatais ir programos turiniu.

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### III. REKOMENDACIJOS

1. Tikslinti studijų programos turinį, kad nebūtų privalomųjų dalykų temų dubliavimosi, atnaujinti pasirenkamųjų dalykų sąrašą, siekiant išplėsti pasirinkimo galimybes studentams, kad jie galėtų savarankiškai susidaryti programą.
2. Daugiau dėmesio turėtų būti skiriama magistro baigiamajam darbui rengti, kurio temos ir turinys turi atspindėti programos tarpdalykiškumą, tarptautinį ir daugiadalykinį pobūdį. Dėstytojai galėtų pateikti daugiau temų ir neapsiriboti vietos ar šalies istorija, turėtų skatinti taikyti analitinį, o ne aprašomąjį metodą.
3. Apsvarstyti galimybę pasiūlyti keletą programos dalykų tik anglų kalba, siekiant skatinti studentų tarptautinį mobilumą ir užtikrinti perkeliamųjų gebėjimų ugdymo aukštesnį lygį.
4. Užtikrinti sistemingesnį naujų dėstymo įgūdžių ugdymą pasinaudojant pirmaujančių Europos universitetų patirtimi šioje srityje.
5. Sukurti veiksmingesnius metodus, kaip socialinius partnerius ir absolventus įtraukti į programos atnaujinimo procesą. Į jų nuomonę apie studijų rezultatus ir programos turinį turėtų būti reguliariai atsižvelgiama.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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<sup>1</sup> Žin., 2002, Nr.37-1341.